

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

<http://mentaljournal-jspu.uz/index.php/mesmj/index>



THE IMPORTANCE OF PEDAGOGICAL PRACTICE IN THE FORMATION OF PROFESSIONAL COMPETENCE

Dilbar Karshiyeva

Associate professor

Chirchik state pedagogical university

Chirchik, Uzbekistan

E-mail: d.karshiyeva@cspi.uz

ABOUT ARTICLE

Key words: competence, pedagogical skills, professional development of a teacher, pedagogical practice.

Received: 09.11.23

Accepted: 11.11.23

Published: 13.11.23

Abstract: The level of competence of each person, in particular, depends on what competence the specialist has. Qualification practice is a process of formation of competence of the student-practitioner, in which the personality of the practitioner is manifested as knowledge, methods and pedagogical skills and techniques that can be used (acquired) in his pedagogical activity. The main role in the professional development of a teacher is played by intellectual competence, the formation of which, without exception, covers all areas of education.

INTRODUCTION

Today, the process of internships in all higher education Institutions is regulated by the Regulation of the Republic of Uzbekistan "On qualifying internships for students of higher education institutions", approved by the Ministry of Higher and Secondary Special Education Order No. 305 of October 30, 1998. Also, in accordance with the decision of the Ministry of Higher and Secondary Special Education, Public Education and Preschool Education dated March 5, 2019 No 10-k / k-13-4 "On the procedure for organizing qualified pedagogical practice of students in the field of pedagogical education" , PP-3151 of July 27, 2017 of the President of the Republic of Uzbekistan "On measures to further expand the participation of Industries and sectors of the economy in improving the quality of training of higher education" and "On improving the quality of education in higher education institutions and their In accordance with the Resolution No. PP-3775 of June 5, 2018 "On additional measures to ensure the participation of higher education institutions" established the procedure for conducting qualifying pedagogical practice on the basis of experimental undergraduate education in

higher education institutions. Although these documents cover aspects such as the organization of the internship, its management, the rights and responsibilities of interns, the stages of the internship, its completion, its funding, what kind of internships, in modern terms, what skills should interns acquire? There are no opinions about Competency-based education, which entered the European education system in the last century, provides for each specialist to acquire practical experience, skills and abilities in their field, in other words, competencies in practice.

Therefore, based on the results of the above research below is the content, structure, goals and objectives of the "Competence-Based Qualification Practice", the competencies to be developed. The competency approach is widely used in Modern pedagogy, and therefore the concepts of "competence" and associated with this approach are described in detail in the previous chapter.

MATERIALS AND METHODS

The level of competence of each person, in particular, depends on what competence the specialist has.

Qualification practice is a process of formation of competence of the student-practitioner, in which the personality of the practitioner is manifested as knowledge, methods and pedagogical skills and techniques that can be used (acquired) in his pedagogical activity. The main role in the professional development of a teacher is played by intellectual competence, the formation of which, without exception, lays the foundation for the development of all areas of education.

Professional competence is determined by:

- the ability to effectively solve common professional problems;
- mastery of modern educational technologies, pedagogical diagnostics, psychological and pedagogical correction;
- be able to use modern methodological and didactic ideas, new literature and other sources in the educational process. The professional competencies encountered in the professional activities of teachers are:

- methodological competence;
- research competence;
- managerial competence;
- communicative competence;
- pedagogical and educational competence.

It is the science-based competencies of the teacher that allow us to draw conclusions about the methodological competencies that demonstrate the quality and effectiveness of education. Through them the pedagogical adaptive system emerges:

- scientific (research) knowledge;
- Qualities related to professional activity (ability to act within the model);

- Experience a positive (respectful) attitude towards nature, society and humanity.

Implementing a competency-based approach is only one aspect of passing this qualifying internship. If this process is considered as a whole, it includes:

- study of goal setting approaches;
- content selection;
- organization of the educational process;
- Evaluation of results.

However, even today, as a result of the implementation of this approach, a knowledgeable teacher can give positive and highly effective results in teaching, educating and developing the younger generation. Having a thorough knowledge of science, understanding its content is a prerequisite for the future of every educator. However, the psychology and personal character of the students should not be overlooked when designing and conducting the lessons. The study of academic materials, the acquisition of a thorough knowledge of them is one of the factors in the implementation of teaching methods in the context of this competency-based approach. The object of qualifying practice is to teach and educate students using the subject being studied. The subject of qualifying practice is that the methodological activity of the teacher in the educational process is based on objective laws, that is, the knowledge of the subject is combined with the knowledge of the educational process during the qualifying practice.

