

# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### EVALUATION OF THE EFFECTIVENESS OF INTERNSHIP PRACTICE IN THE PROFESSIONAL TRAINING OF STUDENTS IN THE FIELD OF PHYSICAL EDUCATION

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#### ABOUT ARTICLE

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**Abstract:** The article analyzes the effectiveness of developing professional knowledge and skills of Physical Education students during their qualification practice. Based on the theory of pedagogical functions, the professional roles and functions of a Physical Education teacher are highlighted. The study is reviewed through the analysis of experimental research results conducted at Jizzakh State Pedagogical University. The findings show that when qualification practice is systematically organized, students' theoretical and practical training improves significantly.

**Relevance.** In the current processes of globalization, one of the main conditions for social development is the quality of training highly qualified specialists. In particular, the field of physical education and sports plays an essential role in shaping a healthy lifestyle in society and ensuring the physical and spiritual development of the younger generation. Therefore, the preparation of qualified personnel in the field of physical education in Uzbekistan has been defined as one of the priority directions of state policy.

Presidential decrees, state programs, and educational standards emphasize the importance of integrating theoretical knowledge with practical skills in the training of

specialists. This is because the task of higher education institutions is not only to provide theoretical knowledge, but also to develop the professional competencies of future specialists.

Improving the quality of teacher training is one of the key directions of educational reforms in the Republic of Uzbekistan. Through the "4+2" internship program, students are provided with the opportunity to apply their theoretical knowledge in practical settings. This not only develops students' professional skills but also helps them adapt to the requirements of the labor market. Furthermore, such practice plays a crucial role in establishing strong cooperation between educational institutions, ensuring the effective use of modern technologies, and facilitating students' adaptation to the pedagogical environment. The "4+2" system demonstrates the practical application of innovative approaches in preparing specialists who meet international standards of education quality.

During the internship period, students are able to carry out pedagogical functions in a real educational environment: organizing lessons, conducting sports training sessions, communicating with students, assessing their physical condition, and providing motivation. This process fosters creative thinking, independent decision-making, initiative, and a sense of responsibility in students.

Moreover, internship practice represents an important stage in students' understanding of their professional roles and responsibilities. According to the theory of pedagogical functions, a teacher performs informational, organizational, and educational-developmental duties. In addition to these, a physical education teacher is also responsible for planning and organizing sports training sessions as well as conducting competitions.

Various studies are being conducted in higher education institutions of Uzbekistan to evaluate the effectiveness of internship practice for students specializing in physical education. In particular, experiments carried out at Jizzakh State Pedagogical University have shown that when internship practice is systematically organized, students' theoretical knowledge is transformed into practical skills, and their level of professional preparedness increases significantly.

### **Objectives and Tasks.**

The primary objective of this research is to evaluate the effectiveness of professional training during the internship process of students specializing in physical education and to identify ways to enhance it.

Based on this objective, the following tasks were set:

1. To highlight the professional roles and responsibilities of a physical education teacher within the framework of the theory of pedagogical functions.

2. To analyze the experimental research conducted at Jizzakh State Pedagogical University (JSPU).

3. To examine the outcomes of students' internship practice using tables and diagrams.

4. To develop practical recommendations for improving the effectiveness of internship practice.

The concept of pedagogical functions has been extensively discussed in the scientific literature by various scholars. Pedagogical functions are integral components of a teacher's professional activity and are derived from the goals and objectives of the educational process. They are commonly categorized into informational, organizational, educational, and gnostic functions.

- Informational function – the teacher conveys knowledge, skills, and competencies to students.
- Organizational function – the teacher effectively organizes the learning process and training activities.
- Educational function – the teacher fosters students' physical, spiritual, and moral development.
- Gnostic function – the teacher analyzes their own professional activity and seeks innovative approaches.

Researchers also emphasize the investigative, creative-organizational, and supervisory functions of pedagogical practice. According to this perspective, a teacher develops professional mastery through continuous analysis and improvement of their activities.

In the field of physical education, pedagogical functions hold particular importance. Physical education is inseparably linked not only with the transmission of theoretical knowledge but also with the development of practical skills. Therefore, the physical education teacher engages students in active participation, develops their physical potential through training sessions, and promotes a healthy lifestyle.

A physical education teacher performs multifaceted roles in the pedagogical process. They act not only as an instructor but also as an educator, organizer, motivator, and mentor.

- As a teacher, they impart theoretical knowledge and practical skills (e.g., sports techniques, tactics, and rules).
- As an educator, they cultivate teamwork, discipline, ethical behavior, and healthy lifestyle habits.

- As an organizer, they arrange sports events, competitions, and extracurricular activities.
- As a coach, they conduct individual and group training sessions to enhance students' physical potential.
- As a researcher, they analyze their professional practice, apply modern methodologies, and introduce innovations.

These roles collectively define the professional competence of a physical education teacher. During internship practice, students have the opportunity to perform these roles in real-life contexts. For example, by observing lessons in schools, conducting training sessions, and organizing competitions, students put their theoretical knowledge into practice.

Internship practice constitutes a decisive stage in the professional training of students in physical education. In this process, they apply theoretical knowledge to practical exercises and pedagogical tasks.

Firstly, internship practice shapes students' professional competencies. For physical education teachers, the most critical competencies include: planning and organizing the educational process; establishing effective communication with students; conducting training sessions and competitions; assessing and improving students' physical condition; and utilizing innovative pedagogical technologies.

Secondly, during the internship process, students acquire hands-on experience in fulfilling the various roles of a teacher (instructor, coach, organizer, educator). This, in turn, contributes to the refinement of their pedagogical skills.

