



Features of the Organization of Pedagogical Practice

Sukhrob Sayfullayevich Abdullayev

Assistant professor of the Department of Fine arts and engineering graphics, Bukhara state university, Republic of Uzbekistan

Jamshid Bafoyevich Hamroyev

Master II level of training, department "Fine arts and engineering graphics", Bukhara state university, Republic of Uzbekistan

Abstract: *This Article Is Written About The Organization Of Pedagogical Practice And Also Given Recommendations, Goals And Objectives For Students - Practice Students Of The Iv Bachelor Of Fine Arts And Engineering Graduation.*

Keywords: *Pedagogical Practice, Teacher, Efficiency, Teacher, Theme - Calendar Plan, Diary, Task, Educational Purpose, Function*

Date of Submission: 06-11-2021

Date of Acceptance: 09-12-2021

The formation of a teacher, his professional knowledge and skills, personality traits occurs not only during the study of special disciplines and disciplines of the psychological and pedagogical cycle by students. Pedagogical practice plays a special role in this process. It is an integral part of the preparation of future teachers. All students who receive the qualification "teacher" are obliged, in accordance with the State educational standard, to complete a 14-week teaching practice.

The effectiveness of pedagogical practice depends on its organization, on how well each of its participants, be it the head of the practice or a student-trainee, knows and understands its goals, tasks, how well he is prepared for it. In pedagogical practice, which is of a complex nature, conditions are created that require the trainee to mobilize special, psychological, pedagogical and many other knowledge and skills. Their use is pedagogically integrated, taking into account the specific goals and conditions of the learning process.

The main goal of pedagogical practice is to master the basic functions of the pedagogical activity of a teacher - subject teacher and the formation of professional traits of the teacher's personality.

During the period of teaching practice, students must master several functions.

It assumes that the trainee must be able to draw up individual plans - work schedules, determine and formulate the goals of the lesson (educational, developmental), select educational material to be studied in the lesson, establish the correct relationship between the components of knowledge.

This function also provides for the ability to select methods and teaching aids that are adequate to the goals and content of educational material, psychological and pedagogical features of the class, while predicting possible difficulties in the assimilation of educational material by schoolchildren.

When planning the cognitive activity of students and ways of organizing it, the trainee must clearly define the type and structure of the lesson. For this, it is of great importance to draw up already in

the first week of practice of a thematic-calendar plan, and then, in the course of practice, lesson plans. In addition, the student should be able to plan the content and methods of carrying out various types of extracurricular activities (as a subject teacher and as a class teacher).

An equally important function that a student-trainee needs to master is a mobilization function, which consists in the ability to activate and develop the cognitive activity of students, that is, to provide attention, memorization and comprehension of educational material during the lesson.

At the same time, it is necessary to maintain the interest of schoolchildren in the subject under study, seeking to update their existing knowledge and form new ones on the basis of basic ones.

Closely related to the above-mentioned organizational function, the development of which is also included in the tasks of pedagogical practice. A trainee student must be able to organize the implementation of the planned lesson plan. To do this, first of all, you need to learn how to rationally distribute time between the structural parts of the lesson. It is necessary to be able to lead the work of students, manage the learning process at all stages of the lesson (when checking knowledge, studying new material, independent work of students, consolidating the studied material), and in extracurricular activities - correctly organize and conduct excursions, extracurricular activities and other types of work.

The future teacher is required to possess a communicative function that allows one to establish business relationships with students and between them, as well as with the school staff and parents. You need to be attentive to students and at the same time quite strict, maintaining a business tone and pedagogical tact in any setting.

To achieve the educational goal of the lesson, one should master the information function, that is, the ability to transmit the content of the studied material in a strict logical sequence, using inductive and deductive ways of forming knowledge, relying on previously studied topics and realizing inter subject communications, freely using various methods and sources of information, as well as teaching aids in the most appropriate combination of them (taking into account the content of educational material and age characteristics of schoolchildren).