Qualification practice has a theoretical and practical character. In the process of its implementation, the method of theoretical research will be mastered, experience will be gained in the pedagogical design of the educational process in educational institutions such as general secondary schools and academic lyceums.

METHODS

Qualification practice is a process of practical mastering of the forms, means and methods necessary for the preparation of future students for professional activity.

The peculiarity of the practice is that the future teacher learns the knowledge, skills and methodology for the formation of personal competence of students from the subject teaching materials. Knowledge of the content of the subject is essential for the prospective (primary and senior) school teacher.

The main tasks of the qualification practice based on professional competence as a priority in the professional training of teachers are:

- to arouse constant interest in the teaching profession, to strengthen confidence that choosing this profession is the right decision;
- formation of an integrated scientific image of pedagogical activity;

- formation of pedagogical skills necessary for the effective organization of the educational process;

- inculcate the secrets of professionalism in the minds of students;

- Deciding on a scientific approach to pedagogical activity in students;

- Assisting educational institutions in educating students. The content of competency-based school qualifying practice is the professional and pedagogical activity of students, which includes:

- a) to study the personality of the child, adolescent, high school student: to determine his abilities, interests, motives for communication and activity; designing its individual development system;

- b) individual, group, class, circle, and so on. organization of activities and communication between them;

- (c) Ensuring that children acquire knowledge and understanding;

- d) formation and development of pedagogical culture.

The main content of the competency-based qualification practice is as follows:

the system of the educational process in secondary school; on the methodological basis of theoretical and practical methods of organizing the educational process;

about the method of monitoring and analysis of educational activities with students;

psychology, pedagogy and physiology of schoolchildren, taking into account their age and individual characteristics; types of lessons, active and interactive methods, forms and methods of lessons that activate students' knowledge;

about the work of the class teacher with the school team and individual educational work with children

Health in the learning process to adapt methodological developments to the real educational process, its conditions, taking into account health;

work independently with technical and informational and other information sources;

To study the deepening and strengthening of theoretical knowledge acquired in higher education and their application in teaching students;

to analyze the educational and educational activities and activities with students;

to carry out educational work with students, taking into account their age and individual characteristics;

to conduct a variety of lessons using mobile and interactive methods that increase students' knowledge;

to act as a class leader, to work with the school team, to conduct individual educational sessions with students;

To improve their pedagogical skills in order to be ready to creatively solve educational problems [Will be able to]

the main requirements and content of the methodology of organizing and conducting the educational process;

didactic opportunities, principles of action, technologies and methods of using didactic tools;

the essence, content and structure of the educational process; forms, means and methods of professional and pedagogical activity;

the content of the educational process in education and the basics of its organization;

professional vocabulary;

modern pedagogical, psychological, energy-saving technologies and technologies for sustainable development [Can apply] focus on self-development and upbringing of the individual;

to organize the process of self-determination of listeners; selection of teaching aids and methods, development of individual, person-centered teaching technology;

identification and evaluation of teacher performance and student performance;

develop lesson content, plan and conduct different types and sessions;

development of various educational, program and methodological documents for the preparation and conduct of educational and extracurricular activities;

development of didactic educational complexes and their adaptation to real conditions of educational process in educational institutions methods of designing practical classes for teaching general, technical and special subjects;

methods of design and technical support of pedagogical technologies for the training of modern teachers;

ability to analyze, design, implement, evaluate and correct the educational process in secondary school;

theoretical knowledge and the ability to apply them in practice in teaching students;

ability to observe and analyze the educational process in students;

knowledge of the psychology, pedagogy and physiology of schoolchildren, the ability to conduct educational work with children, taking into account their age and individual characteristics;

methods of conducting various types of lessons using mobile, interactive methods that activate students' knowledge;

to work with the school team with the experience of class leadership, as well as to conduct individual educational work with students [Will be qualified]

Indicators of competencies formed in a student who successfully completes a qualifying internship in competency-based education work in collaboration with a science teacher, class teacher, specialist in teaching and spiritual-educational work, teacher-psychologist, speech therapists;

- participation in experimental and methodological-didactic projects;
- Work with parents.

