

RESEARCH OBJECT OF PRACTICE AT THE PEDAGOGICAL UNIVERSITY (ON THE EXAMPLE OF 4+2)

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ANNOTATION

Effective organization of practice in pedagogical universities to improve the level of training of primary school students in the subjects of primary education in order to fulfill the requirements of the "Law on Education" based on the achievements of pedagogical technologies and information technologies Wide introduction in the period is one of the most important tasks of our time.

Keywords: practice, pedagogical practice, education, extra-curricular activities, technology, space, life activity.

I. INTRODUCTION

Practice is an active, active assimilation and transformation of reality. Pedagogical practice should be organized accordingly, during which students are given the opportunity to really interact with students and begin to explore the space of school reality from the position of a teacher. Pedagogical practice provides for participation in the education and upbringing of students, the preparation and conduct of lessons and extracurricular activities.

Education in the field of primary education in pedagogical universities, which is organized to test the theoretical knowledge of students, the effective organization of independent learning in subjects and their connection with life activities, students check and apply the knowledge obtained from all methodological subjects in the process of forming knowledge, skills and competencies in students. That is why the 4 + 2 practice has its own object of study, subject, goal and objectives.

II. MATERIALS AND METHODS

4 + 2 practice of effective organization of the level of training of future primary school teachers in the subjects of primary education in order to fulfill the requirements of the "Law on Education" based on the achievements of pedagogical technologies and information technology's Wide introduction in the period is one of the most important tasks of our time.

Activities such as improving the effectiveness of 4+2 practice, turning a student into a subject of the educational process, determining convenient ways to assimilate the knowledge, skills and qualifications of students, organizing extracurricular activities in all 4+2 subjects is a scientific research object of practice.

During the 4+2 practice, students must know the history of science, the organization of the educational process, the purpose, methods and principles of teaching. In addition, it is desirable that they study the subjects taught in the primary grades on the basis of practice, conduct each lesson on the basis of modern pedagogical technologies, and know the connection between disciplines.

Students who live far from their university are allowed to undertake pedagogical practice in their locality. Rural schools can send applications to a pedagogical university for trainee students in the hope that after graduation they will come to them for permanent work. There are situations when a student-trainee

immediately performs the functions of a teacher in such a school, for example, if there is no teacher in this subject.

Today, our society has undergone radical changes. After all, “Man, his all-round harmonious development and well-being, the creation of conditions and effective mechanisms for the realization of personal interests, the change in outdated patterns of thinking and social behavior are the main goal and driving force of the reforms carried out in the republic.”

In this series of reforms, strengthening the coherence and continuity between the levels of education, as well as the connection and connections between them, is of particular importance. Ensuring that this objective is achieved depends largely on the practice of 4+2.

The 4+2 practice is the link between the secondary school and the higher education system. During this period, students conduct independent activities on the basis of theoretical knowledge gained by them in the classroom of the institute, practical, laboratory classes, experience of independent work. They get acquainted with the work of highly qualified Methodist teachers, learn from them, carry out educational work in cooperation with students of different mentality.

Teaching practice is a complex process in which students perform activities determined by their specialization. These can be practical activities from the field of psychology, physiology, sociology, pedagogy, school studies. Coordination of all areas of work, requirements of different departments, bringing the complex information up to students is also provided by the installation conference.

An analysis of the state of learning shows that there is a contradiction between the need to prepare students for life in a different type of socio-cultural development and the existing system of education, which does not create conditions for the development of independence and responsibility of students in learning, internal motivation for activity and learning, the ability to plan their own activities, accept solutions. The learning conditions that are characteristic of reproductive pedagogy significantly slow down the inclusion of school graduates in modern society.

In the modern Uzbek school there are many problems associated both with one particular school and with the entire system of school education. The main and determining ones are the acute shortage of qualified teachers, the lack of motivation to study among the vast majority of schoolchildren, the upbringing of children in dysfunctional families, the imperfection of many educational programs compiled by teachers, the lack of consistency and certainty in the general system of Uzbek education.

