



THE IMPORTANT ROLE OF PEDAGOGICAL PRACTICE IN PREPARING A FUTURE TEACHER

Sh. H. Tashmetova,
Senior Lecturer at Tashkent State Pedagogical University

Abstract:

The article reveals the role of teaching practice in the training of future teachers. The article lists the tasks, main functions, principles and features of teaching practice.

Keywords: teaching practice, future teacher, teacher, training, education, preparation, professional environment.

Introduction

In the process of improving the quality of higher education, an important role is assigned to pedagogical practice, which ensures the interconnection and continuity of theoretical and practical training of future teachers, promotes maximum immersion in the professional environment even at the stage of training at a higher educational institution. This process has acquired particular significance in our republic due to the fact that the 4+2 form was introduced into the higher education system, when 2-4 year students study at a higher educational institution for 4 days a week and practice in general secondary schools for 2 days and kindergartens [1].

In addition, it is important to note that teaching practice ensures constructive interaction between teacher and student, which has a positive effect on the quality of training of future teachers and on the productivity of educational work in a higher educational institution.

Pedagogical practice, integrating the competencies acquired by future teachers with a value-based attitude towards their chosen profession, acts as a kind of test of the degree of readiness of future teachers to work in the conditions of digitalization of education and introduces them to those aspects of future professional activity that cannot be mastered in any other way, allows them to form objective ideas about real problems inherent in this profession, identify existing shortcomings and compensate for them in a timely manner. However, it is necessary to emphasize here that teaching practice, due to its close relationship with the development processes of the higher education system, must have the features of dynamism and compliance with current requirements, which is not always taken into account when organizing it and teaching and methodological support.





In this regard, a number of questions arise related to taking into account trends in the digital transformation of education when conducting teaching practice, which require detailed analysis.

By pedagogical practice we understand educational and professional activity, which involves pedagogical influence carried out in the process of practical activity of the future teacher.

Pedagogical practice is a kind of analogue of the process of carrying out the professional activity of a future teacher, while maintaining the features of educational work, i.e. Future teachers face educational tasks that need to be solved in a real professional environment.

Pedagogical practice is aimed at solving a whole range of problems: developing professional thinking, deepening relevant knowledge, identifying existing gaps in knowledge and identifying ways to minimize them; increasing the level of development of professional skills and abilities, increasing experience in carrying out practical activities; familiarization with the best professional experience of the future teacher, innovative developments in this area; consolidating the attitude towards a creative approach to solving professional problems, forming an individual style of professional activity; formation of a value attitude towards the chosen teaching activity, a motivational complex for professional success, orientation towards continuous self-education and self-development; clarifying the understanding of current professional requirements and increasing the objectivity of assessing oneself as a subject of professional activity; development of personal qualities that ensure effective implementation of activities.

The study of research on the issues under consideration made it possible to specify the main functions of teaching practice, which we include: providing the opportunity to test the developed professional competencies in real professional activities; creating conditions for the formation of a subjective position in relation to the professional activities of the future teacher; stimulating independence in mastering the practical aspects of professional activity; creating space for professional self-determination, revealing one's potential as a future professional; promoting the success of professional adaptation by combining immersion in a real professional environment. To successfully implement these functions when organizing teaching practice, it is necessary to be guided by the following principles: taking into account current professional requirements for professional activity in modern conditions; taking into account trends in the development of the higher education system; systematicity, continuity, succession and gradual complication of the content of practice, its relationship with the theoretical disciplines being studied; the complex nature of





educational activities, including various aspects of professional activity; implementation of an individual approach to future teachers, providing the opportunity to demonstrate independence and the ability to self-control activities in combination with elements of management and control.

Despite the relative elaboration of the organizational and educational and methodological aspects of teaching practice, it is still characterized by a number of shortcomings and unresolved problems: a formal approach to its organization, lack of scientific justification for the content of practice, an overly narrow focus (studying and generalizing the experience of one specific educational institution); insufficient consideration of the features and possibilities of digitalization of education, which leads to the lack of preparedness of future teachers to work in modern pedagogical realities and is of critical importance, since the modern system of professional education must be able to respond to the challenges of the digital society, which is characterized by the increasing role and importance of information in professional activities future teachers; intensive development of information technologies and their penetration into various spheres of public life; transition to an innovative path of development, implying stimulation of integration processes and high dynamics of socio-economic transformations.

When considering this problem, it is advisable to emphasize that information technologies, due to their characteristic features, have high didactic potential, which must be realized as fully as possible when organizing teaching practice.

These features include: greater freedom and productivity of information search; high variability of customization to the personal needs and capabilities of each future teacher (methods of analysis and presentation of material, choice of tempo and volume of work, nature and degree of assistance required, frequency and intensity of feedback, etc.); interactivity in terms of including a practically unlimited number of subjects in the process of communication and joint activity, multimodality as the ability to simultaneously use several channels of information perception; recognition and comfort of information technologies for future teachers in socialization and development.

Organizing teaching practice using the potential of modern information technologies will help achieve such results as: personalization of the process of passing teaching practice, creating conditions for building an individual trajectory for the formation of the necessary competencies with continuous monitoring of student achievements; expanding opportunities for a variety of individual and group forms of work for students during their internship; increasing the degree of involvement of each student in active, creatively oriented activities throughout the entire period of teaching





practice, increasing the rational use of time allocated for independent preparation; maintaining interest and high motivation of students at all stages of teaching practice through openness of individual achievements and creating situations of success in educational and professional activities; intensification of the process of achieving the planned results of teaching practice - assimilation of relevant knowledge, development of practical skills, personal qualities that are in demand in teaching activities; ensuring optimal integration of theoretical and practical training, research and project nature of educational and professional activities; creating conditions for the simultaneous implementation of various types of activities, with prompt feedback from all subjects involved in teaching practice (students, teachers of a higher educational institution, teaching staff of a general secondary school and kindergarten) and a transparent system for assessing the results of completing tasks [2].

Organizing teaching practice using information technology also helps solve a number of educational tasks that are relevant in the era of transition to a digital society, namely: developing future teachers' readiness to continuously adapt to ongoing changes in the social and professional environment; formation of a value system that ensures the effective functioning of a professional in a digital society; fostering a responsible attitude towards behavior and interaction in the digital space; differentiation between the virtual and real world, developing the ability to differentiate their significance, the degree of influence on personality and behavior, prevention of various types of Internet addictions; psychological and pedagogical support for the socialization of students in the digital environment, the formation of an information culture and, above all, a culture of network interaction.

Summarizing the above, we emphasize that the system of professional training of future teachers should be built on the basis of current trends in the development of society and the education system. This is especially true for teaching practice, which is designed to ensure not only the relationship between theoretical and practical training of future teachers, but also immersion in a real professional environment, which allows students to master various elements of activity, form an objective idea of the teaching profession, develop a value-based attitude towards it, and evaluate themselves as a subject of this activity, outline guidelines for further professional development.

References:

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2. <https://pedpractice.ru/>