According to competency-based education, the competencies that are formed in a student who successfully completes a qualifying internship determine the effectiveness of the activities of a future secondary school teacher

Based on the specifics of the qualification practice in the above-mentioned competence-based education and the results of their analysis, we think about how to organize the qualification practice, its forms, stages, goals and objectives.

First of all, we will focus on the stages of practice, ie the types of internships that are organized in accordance with the courses.

Procedure

1. Occupational adaptation, ie adaptive-psychological qualification practice.

In the 2nd year, in the 4th semester, it is advisable to set the recommended "professional adaptation, ie adaptive- psychological qualification practice" for 4 weeks, ie 120 hours (this is 4 credits according to the curriculum of CSPU). In the process of passing it, it is important to organize "School Day" - the first day of practice.

Adaptive psychological and qualification practice of 2nd year students is based on the study of the course "General Pedagogy", "General Psychology". The scientific basis for the organization of student internships is the subjects taught in 1-2 years in the subjects "Information Technology in Education", "Physiology and Hygiene of Youth", "Regulatory documentation in secondary school" and subjects taught in general education.

Student research work (SRW) is aimed at developing their research skills, acquiring new professional knowledge, attracting young people to science. During the practice, a connection is established SRW.

The objectives of the internship include:

- deep understanding of the social status of the teaching profession and the personality of the student, the formation and development of their views on it;
- Enriching their views on the values of the teaching profession.

After undergoing an adaptive psychological-qualifying internship, the student-practitioner will have the following competencies:

1. Ability to assess new, unexpected situations related to
2. education and its logical consequences, to adapt to it when assessed as a positive event
3. Secondary school students will be able to identify educational opportunities, identify their strengths and master the lessons in terms of an individual approach.

4. Develop a lesson plan and reflect on it according to the instructions of the attached teacher from the secondary school

5. To be able to understand and interpret the pedagogical situation in the secondary school on the basis of the formed criteria

6. To be able to use the knowledge and experience gained during higher education and internships to resolve disputes in pedagogical activities

7. The level of preparation for their professional activity, a sense of responsibility for its quality

8. To be able to apply the acquired theoretical knowledge in practice

9. Selection of methods and technologies in accordance with the type of history lessons, from them

10. Ability to work with documents kept in secondary schools

11. Working program of science and calendar-thematic 12. be able to make plans independently

13. To understand the content of educational work in secondary schools and the process of its organization

14. Forming and developing his pedagogical image against the background of the development of professional biography

1. Competences acquired in the process of adaptive- psychological qualification practice

Qualifying internships allow students to understand the complexities of organizing the learning process, the responsibilities of a science teacher and a class leader, as well as making sure that the profession is chosen correctly.

It is expedient for the student-practitioner who has completed the adaptive psychological-qualifying practice to submit the following reporting documents:

1. An individual plan of the practitioner, recorded by the attached class teacher and science teacher on the completion of certain tasks and approved by the school principal;
2. Pedagogical diary;
3. Psychological characteristics of students;
4. Report on the work done (in free form).

2. Professional-base qualifying practice

In the 3rd year, in the 6th semester, it is desirable to conduct a "professional-base qualification internship" for 6 weeks, ie 180 hours (this is 6 credits according to the curriculum of CSPU). In this case, the theoretical foundations of the activities of students in the internship are "General pedagogy", "Regulatory documentation in general secondary school", "Youth physiology and hygiene" and general education block subjects.

The main purpose of the internship is to prepare the class teacher to perform the duties of a science teacher and to conduct a system of educational work with students, as well as to systematize

the knowledge of psychology, pedagogy and methodology included in the university curriculum. This goal is very important because it allows the transition from theory to practice, which ensures that pedagogy and psychology are inextricably linked with methodology as both teaching and learning activities. In the process of qualifying practice, theoretical knowledge is strengthened, practical experience in the field of future professional activity as a science teacher, class teacher is accumulated.

The objectives of the basic qualifying internship are: Study and understand the state of the pedagogical process of the class:

- a) educational process - as an integral part of the pedagogical process;
- b) educational process - as an integral part of the pedagogical process.

