

QUALITY PRACTICE OF FUTURE PRIMARY CLASS TEACHERS - A FACTOR OF PEDAGOGICAL SKILLS

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In the field of education, which is currently developing at a rapid pace, the task of forming comprehensive professional competencies of graduates of modern higher education is set before them, and the higher educational institutions of our country are interested in training competitive specialists who are in demand in the modern labor market. University graduates, future experts in their field, during their studies, not only acquire the knowledge, skills and qualifications necessary for successful self-realization in the professional field, but also develop new professionally important qualities and, in this regard, have to work on z. In order to achieve this goal, a whole set of pedagogical tools is used, including in the training of students, in which the qualities corresponding to the qualification requirements are mastered by those who are trained. Organization of such a system of professional training of future elementary school teachers helps to form professional competence, that is, pedagogical competence in students.

In the process of teaching students, it is important to create the necessary conditions for the formation of professional competence in students of pedagogic universities, to make a career choice made by them according to their capabilities and level, and also to increase their training and personal motivation. attention is drawn.

All this verifies the relevance of the issue of forming the foundations of pedagogical competence of modern higher education. The organization of such a system of skills in the process contributes to the formation of professional competence of future teachers. In the process of pedagogical practice, the formation of pedagogical competence among students of higher education institutions, the creation of necessary conditions for the conscious choice of a profession in accordance with their abilities, level of training and personal motivation should be considered as a particularly urgent issue. It is no exaggeration to say that all this indicates the urgency of the issue of forming the foundations of professional competence in modern higher education.

The purpose of the reforms implemented in all spheres of social life in Uzbekistan is aimed at ensuring the safety and well-being of a person and his interests, as well as raising a mature generation. The path of development that Uzbekistan has traveled in a short period of time after gaining independence is gaining meaning and essence worthy of centuries.

It is known that it is important to educate young people as well-rounded individuals, who are important subjects of social-political, economic, cultural-spiritual renewal of society, in order to move development and influence the processes taking place in life. is important. The most important thing is that pedagogues should pay attention to the fact that educational activities are not only informative, but also developing. Also, to allow students to express their independent opinions (even if they are wrong), to encourage them to think, to think It is considered one of the important characteristics of the acquired education. Also, the pedagogue is considered a leader in the formation of practical skills along with providing theoretical knowledge. Because the pedagogue researches his experiences in applying theoretical knowledge in practice.

In paragraph 7 of the Decree of the President of the Republic of Uzbekistan dated May 11, 2022 "On approval of the national program for the development of public education in 2022-2026" No. PF-134 from the academic year 2022/2023 starting from the Tashkent State Pedagogical University, as well

as the higher education institutions of our country, the weekly training sessions for students of the 2-4 stages studying in the form of full-time education are in the "4+2" order, including 4 days of classes at the higher educational institution, On the 2nd day, the task of carrying out practical work in pre-school and general secondary educational institutions is set.

Internships are a mandatory part of the bachelor's education process and are directed to the formation of professional training, practical skills and competencies of students. Many types of internships are held in the training of bachelors. One of them is pedagogical practice. Pedagogical practice is the main and important link of the professional training system of the future specialist. Pedagogical practice is a process that connects the student's theoretical education and future independent activity and ensures the formation of professional skills and qualifications, and is considered a school of initial experience.

Out of 9,313 students of the full-time department of undergraduate education at the 2nd-4th level, 2,900 are enrolled in 29 educational areas at the 2nd level, 3,737 at the 3rd level in 27 educational areas, and

In the 4th stage, 2664 students in 28 educational fields are provided with internships in the "4+2" mode.

Pedagogical practice is the main part of the pedagogical process in the training of future teachers. Pedagogical practice is carried out in accordance with the model and working curriculum. Its content depends on the type of practice and corresponds to the program developed in the department. Pedagogical practice is organized separately from training sessions.

The purpose of pedagogical practice is to prepare future teachers for professional activities, to test their acquired knowledge in practice, to feel the responsibility of pedagogical activity and to form the skills to work on themselves, as well as to improve the work of experienced teachers. consists of learning.

