

## Educational practice as a tool in the formation of professional competence of future primary education teachers

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### ABSTRACT

This article is aimed at the essence, content, methods and forms of organization of training and internships in higher education institutions, as well as the formation of professional competence.

**Keywords:** teaching practice, professional competence, competent approach, integrative approach, proactive approach, systematic approach, evaluation criteria.

### Annotation

Educational practice (hereinafter - practice) plays an important role in the formation of perceptions of future teachers about pedagogical activity in the process of higher education. Higher education institutions, as an integral part of the basic vocational education program, focus on strengthening theoretical knowledge of practice and directly on the formation of practical professional skills and competencies. In the current context of rapid development of science and technology, it is important to ensure the unity of theory and practice, improve the content of practice, a scientific approach to organizational support in the training of competitive teachers.

Practice in the explanatory dictionary of the Uzbek language [a. تىلىم - practical issues] Defined as practical work, practical process, daily experience [12,77]. The Explanatory Dictionary of Pedagogy states that "Practice" - the application of theoretical knowledge in practice - is called

practice. Internships in higher education institutions and professional colleges are one of the main links in the preparation of future bachelors for pedagogical activities, which are carried out with the highest possible approximation to professional pedagogical activities [2006,11]. In the process of practice, the professional and personal qualities of future teachers are formed and developed.

If we look at the history of the organization of practice in higher education, we can see that there were two different views on it. First, the practice in pedagogical schools is generally called pedagogical practice, the organization of which covered the entire academic year and alternated with the theoretical disciplines in the curriculum. Therefore, the internship in the 1st, 2nd, and 3rd courses was interpreted as a continuous internship. This practice was widespread in the higher education of the former Soviet Union in the 30s and 40s, and included a research-excursion type of practice during the teaching of pedagogy (2nd year), along with the teaching of methodological-specialty sciences (3rd year), internship. (In courses 4) covering the species [8,132-137]. By the 50s and 70s of the twentieth century, we can see that the number of hours of pedagogical practice in the curriculum of higher education institutions has increased and the number of theoretical hours has been reduced. According to the curriculum, the practice was divided into socio-pedagogical (1-3 courses), summer (2-3

courses), educational (4-5 courses). 1st-3rd year students are involved in intensive primary pedagogical activity without the necessary theoretical training [7,126-134]. The curriculum for pedagogical practice of that period specified the types of normative work that students were required to perform, which included mandatory educational activities, especially organizational forms of practice, but did not specify the criteria for evaluating its results. By the 80s, active research was conducted in pedagogical universities to improve the professional and practical training of future teachers. As a result, the necessary curricula for various higher education institutions were developed, in which the content of students' pedagogical practice was determined by the system of theoretical knowledge acquired at different stages of education, professional skills and advanced activities (in the 1980 program). program) was shown [9,1420].

Improving the process of internships allows to overcome the so-called functionalism (teaching and practical activities of the practitioner as an assistant class teacher), to ensure a closer interaction of theoretical and practical training, as well as general pedagogical guidance and cooperation between pedagogical universities and general secondary schools. led to an increase in the impact. In general, the role and importance of qualifying practice in the curriculum of higher education institutions in the preparation of future bachelors is recognized, but in some cases its scientific basis, scientific and methodological support, insufficient assessment of scientific guidance in the organization.

Proponents of the second approach emphasize the need for general theoretical and practical training, first through various training workshops, trainings, and then the application of the theory in practice and the organization of

qualifying practice at the final stage of education. This approach is typical of foreign higher education institutions. Especially in many U.S. higher education institutions, pedagogical internships are designed for the final stages of the school year. It was done in two different ways: the student was a permanent employee of the school and received 1/3 of the salary as a primary teacher; the student worked unpaid under the guidance of an experienced teacher, sometimes having to take classes instead. The internship was supervised by the school administration. The University-appointed representative oversaw the activities of the school, the internship managers, and acted as a liaison between the school and the university. According to foreign scholars, such an organization of qualification practice is aimed only at ensuring the continuity between theory and practice, the formal acquisition of certain standards (norms) of qualification practice.

By the beginning of the 90s, there was an attempt to bring together the benefits of both approaches, recognizing the role of pedagogical practice in improving the professional training of future teachers in pedagogical universities. The function and content of pedagogical practice will be increased, and the form and method of organization will be improved.