It is important to use a variety of methods and forms of verification of knowledge, questions and tasks for different levels of mental activity of students. You need to be able to evaluate student responses and comment on the notes they receive. A difficult task for trainees is to consolidate knowledge, current and generalizing repetition on the topic. It is also necessary to learn how to give homework, instructing students about their implementation. In extracurricular work, students are required to be able to deliver lectures and conversations on various topics in front of students and parents.

The solution of educational problems in the classroom is facilitated by the orientation function, which provides for the ability to carry out educational training in the subject: moral, aesthetic, environmental, vocational guidance - both through educational material and by establishing interdisciplinary connections. In extracurricular activities, this function is manifested in the course of extracurricular activities and in the performance of the duties of a class teacher.

Achieving the most important goal of the lesson, related to the development of students' cognitive abilities, is helped by the developmental function, which boils down to the formation of the student-trainee's skills to carry out developmental teaching of schoolchildren, carrying out this work at different levels of complexity, using, along with explanatory illustrative and reproductive teaching methods, problem presentation and partial search method, components of problem learning. The educational process, including when performing independent work, includes typical and problematic tasks (both published in the methodological literature and independently constructed).

In addition, within the framework of this function, schoolchildren are taught the methods of educational work (with a textbook, standard plans, maps and other teaching aids) and mental activity (analysis, synthesis, generalization, comparison, concretization, etc.). The program of teaching practice provides for the formation of a research function among students.

The trainee must be able to analyze the lesson in the methodological, general didactic and psychological aspects from the position of modern requirements of the relevant pedagogical sciences and taking into account the achievements of the advanced experience of the work of teachers. It is necessary to learn to evaluate the observed lesson from the point of view of achieving its goals - educational, upbringing and developmental, as well as to carry out introspection, theoretically comprehend the experience of the work of the comrade, especially when analyzing the lessons. At the same time, conclusions on self-analysis and analysis of the lessons of comrades should be used when planning and conducting their lessons, when drawing up documentation on pedagogical practice.

One of the primary tasks of pedagogical practice is the formation of the personal qualities of a teacher, namely: interest in teaching the corresponding school subject and upbringing the younger generation, the ability to show professional individuality and pedagogical creativity, persistence in achieving goals and improvement of knowledge and skills necessary for work at school. The content of pedagogical practice is determined by the state program and standard instructions for its organization and implementation and includes the following elements:

1. acquaintance with the school, class, individual students;
2. study work on the subject;
3. extracurricular work on the subject;
4. educational work.

Activities in any of these areas begin with planning. Among all its types, the central place is occupied by educational work - conducting lessons on the subject.

In the first week, familiarization work is carried out, the tasks of which include studying the class, planning educational and extracurricular activities and preparing for the first lessons. During the next weeks, students of the fourth year, under the guidance of a methodologist from the faculty and the school teacher, conduct lessons, one of which must be credited. For fourth-year students, a more active role is assumed as a class teacher, and in lesson activities - greater independence.

Practice begins with a general acquaintance with the school and class. The school administration holds a meeting with the trainees, after which they go to the classes and study their teams. This is facilitated by a conversation with the class teacher and teachers, with individual students in the class. Trainees should also look through all the documentation they need: class teacher work plan, class journal, student personal files. During the practice, you should familiarize yourself with the material base of the school, with the advanced experience of teachers, take part in meetings of school methodological associations, attend class hours and meetings, attend and analyze the lessons of comrades.

The success of the practice depends on its organization and leadership. This is done by faculty leaders, whose responsibilities include establishing communication with basic educational institutions, distributing students to them and preparing an order for practice. They also hold conferences before and after practice. The direct leadership of the students lies with the group leaders. Together with the heads of educational institutions, they distribute students by class, together with the teacher they determine the topics of lessons and extracurricular activities for the duration of the practice. Group leaders help students draw up an individual plan for the entire period

of practice, advise students in preparing for lessons and extracurricular activities in subjects, check and approve their plans and notes, attend lessons and extracurricular activities, analyze and evaluate their work. They also take part in the setting and final conferences on teaching practice, draw up a final report.