Pedagogical practice as an effective form of teaching students is designed to ensure the formation of professional and pedagogical skills in conducting educational and extracurricular work with schoolchildren. In this regard, the general tasks of the practice are: ensuring the connection of theoretical studies at the university with the work of the school; expansion, consolidation and verification of knowledge acquired by students in the process of study; the formation of basic professional and pedagogical skills in conducting pedagogical work as a subject teacher and class teacher, based on the requirements of the teacher's qualification characteristics; development of students' interest in the study of topical issues of education and upbringing of schoolchildren; preparation of graduates of the institute for the creative implementation of the duties of a teacher.

The system of pedagogical practice of students with multi-level training is aimed at developing future teachers' skills, abilities, professional abilities, which will enable them to successfully carry out the educational process at school in the future. The level of organization and conduct of the pedagogical practice of students does not meet the requirements for a teacher of today.

During the pedagogical practice of students, we were convinced that no matter how much the methodologist in the subject, teachers and psychologists strive to create coordinated programs for theoretical and practical training of students, it is difficult for them to solve the problem of their complete and flawless coordination.

About mismatch in these types of training

The mismatch between the theoretical preparation of students and their pedagogical practice has a negative impact on their mental states. As a rule, mental states have a significant impact on the effectiveness of pedagogical practice in extreme conditions. An analysis of the practice of students showed that a modern teacher should not only know his subject, the basics of pedagogy and psychology, but, first of all, have the formed skills and abilities of professional and pedagogical activity: know the psychological and pedagogical characteristics of schoolchildren of a certain age, set and implement a simple pedagogical experiment, build your own individual process of education and upbringing.

Consequently, the main goal of pedagogical practice is to teach students to organize the educational process based on the laws and requirements of scientific theory. The qualitative features of the formed pedagogical skills and abilities depend, first of all, on the extent to which the student's practice relies on the conscious use of scientific knowledge in philosophy, pedagogy, psychology, anatomy and physiology, and methodology. Empirically formed skills and abilities (on samples alone, on simple imitation and on the thoughtless following of recipes) are stagnant and hinder the development of creative abilities.

Improving the preparation of a bachelor and a specialist in education is largely constrained by the insufficient level of development of a number of important issues related to the organization and passage of teaching practice by students. This is partly confirmed by the study of the university system of multi-level training of bachelor and specialist in education. Teachers do not always carry out a purposeful analysis of students' activities in pedagogical practice, its stages, the contradictions that arise at each stage, they cannot substantiate the set of conditions that contribute to the resolution of contradictions, they cannot build such models of the content of education that would ensure the effectiveness of pedagogical practice. Difficulties arise in coordinating the goals and objectives of studying a complex of disciplines with goals and objectives of a higher order, for example, preparing students for creative professional activities, developing in them such a type of professional thinking that would give them the opportunity to independently update knowledge, improve their skills in teaching practice, think critically and find new original ways to solve pedagogical problems. At the same time, only a few teachers see the possibility of improving the quality of professional training during teaching practice at school on a single, common for all academic disciplines, didactic foundations for managing students' educational activities.

Expected results. On the basis of this resolution, students' interest in continuity in the field of pedagogy and education is deepened as a leading principle, built on the alternation of periods of study in the field of future professional activity and social and practical activities.

The noted shortcomings of pedagogical theory and practice give rise to a contradiction that determines the direction of our research: on the one hand, between the increased need to create a concept, determine the content of pedagogical practice in the multi-level training of a bachelor and a specialist in education, to improve the quality of organization and conduct of it, and on the other hand - insufficient development of its content, didactic and methodological foundations, focused on advanced preparation for pedagogical activity in the conditions of a dynamically developing system of multi-level specialist training, on overcoming professional functionalism, traditionally established and still taking place in the pedagogical practice of universities.

III. CONCLUSION

Problems arise from this contradiction: what is the content and structure of pedagogical practice in the case of multilevel training of bachelors and specialists in education? What is the content of didactic and methodological training of students? What is the mental state of students in extreme conditions of teaching practice? What are the conditions for stimulating a positive attitude of students towards teaching practice?

What are the conditions for increasing the scientific guidance of students' teaching practice?

All of the above, we will consider and try to reveal the essence in the following scientific papers.

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