Currently, the majority of students studying in pedagogical universities are not able to adapt to the pedagogical activity of the educational institution when going to the internship, as they have not graduated from pedagogical professional colleges. Therefore, the educational practice is of an introductory nature, along with the provision of basic professional skills and abilities, develops the skills and abilities of the practitioner in research activities, is a logical continuation of the teaching process of theoretical disciplines, including "Psychology" and "Pedagogy". The training practice is carried

out taking into account competent, systematic, activity-oriented and integrative approaches.

A competent approach is aimed at shaping the social, communicative, informational, professional and other personal qualities of the learner, allowing him to fully realize the modern socio-economic conditions. These approaches are based on the concept of nurturing the learner's personality and shaping it based on the ability to solve important practical tasks.

A system is an object or set of objects made up of elements. A systematic approach is a general and broad concept that encompasses the consideration of various events and objects based on a system concept. A systematic approach is important in research methodology. Its main task is to develop methods for studying and constructing complex objects - systems belonging to different types and categories. The systematic approach implies the interdependence and unity of the learning outcomes of the goal, task, content, content of the practice that the practitioners plan during the internship.

Therefore, during the internship, the student is required to get acquainted with the professional qualities, responsibilities and requirements of the teacher for the first time.

Curriculum approved in the curriculum approved by the Ministry of Higher and Secondary Special Education (5111700 - "Primary education and sports education") for 1st year for two weeks in the 1st semester, for 2nd year for four weeks in the 3rd semester, for 3rd year The 4th semester is designed for four weeks, during which students get acquainted with the type, structure of educational institutions, the conditions created in the educational institution for teachers, the status of the teacher [2018. 25.08.].

During their internships, prospective bachelors develop skills in pedagogical modeling of internships, tracking students in school,

analyzing the results of their activities, and preparing internship reports.

Although students accept the theoretical knowledge they have acquired in higher education institutions as sufficiently complete, we can observe that their perceptions of the role and importance of qualifying practice in enhancing their professional skills are significantly lagging behind. A comprehensive analysis of the qualification practice of the Kokand State Pedagogical Institute revealed that 67% of future teachers have a high level of theoretical training, but only 32% of them are able to apply their knowledge in practice. Limiting the areas in which students can make professional and competent decisions based on their knowledge has a negative impact on the development of their professional competence. At the same time, theoretical training can increase the effectiveness of qualifying practice if it is inextricably linked with the practical activities of students during the educational process.

Analysis of the results of questionnaires received from students of the Kokand State Pedagogical Institute, calculation of primary statistics. Educational practice is an introductory feature to acquire basic professional skills and competencies, including basic skills and research skills, and is a logical continuation of the process of teaching students theoretical disciplines, including the "Pedagogy" course. It is done with competency-based, systematic, activity-based, and integrated approaches. The systematic approach implies the interdependence and unity of goals, objectives, content, content of the practice, the planned learning outcomes of the students during the internship. An activity-based approach involves the performance of specific tasks aimed at shaping the readiness of future teachers to pursue professional careers. The implementation of the competency-based approach is

characterized by a set of individual tasks developed and tested by students during the internship, which are tested during the internship using specific criteria for evaluating the undergraduate learning outcomes. The integrative approach involves the integration and implementation by practitioners of diagnostic, design, organizational, communicative, and reflective types of pedagogical activities performed in the course of individual assignments in order to strengthen previously acquired theoretical knowledge, professional skills, and abilities.

In short, the organization and conduct of student internships is a complex and multi-stage process, first of all, to inspire practical confidence of students in professional and pedagogical activities, to strengthen their knowledge of pedagogy, psychology and teaching methods, to expand their understanding of the tasks of the class teacher, to improve design skills. , the process of organizing cooperation with the subjects of the educational process and the development of self-analysis skills and pedagogical communication skills in various types of professional activities, in which the student is able to understand himself in professional activities, self-management and professional activities in various professional roles. should focus on feeling the need for self-improvement. The main thing is that the student enters the creative environment during the pedagogical practice in general secondary schools and in the future evaluates his belonging to the pedagogical team differently and, of course, learns to build a personal program of competencies in different ways, allowing them to exchange views on professional competence and competitiveness.

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