

FEATURES OF THE ORGANIZATION AND CONDUCT OF EDUCATIONAL PRACTICE OF FUTURE PRIMARY SCHOOL TEACHERS

Yusupov M.M.

Senior lecturer at Kokand State Pedagogical institute

Tolipov R. M.

Teacher of Kokand State Pedagogical institute

Annotation. *The article is about the peculiarities of the organization and conduct of educational practice, which is an integral part of the higher education program, and the first, second and third courses of The Bachelor's degree in primary education are considered educational practice.*

Keywords: *qualification practice, pedagogical practice, educational practice, pedagogical activity, Methodist, organization.*

The organization and conduct of educational practice on a scientific basis has been an object of controversy among scientists and methodologists of pedagogical universities for many years and remains a problem that awaits its solution and needs scientific analysis. Although the reforms carried out in the higher education system are aimed at training highly qualified, competitive personnel, the problem of adapting the content of the educational practice to the requirements of the present day and organizing its components on a scientific basis is poorly studied and attracts the attention of methodologists and educators. Especially characteristic of the organization of the educational practice of teachers of the future primary classes is that the greater the number of subjects passed in the primary classes than in other specialties, the greater the complexity of some of the difficulties that practitioners face when entering pedagogical activity. The proposed innovations in the organization and conduct of educational practice have resulted in the analysis of a number of practice documents, practice programs, methodological manuals.

One of the existing shortcomings in the organization and conduct of educational practice is that each of the stylists attached to it from the OT should prioritize the fact that their science is fundamental and require the application of the theoretical knowledge gained in the audience in practice. The various visible assignments given by the Methodists attached to the subjects and the need for reports on the pedagogical activity of the practitioners will undoubtedly hinder the full understanding by the students of the essence of the educational practice and negatively affect the integrity of the practice in professional activity. In some cases, the leadership (in particular, the teaching methodology) involved in the organization of the practice also prioritizes the requirements for their own science, which in the course of the practice “puts the head of State”. One way at once to find solutions to such shortcomings can be to integrate the holistic pedagogical activity of various science stylists in the teaching practice into one system and coordinate their performance.

Some stylists who do not fully understand the purpose, function, content and essence of the teaching practice in each of the sections of the courses, understand the passage of a qualitative lesson only on subjects, when they say practice. As a result, from the first day of school the practitioner is assigned the task of observing and analyzing the lessons. Due to such errors, the student, who made the first step in pedagogical activity, begins to understand that the pedagogical process is the observation, analysis of lessons, the passage of lessons and practical assistance to the head of the class, as a result of which he does not pay enough attention to the classroom and extracurricular activities, self-study and control of his activities. In particular, the lack of hours allocated to Methodist psychologists for the period of pedagogical practice in the curriculum, the passage of psychology in only the 1st course, in a certain sense, creates the need for this science in the teaching practice of

195	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 06 in June-2022 https://www.gejournal.net/index.php/IJSSIR
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Higher courses by the student, and in the preparation of software materials for practitioners, mainly because of the preparation. In some foreign countries, we can see that future teachers have access to psychological practice in a certain part of the academic year [4, b. 4,8].

It should be noted that the role of educational practice in professional pedagogical activity, its formation as a subject of pedagogical activity, the importance of the development of student abilities; the fact that the events that may occur during the internship are not thoroughly analyzed with all its central problems has a negative impact on the student's performance during the internship.

Some educators, however, argue for the need to "pedagogicalize" the practice, arguing that the organization of the educational process at school is left out, focusing primarily on the student's learning process at the university. According to them, the internship should be the main tool for comprehensive training of future professionals. In order to achieve this goal, in determining the content of practice, it is expedient to introduce the principle from theory to practice, from system to practice.

While the above points are of fundamental importance, it is important to understand the place, role, and importance of pedagogical practice, as well as its essence. Only then will he be able to achieve his goal. It should be noted that any specific educational task, the purpose of teaching in the process of pedagogical practice, any specific form, method of working with students, if we understand the essence of the activities of students and teachers we can achieve the expected result only if we fully understand what psychological mechanisms are implemented in educational practice, what conditions provide a favorable developmental effect.

In the existing pedagogical literature, one can still find one-sided views on the content of students' educational activities. A. A. Verbiskaya The basic educational activity of students is divided into three forms (theoretical knowledge that the student receives during the academic year at the university (lectures and seminars, practical classes), forms related to educational and professional activities (business education) games and didactic games, etc., educational and professional activities). [2, p. 54,55]. According to the analysis of the qualification practice in modern pedagogical education by V.M. In addition to the unit, it is a type of educational technology. According to V.M. At the same time higher education y The fact that the theoretical "depth" of education differs from school practice causes practitioners to face problems [6, p. 46, 47]. O.A. Abdullina and N.N. According to Zagryazkin, the practical work of students is exactly the same as the professional activity of a teacher, similar in content, structure, versatility of attitudes and tasks. Although the student tries to get acquainted with the multifaceted and complex aspects of the integrated educational work during the internship, because this activity is a study of professional activity for the student, science teachers, methodologists systematically train students. 'naltiring, organizing and controlling. The student's multifaceted work preserves the integrity of his or her core business - teaching and learning.

According to the analysis of the results of the research work devoted to practice, it is possible to recognize a number of its functions.

First, practice allows students to test their theoretical knowledge in practice. Difficulties encountered when applying the knowledge gained at the University in the process of practice are considered as the main problems in the activities of new teachers who took the first step into pedagogical activity. Practice serves as a link between theoretical knowledge and practical activity.