An important role in the management of pedagogical practice belongs to the teachers of the departments of pedagogy and psychology. The first take on the responsibility of advising trainees on topical issues of teaching and educating students, attending lessons and helping in their preparation, analysis, and also in the study of classrooms. Psychologists help students in matters of psychological and pedagogical study of an individual student or the entire team of a class, which allows them to more fundamentally (taking into account psychophysiological and age characteristics) prepare for classes.

One of the main documents of pedagogical practice is an individual diary plan. It should reflect all the listed areas of students' work. Filling out this document on a daily basis will allow them to clearly plan their work, define goals and objectives, and analyze the results of completed cases. However, this work will be effective only if it is carried out in the course of preparation and undergoing practice, that is, at the stages of goal-setting and planning of educational activities, as well as in the analysis of the results achieved.

Unfortunately, quite often the diary plan is filled in by students after the end of teaching practice, i.e. in fact, before presenting it to the methodologist of the department for verification. In this case, there can be no question of some kind of analysis of the activities carried out by the student, since it is necessary to restore from memory what was done in practice.

The following sections of the diary plan will help to organize the work of students:

1. Organizational work.
2. Teaching and educational work (in the subject).
3. Educational work.
4. Research work (this section is included in the diary plan only in the 4th year).

Let us consider in more detail the activities included in this or that section of the diary plan.

The first section is characterized by organizational measures: setting conferences at the university and school; acquaintance with the subject teacher, class teacher and school administration, with the class staff; viewing the class teacher's work plan; visiting and analyzing lessons in various subjects in this class; planning educational activities for the period of practice; consultations with methodologists of the departments of pedagogy, psychology and with faculty leaders of pedagogical practice.

The second section reflects the performance of lessons, additional classes with strong or lagging students, the work of circles, checking the students' notebooks in the subject. This section also describes the lessons taught by other student trainees and analyzes them.

The third section of the plan - diary may contain the following information: acquaintance with the composition of the class and the system of work of the class teacher; viewing and analyzing personal files and checking student diaries; preparatory work (determination of the topic, purpose, selection of material) and carrying out educational activities (conversation, dispute, class hour, excursion, school evening, etc.) with subsequent analysis; attending a parent meeting; preparation of a message for parents; visiting students at home, identifying the living conditions and education of students; participation in organizing and conducting shifts in the classroom and school, helping

students and the class teacher in designing a classroom corner, stands, wall newspapers and other means of visual agitation.

In the final section of the plan - the diary, the student draws up a short report on the passage of pedagogical practice, in which he reports the number of lessons held, attended and analyzed, topics of educational activities, etc. Conclusions are especially valuable in this section, trainee's suggestions and suggestions, based on which the leaders of the pedagogical practice can make various changes and additions to its course.

Other documents of pedagogical practice are: synopsis and analysis of the lesson, synopsis and analysis of educational activities, psychological - pedagogical characteristics of the student (in the fourth year). Each of these documents has its own purpose and structure. The scheme of the general methodological analysis of the lesson is as follows: Lesson topic. Objectives (educational, educational, developmental). Lesson structure (type of lesson, its features). Implementation of the objectives of the lesson. Organization of the lesson.

The choice of teaching methods and means.

1. The work of the teacher in the classroom.
2. The work of students in the classroom.
3. Overall assessment of the lesson.

An outline of the educational event is performed in any form. This can be a description of an event, its script with didactic materials and recommendations for production, made in a notebook, album, in the form of a booklet, wall newspaper, on spread-out cardboard sheets, etc.

The analysis of this activity is done by each student individually.

Here is a diagram of the analysis of extracurricular activities:

1. Topic and purpose of the event.
2. Preparatory work (preparation of a trainee and preparation of students).
3. Structure and content.
4. The course of the event.
5. Overall assessment.

After the end of the practice, within a week, all of the listed documents are submitted for verification to the methodologists: the outline of the lesson and extracurricular activities in the subject - to the head of the practice; an individual plan - a diary, a lesson analysis, a synopsis and analysis of educational activities - to the methodologist of the Department of Pedagogy, a description of the student (class) - to the methodologist of the Department of Psychology.

