

OPPORTUNITIES OF PEDAGOGICAL PRACTICE
IN PREPARING FUTURE TEACHERS FOR EDUCATIONAL ACTIVITIES

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Abstract. This article highlights the possibilities of using training in preparing future teachers to organize educational activities based on improving teaching practice, and also explains the place and role of training organized in preparation for teaching practice.

Key words: teacher, opportunity, specialist, future teacher, educational activity, training, goal, teaching practice, professional competence.

ВОЗМОЖНОСТИ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ В ПОДГОТОВКЕ БУДУЩИХ
УЧИТЕЛЕЙ К ВОСПИТАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. В данной статье освещены возможности использования тренингов при подготовке будущих учителей к организационной воспитательной деятельности на основе совершенствования педагогической практики, а также объяснено место и роль тренингов, организуемых при подготовке к педагогической практике.

Ключевые слова: педагог, возможность, специалист, будущий учитель, образовательная деятельность, обучение, цель, педагогическая практика, профессиональная компетентность.

In the Law of the Republic of Uzbekistan “On Education” ¹dated August 7, 2020, one of the main principles in the field of education is defined as the inculcation of national and universal values in education and upbringing. The Decree No. PQ-3907 of the President of the Republic of Uzbekistan dated August 14, 2018, “On measures to raise the spiritual, moral, and physically healthy development of youth, and to bring the system of education and upbringing of youth to a new qualitative level,”² as well as the Decree No. PF-60 dated January ³28, 2022, “On the development strategy of New Uzbekistan for 2022–2026,” emphasize the necessity of paying special attention to educating youth as individuals who respect and are loyal to national and universal values, and who are protected from foreign influences and harmful streams, having firm confidence and outlook on life.

Pedagogical practice plays a special role in preparing future teachers for school activities.

The organization of pedagogical practice is carried out on the basis of the “Regulation on the procedure for organizing qualification pedagogical practice for students of pedagogical

¹ O‘zbekiston Respublikasi Prezidentining 2020 yil 23 sentyabrdagi O‘PQ-637 son qonuni. O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni. – T.: O‘zbekiston, 2020.

² O‘zbekiston Respublikasi Prezidentining 2018 yil 14 avgustdagi Yoshlarni ma’naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta’lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida PQ-3907-son qarori.

³ O‘zbekiston Respublikasi Prezidentining 2022 yil 20 noyabrdagi 2022 — 2026-yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida PF-60-son farmoni.

educational programs,”⁴ which defines the procedure for conducting qualification pedagogical practice for undergraduate students of higher education institutions. The Regulation consists of eight chapters and 32 articles: Chapter 1 – General Provisions; Chapter 2 – Organization of Qualification Pedagogical Practice; Chapter 3 – Supervision of Qualification Pedagogical Practice; Chapter 4 – Rights and Duties of Practice Students; Chapter 5 – Stages of Qualification Pedagogical Practice; Chapter 6 – Completion of Qualification Pedagogical Practice; Chapter 7 – Material Support; Chapter 8 – Final Provisions.

Based on this Regulation, future teachers are introduced to the schedule and program of pedagogical practice, as well as instructions related to its goals, tasks, and content, regulatory documents, and procedures for recording completed tasks in the pedagogical practice diary.

Pedagogical practice, which begins from the first year of study, is especially important in preparing future teachers for professional activities.⁵ During this process, they assimilate theoretical and practical knowledge of their specialty and pedagogical subjects, learn, analyze, and master initial work experiences related to educational activities.

A planned and systematic organization of qualification pedagogical practice equips future teachers with the ability to perform pedagogical, methodological, and mentoring functions, as well as skills and competencies related to organizing educational activities. This process should be implemented based on the principles of continuity and systematization of didactics, helping future teachers to develop skills for implementing moral, ethical, economic, ecological, aesthetic, intellectual, physical, and labor education during educational activities.

The main goal of pedagogical practice is to effectively prepare future teachers for professional activities, develop their subject-related knowledge and skills, and create sufficient conditions for them to feel ready as modern intellectual pedagogues. This process includes the following tasks: introducing future teachers to the educational institution, its pedagogical team, work processes, and staff experience; familiarizing them with the content of lessons, clubs, and spiritual-educational events; creating necessary conditions for mastering knowledge related to organizing and conducting educational activities; developing skills for preparing and organizing activities inside and outside the school and planning future activities.