Tasks of pedagogical practice:

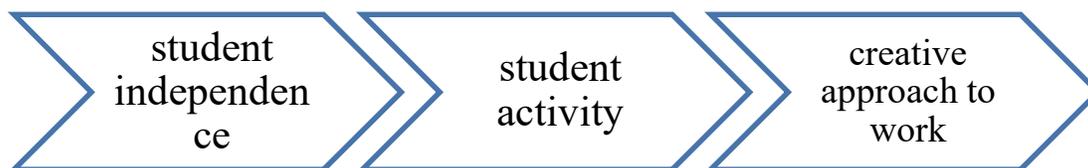
Cultivating students' interest in the teaching profession

Forming a whole understanding of pedagogical activity

Formation of pedagogical skills and competencies

Creating experience in pedagogical activity.

The effectiveness of pedagogical practice can be seen in the following



Vocational training is interpreted as a unique form of social competence of a person, which arises on the basis of mastering the necessary professional knowledge, skills and abilities. Vocational training does not happen by itself, but includes specific stages planned based on specific goals. The formation of professional training in a person is initially determined by the formation of vision and concepts specific to the profession, then it is explained by the assimilation of knowledge, skills and abilities related to the specialty, the determination of professional qualities and the level of professional adaptation.

ORGANIZATION OF QUALIFICATION PRACTICE

Qualification practice is organized on the basis of the agreements of the higher education institution with the receiving organizations concluded in the prescribed manner (Appendix 1).

In the agreement on the organization and conduct of the qualification practice between the higher education institution and the receiving organization, the subject of the agreement, the rights and obligations of the parties, the procedure for the organization and conduct of the qualification practice based on the characteristics of the work of the receiving organization, the validity of the contract agrees on the deadline, the grounds for termination of the contract, as well as the responsibility of the parties.

The rector (director) of the higher education institution is responsible for organizing and conducting qualification practice.

The vice-rector for educational affairs, the head of the educational and methodological department (department), the dean of the faculty, the head of the department and the head of the professional practice in the higher education institution are responsible for the full implementation of the schedule and programs of the students' professional practice. is responsible.

The main document that regulates the activities of students and managers of professional practice is the professional practice program.

The hours of the training load of the head of the qualification practice from the higher education institution in the qualification practice are determined based on the current time standards.

Prior to the organization of the qualification internship, the rector (director) of the higher education institution shall specify the type of qualification internship, duration, accommodation, material support, the composition list of the leaders of the qualification internship and students from the sending higher education institution, as well as , providing them with accommodation, the general organization of qualification practice and the supervision of its conduct by officials (vice-rector for educational affairs, head of the educational and methodological department (department), faculty dean, head of the department) the specified order is accepted.

Educational and methodological administration (department) of the higher educational institution, planning and financial department 6, department head and faculty dean of the organization of qualification practice, material and educational and methodological provision and coordination of the transfer together with

On the basis of bilateral agreements between the higher education institution and the receiving organization, the student can undergo qualification practice in enterprises, institutions and organizations of foreign countries. In this case, the clauses of the contract concluded by the higher education institution shall be agreed with the higher-ranking ministry and office in accordance with the procedure.

Leading the practice of qualification

The tasks of the "Marketing and Student Practice" department of the higher education institution in connection with the organization and conduct of the qualification practice:

organizing all kinds of internships in a general secondary educational institution;

conclusion of contracts with the organization accepting the qualification practice for the next academic year;

to inform the receiving organizations of the qualification internship with an official letter about the internship;

Studying advanced foreign and national experience in organizing student qualification practice and preparing proposals for its implementation.

Duties of the specialized department of the higher educational institution in connection with the organization and conduct of qualification practice:

✚ Two months before the beginning of the qualification practice, students submit the schedule and program of the qualification practice for approval;

✚ formation of drafts of qualification practice orders for each undergraduate education and master's specialties;

✚ organize and ensure the publication of a set of qualification practice documents for students;

✚ organization of students' arrival and return to the training place in cooperation with department heads and dean's offices;

✚ control of the implementation of the schedule and program of qualification practice in host organizations, the availability of student reports and the organization of report protection;

✚ reporting to the Council of the higher education institution about the conduct of qualification practices once per academic year.