Secondly, practice is regarded as a space in which integration of different classifications and different knowledge takes place in the future teacher activities. The study of the pedagogical process takes the leading place in the educational process, in contrast to the practices passed in the previous (college) stages, with its sequence, division into parts, and in practice acts as a holistic, integral phenomenon. Taking into account the similarity of the practice with some production processes, we can say that in educational practice, separate "blocks" and "parts" of psychological and pedagogical

knowledge are "assembled" in a holistic structure that serves professional activity. It is worth noting that the "construction" of Serial and individually mastered knowledge can be carried out only in pedagogical activity. During the internship, the subject of the student's view of new independent pedagogical activity is formed, a relatively new subject of relations between the students and the pedagogical community arises. The school's pedagogical team provides practical assistance and support to practitioners in mastering and adopting a new perspective.

During the internship period, the student is given the opportunity to test himself at the maximum in his activities as a teacher. The practice will be the basis for future educators to strengthen their knowledge in the chosen profession and to determine the limit of their opportunities and develop their ability to overcome difficulties. Qualitative Organization of educational practice – this allows for the development of future pedagogical professional knowledge.

Recognizing the continuity of practice in relation to the previous stages of education, it is necessary to diagnose its course, to study the results of monitoring by experts and to spend on improving the content of practice. The exact, incomplete mastering of the skills and skills acquired in the universities arises in the professional activity of the practitioner, as a result of its elimination, the mistakes that have been made are diagnosed and it is understood at what stage of professional activity this acquired knowledge corresponds. Having analyzed the metaphor "practice as a stage of accumulation of knowledge", we can say that practice determines which parts are missing in the student's knowledge, which ones are imperfect, which ones are not suitable at all.

On the analysis of the results of the practice by expert opinions, it is expedient to make recommendations to the teachers on how to eliminate the shortcomings that each student may have in the future. The data collected during the educational practice and the conclusions drawn up on its basis will provide the basis for the design of the next stage of education, as well as the improvement of its purpose, content and implementation technologies. This is a task not only for the teachers of higher education institutions, but also for the students themselves, which implies that they determine the directions and forms of independent acquisition of knowledge in the rest period of Education.

Pedagogical practice, especially educational practice, allows the student to "shorten" the period of adaptation to pedagogical activity, and not to imitate, but to test himself in professional activity, to identify and eliminate difficulties, at the same time not to leave pedagogical activity, when faced with problems, the student learns not to be alone with himself, together with his colleagues, stylists, to redesign all the issues

Thus, recognizing the leading position of educational practice in the system of training students for professional activities, the practice is the basis for the development and socialization of the professional skills of future teachers, and its effective organization dictates the perfect development of educational tools organizational and pedagogical. The fundamental reforms that are taking place in the society, especially in the field of Education, constitute the task of developing an innovative integrated pedagogical practice project and modern program in the universities, abandoning the existing established, old system that does not meet the development goals.

In the analyzed practice programs, one can see the similarity of the form of organization, mainly: the conference in which the initial practice was taken; the observation of the lessons by the practitioners, the analysis or the analysis of the lessons by the methodologists; the activities conducted by the students, the analysis of extracurricular activities; the seminar-training conducted by the school stylists for practitioners.

Consider the contents of the main ones: the conference in which the internship took place – the main purpose of this form of work is to acquaint the students with the purpose, objectives, duration and duration of the teaching practice; to attach the kafedra stylists who will ensure the successful passage of the internship to the educational institutions where the internship will take place; to; explaining the rules of procedure of the educational institution where the students are going to practice

and the responsibility of the practitioners, traffic rules, subordination to the Charter of the educational institution will be explained. Students are provided with the program of the educational practice its purpose and means of implementation, forms of the content of the work used in the generalization. The purpose of such a form of work is aimed at providing students with a dream about the essence, values of their chosen profession and supporting initiatives. The stylists who spoke at the conference should speak not only as a supervising teacher, but also about the fact that they are a mature specialist in this field, a consultant (didakshonos, Methodist, educator, psychologist) and can solve problems together with practitioners during the period of training practice. Stylists are advised to talk not about the analysis of the content of activity, but about the means and methods of influence. Stylists in sciences (mathematicians, linguists, technologists, educators, psychologists) understand each of the criteria for assessing his science (how many points can be obtained for which form of work) in specific dimensions. During the internship, each student performs the following types of activities specified in the internship program, improves his / her pedagogical knowledge, skills and monitors the content of his / her work activity. As a result, before the completion of the educational practice, the student will be able to adapt his / her personal work plan to the content of the activity:

- drawing up a brief description of the educational institution;
- acquaintance with the content of the activity of the psychologist of the educational institution;
- to learn the main functions of his professional activity;
- to have information about the categories of students who need help;
- to get information about the problems of the educational institution;
- analysis of problem solving technologies;
- having their own views on professional duties;
- to compare the theoretical knowledge gained in the process of lectures and practical activities in life situations, practical activities;
- monitor achievements and shortcomings in working with a specific age group, A category of students with problems in a particular personal area.

The student's activities in practice are monitored by the above-mentioned types of work and evaluated taking into account the extent to which it is performed [3, 20].

In conclusion, the ultimate goal of all types of practice should be the formation of professional competence specialists and the professional competence of the future teacher should be considered as the source of training of teachers.

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