2. Mastering the psychological and diagnostic methods used to study the main features of the pedagogical process.

3. Formation of professional pedagogical competence (knowledge, skills and abilities required to perform the duties of a science teacher-assistant and class teacher and to organize pedagogical communication).

4. Develop a plan for your professional and personal future as a future teacher.

As a result of the internship, the student acquires the following competencies:

Be able to plan different types of lessons

Creative approach to the organization of lessons and extracurricular activities, the use of innovative, non- traditional methods and technologies Use the results of pedagogical research in professional activities To be able to use technologies that guarantee the health of students in the educational process Be able to respond and analyze lessons and spiritual-educational activities in terms of a competency-based approach Pedagogical activity, the ability to express and evaluate their attitude to the learning process To be able to compile a psychological and pedagogical description of the student (s) of the internship class To be able to use the acquired psychological and pedagogical knowledge in controversial situations encountered in the course of their activities

Competences acquired in the process of vocational training

3rd year students who have completed this internship are required to submit the following as a report:

- Intern-student personal plan: it is required to be approved by the school's designated internship supervisor and school principal, as well as the science teacher.
- Practitioner's diary.
- Psychological and pedagogical description of the student (s) of the internship.
- Practitioner's personal report can be prepared in any form.

3. Professional orientation practice

In the 4th year, in the 8th semester, it is advisable to take a "professional-oriented internship" for 8 weeks, ie 240 hours (this is 8 credits according to the TVChDPI curriculum). This internship is the logical final stage of the student internship. It is aimed at strengthening the theoretical and practical knowledge acquired by students in the study of special subjects, the theoretical and practical knowledge acquired during the internship in the 2nd and 3rd courses.

Tasks of internship focused on professional specialization

Assess the state of the pedagogical process of the class:

- a) the educational process as an integral part of the whole pedagogical process;
- b) the educational process as an integral part of the whole pedagogical process.

2. The use of psychological and diagnostic methods in the study of the main features of the pedagogical process.

3. Deeper acquisition of professional pedagogical competence (knowledge, skills and abilities required to perform the duties of a science teacher and class teacher and to organize pedagogical communication).

4. Implement a personal self-development program plan. A student-listener who successfully participates in this internship phase will develop the following competencies

Ability to independently conduct different types of lessons using pedagogical technologies

Be able to use interactive methods and forms of action in conducting lessons and activities

Modern pedagogical approaches: understanding of competent, person-centered and acmeological educational technologies and their use in the classroom

Be able to analyze open lessons based on a competency- based approach

Ability to solve problem situations using psychological and pedagogical knowledge

Be able to apply innovative approaches to the work of a classroom coach

To be able to make an assessment based on a scientific approach to the solution of existing problems in secondary school

Competences acquired in the process of professional orientation

Reporting documents for 4th year students include:

- An individual plan approved by the school principal and recorded by the class teacher and science teacher.
- Practitioner's diary.
- Psychological and pedagogical description of the student (s) of the internship.
- Practitioner's personal report can be prepared in any form
- Portfolio

During the internship, the student must show himself as a future specialist with high moral qualities, social activism, love of work and love for students, love for the teaching profession.

The intern-student organizes his activity on the basis of the Charter of the school, is subject to internal procedures, carries out the orders of the head of administration and practice.

Each student conducts a diary (courses 2 to 4), in which he records the results of monitoring and analysis of educational work with students, as well as plans and syllabi of all classes, academic and extracurricular activities.

On all issues that arise during the internship, students address internship supervisors, school administration and teachers at the university, make suggestions on how to improve the learning process, organize internships, participate in conferences and meetings, use the existing library, classrooms and teaching materials.

As a practitioner, students have the following rights and responsibilities:

- timely fulfillment of all tasks provided for in the internship program;
- to show himself as a future specialist with high moral qualities, social activism, thirst for work and love for students, love for the teaching profession;
- be an example of organization, discipline and diligence;
- organize their activities in accordance with the requirements of the Charter of the school, follow the internal procedures, follow the orders of the administration and the head of the educational institution and the university;
- Demonstrate their professional competence and pedagogical culture in working with students;
- Active participation in school daily life.

