



ORGANIZING PEDAGOGICAL PRACTICE IN THE PROCESS OF PREPARING STUDENTS FOR PROFESSIONAL CAREERS

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Annotation: The organization of pedagogical practice is a process that involves planning and conducting practical lessons and educational activities aimed at helping students of pedagogical higher education institutions gain experience in working with children and develop professional teaching skills. Within the framework of teaching practice, students become acquainted with teaching methods and technologies, as well as the specific features of working with children of different age groups.

Keywords: pedagogical practice, students, practical training, educational activity, teaching methods, age groups, mentors, outcomes, assessment.

Pedagogical practice is one of the most important stages of practical preparation for future teachers. It represents a period during which student-teachers have the opportunity to apply the theoretical knowledge and skills they have acquired during academic instruction.

This practice enables students to gain real-life experience and explore how theoretical concepts can be implemented in practice. Pedagogical practice is carried out in various educational institutions, including kindergartens, schools, colleges, universities, and others [1;2;3]. During the internship, students work under the supervision of experienced teachers, applying their theoretical knowledge in real classroom settings.

Organizing pedagogical practice includes selecting appropriate practice placements, facilitating cooperation between students and their mentors or supervisors, assessing the outcomes of students' practical activities, and preparing reports based on completed tasks [1]. The effective organization of pedagogical practice is an essential component of teacher education and contributes significantly to enhancing the quality of teacher preparation.

The main objective of pedagogical practice is to develop students' pedagogical skills and competencies. In addition, the practice fosters professional qualities such as teamwork, adaptability to new environments, and the ability to manage complex information [3]. The organization of pedagogical practice must be thoroughly planned and aligned with the requirements of educational standards. It is essential to provide students with opportunities to work with experienced teachers, receive feedback, and improve their work.

Pedagogical practice is a necessary condition for training qualified pedagogical personnel capable of working effectively with students and shaping their personal qualities and professional competencies [1].

The purpose of studying the organization of pedagogical practice is to analyze and evaluate the

effectiveness of this process in preparing future teachers for professional activity. The objectives of the research may include the following:

1. To study the methods and technologies for organizing pedagogical practice in various educational institutions.
2. To analyze students' level of preparedness for pedagogical practice and evaluate the quality of the training provided.
3. To assess the effectiveness of pedagogical practice across different types of educational institutions and among students of various age groups.
4. To examine international experiences in organizing pedagogical practice and explore the possibilities of adapting these models to local schools.
5. To develop recommendations for improving the organization of pedagogical practice in educational institutions.
6. To evaluate student satisfaction with pedagogical practice and identify problematic aspects in its implementation.
7. To investigate the influence of pedagogical practice on students' subsequent professional careers in education.

Organizing pedagogical practice is an important stage in preparing future teachers for professional activity. It allows students to gain practical skills and experience in real conditions and to apply theoretical knowledge in practice [3].

Pedagogical practice must be carefully planned and organized in accordance with the requirements of educational standards. It is important to provide students with the opportunity to work with experienced teachers, receive feedback, and improve their work. Pedagogical practices should be diverse and include various age groups and types of educational institutions. This gives students broader experience and prepares them to work in different conditions [2].

In organizing pedagogical practice, it is also necessary to consider the individual characteristics of students and their need for professional development. Conditions should be provided for developing personal qualities such as communication skills, adaptability, and tolerance.

It is also important to consider the socio-economic conditions and characteristics of the area where the practice is carried out. For example, in areas with low educational levels, more attention should be paid to developing the basic skills and competencies of future teachers [3].

Thus, organizing pedagogical practice is an important stage in preparing future teachers for professional activity. It must be well-thought-out and organized based on the requirements of educational standards, taking into account the individual characteristics of students and the socio-economic conditions of the region. To bring the most benefit to students, the organization of pedagogical practice must be carefully planned and implemented.

The first stage of organizing pedagogical practice consists of defining its goals and objectives. The goals must be clear and specific, and the objectives should be aimed at developing students' academic and practical skills. For example, if the goal is to develop skills in planning and conducting lessons, the objectives may include observing teaching, preparing lesson plans, and conducting practical sessions.

The second stage is selecting a placement for the practice. It is advisable to choose schools or other educational institutions that have a good reputation and provide a high level of education. It is also important to ensure that the selected placement aligns with the goals and objectives of the practice.

The third stage is developing a practice plan. The plan should include a description of the tasks students will perform, a work schedule, and methods for assessment and feedback. It is also important to define the roles and responsibilities of the supervising teacher and pedagogical mentor.

The fourth stage is implementation. During the practice period, students must carry out the assigned tasks, receive feedback, and work under the guidance of their mentor. The supervising teacher should also provide support and direction to the students throughout the practice.

The fifth stage is evaluating and analyzing the practice. After completing the practice, students should assess their work and receive feedback from their mentor and pedagogical supervisor. It is also important to analyze the practice, identify strengths and weaknesses, and determine areas for improvement in the future.

Organizing pedagogical practice is a crucial stage in preparing future teachers for professional activity. It allows students to gain hands-on experience in real conditions and learn how to apply theoretical knowledge in practice. Proper planning and organization of the practice are essential to ensure maximum benefit for students and to prepare them for their future teaching careers [4].

The organization of pedagogical practice is an important component of the process of preparing future teachers for professional activity. It enables students to acquire practical skills and experience in real conditions and to apply theoretical knowledge in practice.

The organization of pedagogical practice must be well thought out and based on the requirements of educational standards. It is important to provide students with the opportunity to work with experienced teachers, receive feedback, and improve their performance. Pedagogical practices should be diverse and include various age groups and types of educational institutions. This allows students to gain broader experience and be prepared to work in different environments.

Overall, the organization of pedagogical practice is an important stage in the process of training future teachers. It gives students the opportunity to acquire essential practical skills and work experience, as well as to prepare for professional activity in real-world conditions.

It is recommended to use various teaching methods during teaching practice. Every student is unique and may learn material better through different types of activities. Some children remember information better when it is presented visually, others when they hear it, and still others when they do something themselves. A teacher should take these characteristics into account and use appropriate teaching methods to ensure maximum understanding of the material.

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