Thirdly, internship practice develops students' social and personal qualities, such as independent decision-making, a sense of responsibility, teamwork skills, initiative, and creativity.

Fourthly, internship practice also enhances students' research potential. By observing and analyzing the lesson process and recording their reflections, they prepare themselves for future scientific research activities.

International experience likewise demonstrates that pedagogical internship programs play a crucial role in developing students' professional competencies. For instance, in Europe and the United States, internship processes reinforce students' ability to apply theoretical knowledge in real-life contexts and prepare them to become competitive specialists.

In higher education institutions of Uzbekistan as well, the internship process has a direct impact on students' professional training. Research conducted at Jizzakh State Pedagogical University shows that when internship practice is organized systematically, the proportion of

students receiving “excellent” grades increases, while the proportion of those receiving “satisfactory” grades decreases significantly.

To evaluate the effectiveness of internship practice among physical education students at Jizzakh State Pedagogical University, experimental research was conducted. Two groups were formed — a control group and an experimental group. Since the initial indicators of both groups were nearly identical, their comparison made it possible to determine the effectiveness of the internship practice.

**1st table**

***Results of the 3rd–4th Semester Internship Practice of JSPU Students (Control and Experimental Groups)***

<b>Group</b>	<b>“‘Excellent’ (Before Experiment)”</b>	<b>“‘Excellent’ (After Experiment)”</b>	<b>“‘Satisfactory’ (Before Experiment)”</b>	<b>“‘Satisfactory’ (After Experiment)”</b>
Control group	6	6	15	17
“Experimental group”	5	11	13	14

As can be seen from the table data, in the control group the number of “excellent” grades did not change between the beginning and the end of the internship, whereas the number of “satisfactory” grades increased by two. This indicates that the internship in the control group was not organized effectively.

In contrast, in the experimental group the number of “excellent” grades increased from 5 to 11, while the number of “satisfactory” grades changed only slightly, from 13 to 14. These results clearly show that the internship in the experimental group was organized more effectively and that students’ skills developed significantly.

**2nd table**

***“Results of JDPU students’ qualification practice in the 5th–6th semesters (control and experimental groups)”***

<b>Group</b>	<b>“‘Excellent’ (Before Experiment)”</b>	<b>“‘Excellent’ (After Experiment)”</b>	<b>“‘Satisfactory’ (Before Experiment)”</b>	<b>“‘Satisfactory’ (After Experiment)”</b>
Control group	5	5	16	17
“Experimental group”	5	12	15	12

The analysis of the 5th–6th semester results also demonstrates a similar pattern. In the control group, the number of “excellent” grades remained unchanged, while the number of

“satisfactory” grades increased further. This reflects the ineffectiveness of the internship process.

In contrast, in the experimental group, the number of “excellent” grades increased from 5 to 12, while the number of “satisfactory” grades decreased from 15 to 12. This confirms the high level of effectiveness of the internship program.

The experimental research conducted at Jizzakh State Pedagogical University revealed a significant difference in students’ academic performance during their internship practice. The analysis of both the 3rd–4th and 5th–6th semesters showed the following:

In the control group, almost no significant changes were observed during the internship period. The proportion of “excellent” grades remained unchanged, while the number of “satisfactory” grades increased instead of decreasing. This indicates that the internship process in the control group was not systematically organized and its effectiveness was at a low level.

In the experimental group, during the 3rd–4th semesters, the number of “excellent” grades increased from 5 to 11, and by the 5th–6th semesters, this figure rose further to 12. At the same time, the number of “satisfactory” grades decreased considerably. This demonstrates that students were able to apply their theoretical knowledge in practice and successfully fulfill pedagogical functions during the internship.

Based on the analysis of the collected data, it can be concluded that the systematic organization of internship practice significantly enhances students’ professional training. It fosters the development of social and personal qualities such as responsibility, initiative, independent decision-making, and teamwork skills. The improved results of the experimental group indicate that the opportunity to apply theoretical knowledge in practical conditions during the internship yielded high effectiveness.

Similarly, in foreign countries, pedagogical internships are regarded as a crucial stage in students’ professional preparation. For example, in European and U.S. universities, clear criteria are applied to assess students’ professional skills during internship programs.

The experience of JSPU aligns with these international trends and contributes to the enhancement of students’ professional potential. The findings at JSPU demonstrate that the systematic and scientifically grounded organization of internship practice is a decisive factor in developing students’ professional competencies.

### **Conclusion and Practical Recommendations.**

The conducted research and analysis have shown that internship practice is the most crucial stage in the professional training process of students specializing in physical education. This process integrates students’ theoretical knowledge with practical experience and fosters

the development of their professional competencies. The experimental results at Jizzakh State Pedagogical University clearly confirmed this. While the effectiveness of the internship in the control group remained low, the proportion of “excellent” grades in the experimental group increased significantly, and the number of “satisfactory” grades decreased. This confirms that properly and systematically organized internship practice yields high effectiveness.

The internship process enhanced students’ ability to perform pedagogical functions in real-life conditions and strengthened such qualities as responsibility, initiative, creativity, and teamwork. An analysis of international experience also demonstrates that the development of professional competencies during internship practice is one of the key indicators of pedagogical training. Therefore, it is essential to modernize internship programs in line with contemporary requirements, to develop unified criteria for assessing students’ performance, and to widely implement modern pedagogical and digital technologies during the practice process.

In addition, strengthening cooperation between higher education institutions and general education schools will broaden the opportunities for organizing effective practical training for students. Regular monitoring of internship outcomes and continuous updating of programs based on these results will ensure the consistent improvement of the educational process.

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