

QUALIFIED PRACTICE ORGANIZED IN THE SYSTEM OF HIGHER EDUCATION - THE MAIN FACTOR IN THE ACTIVITY OF THE FUTURE SPECIALIST

Feruza Aminovna Turakulova
Senior Teacher of KSPI

ABSTRACT

This article describes the approximate criteria for evaluating the educational and methodical activities of the students in the process of practice and the test lessons organized and conducted by them.

Keywords: practice, practitioner, test, lesson, grade, criterion, theoretical knowledge, practical skills, future specialist, qualification, educational and methodical activity, methodological, educational, educational, experience

Qualifying internships organized in the higher education system are regulated by the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On approval of state educational standards of general secondary and secondary special, vocational education" 187 - numerous decision and other regulatory and legal documents related to this activity have a special place in the implementation of tasks, especially the education of students studying in higher education at a time when Uzbekistan is facing the world countries today. Based on the continuity and integrity of education, the priority of the student's personality and interests, it is noteworthy to organize continuous professional practice in the formation of basic and subject-related competences in accordance with their age characteristics.

Today, qualification practice, which is considered a mandatory part of the undergraduate basic education program, has a special place in the preparation of future qualified pedagogic personnel. After all, the fact that students pass 4+2 without separating practice from study also allows solving the problems of providing themselves with work in the future.

Regarding the organization of students' professional practice, proper organization of their educational and methodological activities in the practice process requires special attention. Because, formation and strengthening of practical skills based on theoretical knowledge requires higher qualifications of future specialists. The content of the student's educational-methodical activity covers the following methodological, educational, educational, and experimental areas of the activity of a specialist-pedagogue working in the field of education:

- specialist - planning, organizing, carrying out and analyzing the effectiveness of teaching-methodical work based on a holistic and diagnostic approach to the professional-pedagogical activity of the pedagogue;
- to study the activity of a pedagogue, a specialist in the formation and development of the personality of a child and a group of students, learning motives, and the development of knowledge and creative abilities of children and students;
- planning educational and extracurricular activities with children and students; independent development and implementation of training and lesson system;
- development and application of the necessary didactic material for training and classes; to analyze the content of programs, textbooks, methodological manuals of educational institutions

in order to determine their educational and development opportunities, to illuminate leading ideas and concepts, basic knowledge;

- conducting tests and open trainings and classes in each subject; providing individual assistance to students (1-3 people) who have difficulties in learning any subject (all work is recorded in a diary);
- participation in the methodical association of educational institutions in their specialties;
- scientific summarization and analysis of the results of experimental work conducted in order to collect material for use in various forms of research work (course work, scientific report, part of graduation qualification work, etc.).

During the internship, students:

- organization of the educational process in the class, group, school, familiarization with the activities of a specialist-pedagogue; drawing up an individual plan for conducting classes and extracurricular activities for the internship period;
- to continue improving one's methodological skills in the course of independent professional activity; mastering the techniques and methods of organizing individual work with children and students in various activities (educational, extracurricular, etc.);
- conducting tests and open trainings and classes, extracurricular activities in their specialties;
- participation (all) and analysis in the classes of a specialist-pedagogue, methodist; conducting individual classes with children and students who have difficulties in reading;
- acquiring the skills of scientific and methodical analysis of educational programs, textbooks, training manuals; mastering methods of introspection and self-evaluation of individual elements of one's own experience; to continue experimental work, to analyze its results scientifically in the block of psychological and pedagogical sciences.

Students should be able to:

- use of curriculum and other regulatory documents, textbooks, methodical literature in preparation for training and lessons;
- to determine and justify the tasks, content, methods and means of teaching, forms of organization of educational activities in class and group, methods and means of control and self-control;
- recording trainings and lessons, bringing didactic materials, demonstration and technical educational tools into working condition;
- conducting training and lessons in accordance with the notes;
- recording and processing the results of observation, making a written and oral analysis of training and lessons;
- planning and conducting extracurricular activities, determining the effectiveness of lessons and extracurricular activities;
- development of individual and group correction and development programs for children and students with learning difficulties and development programs for gifted children and students; providing a whole set of sanitary and hygienic conditions for the organization of educational work, performing physical exercises. Conducting a differentiated test according to the results

of the practice focuses on how the imagination, knowledge and skills of pedagogical activities are formed in the practitioner-students.

Trial lessons organized and conducted by students during the period of professional practice are a process that prepares them for their future pedagogical activity and creates practical skills. This process not only increases the future pedagogue's interest in his profession, but also encourages him to feel responsibility. In particular, the evaluation of each trial lesson by science teachers and stylists increases the sensitivity of practitioners. Below we recommend the following criteria for evaluating trial lessons:

An "excellent" rating is given if the practitioner:

- carries out the lesson according to its didactic purpose with a certain consistency and characterizes it with logical, psychological and organizational unity;
- if he combines the collective and individual work of students in the lesson and implements a differential (classification) approach;
- can create problematic or partially problematic situations in the lesson;
- uses different methods and methods of teaching;
- adheres to pedagogical ethics, thinks logically, knows how to use information and technical means;
- divides time in class correctly;
- if the practitioner can successfully solve the learning problem;
- if he has written and approved the lesson development on time.

A "good" rating is given if the practitioner:

- meets the basic requirements and perfectly organizes the lesson, but allows some of the following shortcomings:
- cannot demonstrate the necessary skills in classroom management;
- if he allows imbalance in the course of the lesson and violates the ratio of the main components of the lesson;
- cannot sufficiently stimulate students' activity;
- cannot adapt the organization of the lesson to its topic and type;
- if he submits the lesson plan late.

A "satisfactory" rating is given if the practitioner:

- if it is difficult to conduct the lesson independently, but the main didactic goal, the lesson plan can be implemented without significant changes;
- if there are visual aids, information and technical tools in the lesson, but the student violates the requirements for using these educational tools, if he does not know how to work with the blackboard;
- cannot combine individual and collective work in class;
- if he neglects the whole class by working with one student (he cannot divide his attention equally);
- unable to show initiative in the lesson from a methodological point of view, unable to go beyond the scope of the lesson development, the book;

- if he makes speech mistakes, if he does not always correct the mistakes of students who make mistakes.

An "unsatisfactory" rating is given if the practitioner:

- makes mistakes in the presentation of educational material, fails to achieve the intended didactic goal;

- unable to solve educational tasks in class;

- does not know how to manage the class, maintain discipline and order;

- if he is not ready for class. It is considered the biggest mistake of the practitioner to enter the classroom without preparing for the lesson. At this time, not only the practitioner betrays his time, but also the time of the students, the stylists who came to observe the lesson, and the science teachers. But during practice, such cases are very rare. As practice leaders, we need to prevent such unconscious situations. After all, the activities of practitioners during the practice period are a process that prepares them for their future competitiveness in pedagogical activity.

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