The following principles are prioritized: the unity of theory and practice; continuity and consistency of activity; unity of social and professional training; the decisive importance of pedagogical situations; creative approach to the process; self-development of students in professional activities; consideration of psychological and physiological characteristics; monitoring of scientific innovations and results; reliance on advanced experience.

Self-education of future specialists before pedagogical practice is characterized by their professional competencies:

⁴ “O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim, Xalq ta’lim va Maktabgacha ta’lim vazirliklarining 2019 yil “5” martdagi 10-q/q-13-4-son qarori ilovasi asosida Pedagogika ta’lim sohasi talabalarining malakaviy pedagogik amaliyotini tashkil etish tartibi to‘g‘risida Muvaqqat nizom.”

⁵ Muslimov N.A., Usmonboeva M.H., Sayfurov D.M., To‘raev A.B. Innovatsion ta’lim texnologiyalari. – T., 2015. – 208 b.

Basic competence – mastering the essence of personal, social, and experiential knowledge in accordance with the main goals of professional education;

General professional (pedagogical) competence – continuous improvement of professional skills, independent preparation for pedagogical activities, high-quality fulfillment of professional and pedagogical tasks, and realistic assessment of one's work; ability to make reasonable decisions in pedagogical conflicts and carry out correct activities;

Special (professional) competence – independent, consistent acquisition of new knowledge and skills in their specialty; independent preparation for professional activities; solving common professional problems and evaluating the results of their work; effectively mastering modern didactic tools (technical means and teaching aids).

Organizing students' activities during pedagogical practice is facilitated by their daily activity plan, which includes the following sections:

- I. Organizational work
- II. Educational work (within subject areas)
- III. Upbringing work
- IV. Scientific research work (only for 4th-year students preparing graduation theses)

Additionally, pedagogical practice performs a number of functions: adaptive; educational; upbringing (self-formation); developmental; and diagnostic. Each function has special importance in preparing future teachers for pedagogical activities.

Adaptive function: The main task of this function is to familiarize the student with the school environment, adapt them to the educational process, and prepare them to enter professional activities. During practice, the student adapts to the social-psychological environment of the school, learns to work with the pedagogical team, and understands the organizational and methodological aspects of teaching. At this stage, skills of self-identification and behavior as a teacher are formed.

Educational function: In the pedagogical practice process, the student learns not only about the educational process but also about upbringing activities. Organizing moral, spiritual, and cultural upbringing of students and helping them adapt to social life are important parts of pedagogical work. The student understands the teacher's role in upbringing through extracurricular activities, working with parents, and conducting after-class educational activities, increasing their interest in this field.

Upbringing (self-formation) function: This function involves the formation of the student's personal qualities through pedagogical practice. Responsibility, discipline, initiative, organizational skills, independent thinking, and communication skills are formed and developed through practice. The student begins to feel themselves as a teacher and strengthens their personal attitude toward the profession.

Developmental function: During practice, the student applies theoretical knowledge in practical activities, analyzes lessons, tests interactive methods, and develops their pedagogical approach. This process contributes to the formation of creative thinking, pedagogical skill, and professional reflection, thereby developing the student's intellectual and professional potential.

Diagnostic function: This function serves to develop skills in studying, observing, assessing, and analyzing students' individual and psychological characteristics.

The student uses various diagnostic tools to determine students' knowledge, skills, and abilities, and plans and adapts their lessons accordingly.

Pedagogical practice is an essential stage in ensuring the professional preparation of future teachers. Through it, students test theoretical knowledge in practice, form teaching-specific competencies, and acquire skills in managing educational and upbringing processes.

Research results show that using training technologies during preparation for pedagogical practice plays an important role in comprehensive professional preparation of students.

Specifically, trainings help effectively perform pedagogical tasks, develop communication and problem-solving skills, ensure psychological stability, and foster professional motivation among students.

This article analyzes the effectiveness of pedagogical practice organized based on training methods, demonstrating positive results in improving future teachers' readiness for educational activities. The practice shows that the training approach not only improves the quality of professional preparation but also strengthens students' self-confidence, initiative, and independent thinking.

Therefore, organizing pedagogical practice using modern methods, especially training technologies, should be recognized as a priority direction in higher pedagogical education.

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