The intern-student has the following rights:

- To be able to apply the theoretical knowledge acquired in higher education to solve problems at school;
- Maintain regular contact with internship supervisors appointed from higher education institutions and attached teachers from secondary schools;
- make suggestions to improve the efficiency of the internship process;
- Active participation in school activities as an organizer, not as an observer;
- effective use of the library;
- make suggestions for improving the educational process and the organization of internships;
- use of school classrooms and teaching materials, methodical manuals available in them;
- Get information about the reason for the reduction of the student's opinion, in his opinion.

If the requirements for the practitioner are not met, he / she may be excluded from the practice.

A student who is expelled from practice or whose work is considered unsatisfactory in the practice of continuing education is considered to have failed the relevant semester curriculum. By the

decision of the department council, he may be offered a re-internship without stopping studying at the university.

CONCLUSION

1. "Competence" is a product of "competence". Competence is a concept that represents an entire system, and competence is an integral part of it. Qualification practice is one of the important processes shaping the competence of the future teacher, in which the competence of the student-practitioner (prospective teacher) is manifested as the knowledge, methodology and pedagogical skills that he can apply in their pedagogical activities.

2. The most important feature of teacher training is the set of communicative, constructive, organizational skills, as well as the ability to apply these skills in practice and prepare for it, the content of professional competence.

3. Qualification practice is an integral part of the basic curriculum in pedagogical higher education and it provides coordination of theoretical training of students with practical pedagogical activity. The internship allows the student to fully understand the laws and principles of teaching and educating, to acquire professional skills and practical work experience, which is considered one of the most important stages in the formation of a teacher.

REFERENCES

1. Aiping L.P. Cluster Centre Principals' perceptions of the implementation of the School Clustering System in Namibia (Unpublished Masters Thesis). Rhodes University, – South Africa: 2007. – 134 p.
2. Arnold K. H., Gröschner A., Hascher T. Schulpraktika in der Lehrerbildung: Theoretische Grundlagen, Konzeptionen, Prozesse und Effekte. – Berlin: Waxmann Verlag, 2014. – 400 S.
3. Shukhratovich, F. M. (2023). The most important aspects of reading in foreign language lessons. Open Access Repository, 9(1), 145-148.
4. Furkat Mirvaliyev Shukhratovich. (2023). The Role of Literary Texts in Teaching Foreign Languages. Texas Journal of Philology, Culture and History, 14, 10–13.
5. Karshiyeva, D. (2022). Form and content of qualification operations based on professional competence. European Journal of Interdisciplinary Research and Development, 10, 449-459.
6. Санакулов, З. (2022) Немис тили атоқли отларида монореференция ва бевосита референция ҳодисалари. Филологиянинг долзарб масалалари, 171-173
7. Санакулов, З. (2021) Атоқли отлар – жонли оламнинг ажралмас таркибий элементи сифатида. ЎзМу хабарлари, 295-297.
8. Gröschner A., Schmitt C. Kompetenzentwicklung im Praktikum? Entwicklung eines Instruments zur Erfassung von Kompetenzeinschätzungen und Ergebnisse einer Befragung von

Lehramtsstudierenden im betreuten Blockpraktikum // Lehrerbildung auf dem Prüfstand 5(2), 2012. –S. 112–128.

9. Hascher T., de Zordo L. Langformen von Praktika. Ein Blick auf Österreich und die Schweiz // Journal für LehrerInnenbildung 15(1), 2015. –P. 22-28.

10. Hutmacher W. Key competencies for Europe // Report of the Symposium Bern, Switzerland 27-30 March, 1996. Council for Cultural Co-operation (CDCC) a Secondary Education for Europe. – Strasburg: 1997. – 142 p.

11. Irgashov, G. (2023). GRUNDSÄTZE DER EFFEKTIVEN ENTWICKLUNG INTERKULTURELLER KOMPETENZEN IM FREMDSPRACHENUNTERRICHT. Academic research in educational sciences, 4(10), 60-64.

12. Irgashov, G. (2022). Nemis tili darslarida yangi pedagogik texnologiyalar usullaridan foydalanish. «Муғаллим Ҳэм Үзликсиз Билимлендириў» . Илимий-Методикалык Журнал, 460–463.

13. Irgashov, G. (2021). Nemis tili darslarida yangi pedagogik texnologiyalar usullaridan foydalanish. DEVELOPMENT ISSUES OF INNOVATIVE ECONOMY IN THE AGRICULTURAL SECTOR, 1, 457–459.