Duties of the head of qualification practice assigned by the higher education institution:

- ✓ Participation in the distribution of students to places of qualification practice; providing necessary instructions and guidance to students going to the qualification practice in advance about the procedures for conducting the qualification practice, safety techniques;
- ✓ If necessary, go to the receiving organization before the beginning of the qualification practice and organize the necessary preparations for the arrival of students;
- ✓ making a schedule for students for the entire period of professional practice based on the professional practice program, determining the scope and content of the work together with the head of professional practice from the receiving organization;
- ✓ providing students with a schedule and program of qualification practice and a diary; control the arrival and return of students to the training place; to be in regular contact with the head of the internship from the receiving organization regarding the status of the student's internship;
- ✓ to supervise compliance with the deadlines of the internship, as well as the execution of the schedule and program of the internship, and the daily filling of the diary, providing methodological support, in necessary cases, visiting the places of internship of the students or do with 'li;
- ✓ to give instructions and recommendations for writing students' qualification practice report;
- ✓ Participation and evaluation of students' reports on qualification practice

RIGHTS AND OBLIGATIONS OF STUDENTS DURING THE PRACTICE PERIOD

The student's right to undergo qualification practice:

- pre-acquaintance with the place, plan, program and procedure of qualification practice;
- to express their opinion on the conduct of qualification practice;

- to receive necessary information regarding the qualification practice;
- has the right to get acquainted with methodological materials on qualification practice and to receive guidance from the leaders of qualification practice.

Obligations of the student for the qualification practice:

- to complete the assignments provided for in the internship program;
- to obey the rules of the internal labor procedure of the practice object, study and strictly observe the rules of labor protection, safety equipment and production sanitation;
- keep a diary, make drawings, images, etc.;
- timely formalization of documents related to the report;
- must submit a written report to the head of practice on the completion of all assignments and pass a practice test.

This practice is considered as professional training, it is interpreted as a unique manifestation of the social competence of a person arising on the basis of mastering the necessary professional knowledge, skills and abilities. Vocational training does not happen by itself, but includes specific stages planned based on specific goals. The formation of professional training in a person is initially determined by the formation of vision and concepts specific to the profession, then it is explained by the assimilation of knowledge, skills and abilities related to the specialty, the determination of professional qualities and the level of professional adaptation.

Modernization of higher education institutions and the educational process in them, improvement of quality monitoring of the system of training pedagogues, equipping future teachers with modern professional knowledge, qualifications and skills, formation of acmeological motivation for professional activity in them. it is considered one of the important tasks in the process of formation of professional training of specialists. Pedagogical practice consists in the development of intelligence and logical thinking in students based on the uniqueness of the chosen specialty. In this case, as the main criteria of professional training, the future specialist's practical readiness for activity and the level of mastering of knowledge, skills and qualifications within the scope of specialization, as well as the level of adaptation to the requirements of professional activity are determined.

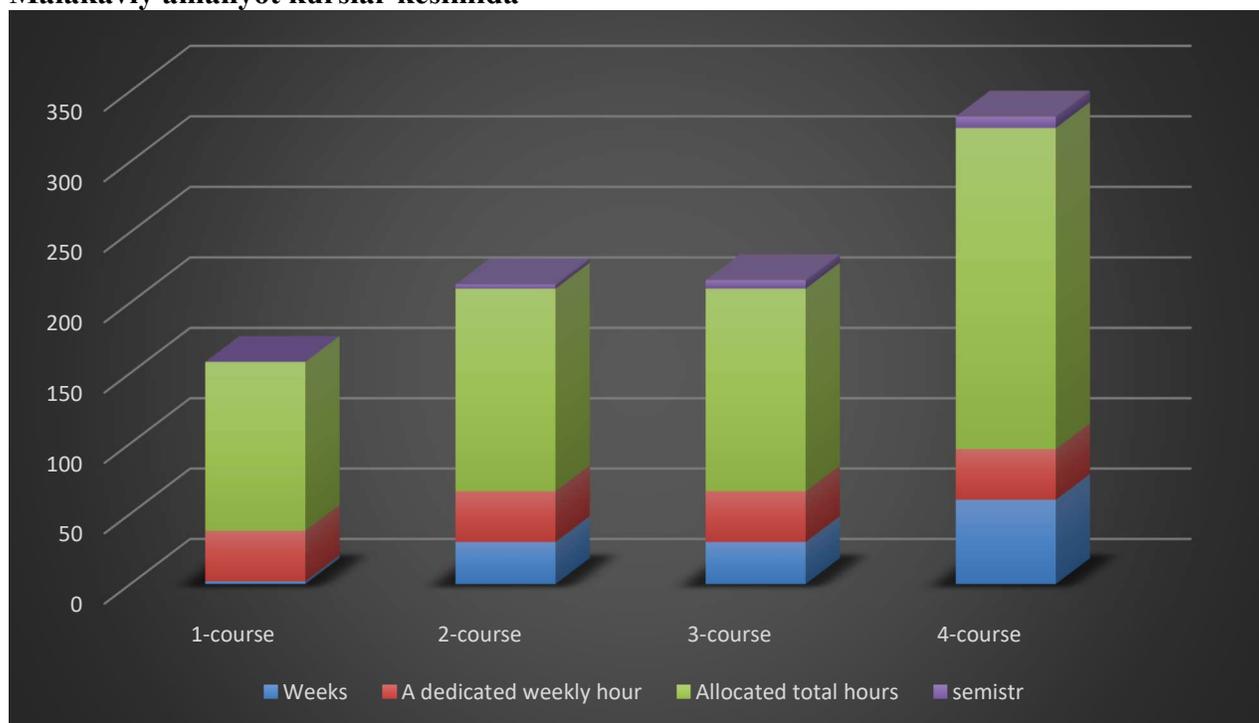
Professional training represents the level of knowledge, skills and qualifications necessary for the further improvement of moral and professional qualities, formation of professional competence throughout the entire career of a specialist. The actual implementation of the aforementioned tasks requires innovative approaches to the most important of the issues that are put before pedagogical higher education institutions, that is, the process of training future teachers:

- creation of professional education programs that are continuously improved based on the requirements of the labor market and the latest achievements of science, technology, technology and economy;
- establishing a strong integration between continuous education, science and production;
- providing educational institutions with modern material and technical base and educational and methodological literature;
- attracting highly qualified teachers, methodologists and engineer-pedagogues to the higher education system;
- development of cognitive activity, creative abilities of future teachers, as well as determination of active professional motivation in them;
- the wide application of innovative teaching technologies in the educational practice of higher education institutions is one of the necessary factors.

TYPES OF OPERATIONS AND SCHEDULE

Each type of practice is conducted in accordance with the approved program developed and established by the Higher Education Institution. The internship period is determined by the working training plan. After the end of the operation, a report will be submitted to the commission. The evaluation form is determined in the internship program.

Malakaviy amaliyot kurslar kesimida



The criteria for evaluating students' educational results are evaluated as follows: The criteria for evaluating students' educational results are evaluated as follows:

One of the important conditions for improving the quality of theoretical-methodical training of teachers in pedagogical activities is the systematic unity of general education and special subjects, which is carried out in interdisciplinarity. The need for an integrated approach to the educational process has been noted in a number of studies conducted in recent years. The effective acquisition of scientific knowledge by future teachers, along with the formation of pedagogical knowledge and skills in them, also helps to learn the relevance of subjects to separate departments in the educational process. Such integration between separate departments of the subjects taught in the process of pedagogical education reflects the holistic concepts of the theory and practice of pedagogical activity and the intersubjective essence. From a philosophical point of view, integration is not a simple uniting of elements into a whole, but a system, interrelationship that contributes to its development, the emergence of new properties that were not previously characteristic of these elements, as well as their activation. Interdependence means interaction. In modern studies, on the one hand, integration is defined as an internal reserve for the development of scientific knowledge, and on the other hand, integration is considered to be a qualitatively new type of mutual development of sciences, typical for the modern conditions of formation of sciences. It is emphasized that "integration is directly related to the development of scientific and technical progress." Also, integration is recognized as a factor of ensuring the

interrelationship of sciences. In our opinion, this range of these ideas is a multi-functional phenomenon, which differs in content depending on the field of application.

Pedagogical qualification of a teacher means a complex individual psychological education based on combining experience, theoretical knowledge, practical skills and important personal qualities. In order to acquire competencies, the student must become a subject of this conscious activity. Competence cannot be separated from the specific conditions of its implementation. It simultaneously connects the mobilization of knowledge, skills and behavioral attitudes adapted to a specific activity environment. In a sense, this is also a sign of perfection. In this case, to be competent means: the ability to mobilize acquired knowledge and experience in a specific situation. Thus, large-scale studies devoted to the study of professional competence, its development characteristics show that this problem is important for the science and practice of modern pedagogy and is of interest to researchers. For the formation of certain competencies, appropriate conditions are necessary in which they manifest themselves. Competence is developed, enriched, expanded or strengthened from the initial level. At the same time, pedagogical professional skill is associated with a high level of self-awareness of individual characteristics and individual style of activity. A characteristic feature of the work of a primary school teacher is multi-subjectivity. Unlike other subject teachers, he must also master the methods of teaching Russian language, literary reading, mathematics, visual arts, music, technology, the surrounding world and other academic subjects. All this requires serious attention to the practical training of the primary school teacher, to the formation of his individual creative abilities, which allows him to work with younger students in various types of modern educational institutions, i.e. primary classroom teachers enable successful educational activities. Pedagogical practice has a special place in the professional training of future primary school teachers. This connection between theoretical and practical training of future specialists is the most important condition for improving the quality of their education, because practice is carried out in conditions as close as possible to their future professional activities, in which the process of professional qualification formation is carried out. Therefore, the qualification of future primary school teachers is being successfully improved. Pedagogical practice is also an important part of the "pedagogical university-school" system, which, on the one hand, improves the professional-pedagogical preparation of future teachers, and on the other hand, improves the quality of teaching and education, and their integral interaction. has great opportunities for cooperation. The system of pedagogical practice in primary grades provides a sufficiently high level of professional-pedagogical training of future primary school teachers and reliably demonstrates its feasibility. In the structure of this system, different types of pedagogical practices determined by the state higher education standards of the republican specialty "Primary Education" that solve their specific goals and tasks are distinguished, in particular:

- the child's first days at school;
- organization of educational activities outside the classroom;
- educational and pedagogical practice; - general practice.

These types of pedagogical practice have their own characteristics in terms of form and content and are carried out in accordance with the main principles of its organization: connection of practice with life, compliance of content and organization with modern school requirements, systematicity of its content and methods of organization from course to course, continuity, complexity; relevance to theoretical courses; students' learning and

It is a complex feature that ensures the unity of educational work outside the classroom, the consistency of the content of the practice, and the change and complexity of the types of activities of students aimed at their gradual development. The beginning of the simplest pedagogical techniques and actions, later they become more complex and are combined into a more complex teaching skill, which

is called integration by its name. Thus, it is planned to form pedagogical qualities such as observing and analyzing the behavior and activities of young students from a young age, diagnosing their upbringing, taking into account the individual characteristics of young children's development. In the process of teaching and educating students with future elementary school teachers, the ability to plan and implement educational work, in general, the formation of pedagogical competences, which ultimately improves the generalized pedagogical ability in educational work with younger students. forms the ability to carry out work.

During the period of pedagogical practice, students can turn to the pedagogical practice and school leadership of the pedagogical institute, teachers of the educational place, make recommendations on the development of educational work, organizational issues of the practice, in educational institutions. have the right to participate in conferences and meetings of children and teenagers, young people and trade unions, to use the library, science offices and available educational and methodological tools.

Student practitioners of the Higher Pedagogical Educational Institution in the process of pedagogical practice:

to fulfill the tasks of the pedagogic university, the head of the pedagogical practice of the faculty, the group leader, methodologists, teachers of pedagogy and psychology, school management and teachers, to strictly observe the rules of technical safety and labor protection, humility, organization, to be an example of discipline, decency and diligence;

to perform all the tasks specified in the pedagogical practice programs, to thoroughly prepare for the organization and organization of educational work with children, to draw up their plans and programs, summaries, and to approve it to the teacher, class leader and methodologist;

must actively participate in all educational activities and their analysis in accordance with the lesson schedule, keep a practice diary of a certain quality and report to the group leader at the end of the practice and pass a practice test. A practitioner who does not meet the requirements recognized above will be excluded from pedagogical practice. A student who has been excluded from pedagogical practice or received an unworthy grade for his activities during pedagogical practice is considered to have failed the curriculum for this semester.

In conclusion, we can emphasize that in modern conditions, a future elementary school teacher who thinks naturally and actively, models the educational process, independently invents new ideas and technologies of education and upbringing and applies them to life the issue of increasing the level of professional qualification has become urgent. First, a professionally qualified teacher has a positive effect on the formation of students' creative abilities in the process of educational work; secondly, he achieves the best results in his professional activities; thirdly, he knows how to realize his professional potential. At the same time, the conditions of the educational environment have become new, the content of education, the forms and methods of teaching are changing, the demand for the quality of knowledge is increasing, the structure of the lesson is becoming more complicated, all this requires increasing the complexity of the educational process. does. The question of formation of pedagogical competence and readiness of the future elementary school teacher to carry out professional activities proves to be more relevant due to the same aspects.

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