The overall assessment for teaching practice consists of the assessment of the teacher of the school where the practice took place, and the assessments of the methodologists of the departments.

Literature

1. Тухсанова В. Р., Бакаев Ш. Ш. ИКУССТВО ЗОЛОТОГО ШИТЬЯ ГОРОДА БУХАРЫ //Academy. – 2020. – №. 11 (62).
2. Абдуллаев, СухробСайфуллаевич, etal. "ОРНАМЕНТАЛЬНАЯ СИМВОЛИКА В НАРОДНОМ ДЕКОРАТИВНО-ПРИКЛАДНОМ ИСКУССТВЕ БУХАРЫ." *Europeanscience* 2 (58) (2021): 17-19.

3. Абдуллаев С. С., Рафиева Н. А. Искусства Древней Руси и Средней Азии в духовном диалоге (исторический экскурс) //Вестник науки и образования. – 2020. – №. 21-2 (99).
4. Тошев И. И., Абдуллаев С. С. Торговые купола Бухары //Интернаука. – 2018. – №. 14-1. – С. 31-33.
5. Mamurova D. I., Ibatova N. I., Badieva D. M. THE IMPORTANCE OF USING THE KEYS-STADI INNOVATIVE EDUCATIONAL TECHNOLOGY METHOD IN TRAINING THE IMAGE MODULE OF GEOMETRIC SHAPES //Scientificreports of Bukhara State University. – 2020. – Т. 4. – №. 1. – С. 335-338.
6. Сулаймонова, Мухиба Болтаевна, et al. "ДОСТИЖЕНИЕ ЭСТЕТИЧЕСКОЙ И НРАВСТВЕННОЙ ЗРЕЛОСТИ ОБУЧАЮЩИХСЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ." *Europeanscience* 3 (59) (2021): 53-56.
7. Аминов, Акмал Шавкатович, et al. "ПРОБЛЕМЫ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ." *Europeanscience* 2 (58) (2021): 77-79.
8. Собирова, Ш. У., Ядгаров, Н. Д., Мамурова, Д. И., & Шукуров, А. Р. (2021). ОСНОВЫ, ЦЕЛИ И ЗАДАЧИ ОБУЧЕНИЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ. *Europeanscience*, (2 (58)), 62-65.
9. Мамурова Д. И. и др. УЧЕБНАЯ ДЕЯТЕЛЬНОСТЬ СТУДЕНТОВ ПО РЕШЕНИЮ РАЗЛИЧНЫХ ДИДАКТИЧЕСКИХ ЗАДАЧ В РАЗВИТИИ ПРОСТРАНСТВЕННОГО ВООБРАЖЕНИЯ СТУДЕНТОВ //Europeanscience. – 2021. – №. 2 (58). – С. 29-31.
10. Бадиев, М. М., Собиров, Т. Р., Авлиякулов, М. М., & Азимов, С. С. (2021). АНАЛИЗ ОБРАТНЫХ ЗАДАЧ В НАЧЕРТАТЕЛЬНОЙ ГЕОМЕТРИИ. *Наука и образование сегодня*, (5 (64)), 76-77.
11. Nazarova S. M., Zaripov G. T. GENERAL PHYSICAL PROPERTIES OF IRRIGATED GRASS SOILS OF BUKHARA OAZIS AND WAYS TO IMPROVE THEM //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 3. – С. 66-69.
12. Djalolovich Y. N. et al. IMPROVING THE PROFESSIONAL TRAINING OF FINE ART TEACHERS //Europeanscience. – 2021. – №. 2 (58). – С. 44-46.
13. Авлиякулов, М. М., Собиров, Т. Р., Бадиев, М. М., & Азимов, С. С. (2021). ОБЩИЕ ЗАКОНЫ КОМПОЗИЦИИ В РЕЗЬБЕ ПО ДЕРЕВУ. *Europeanscience*, (2 (58)), 32-34.
14. Samadvich, A. S., Nayimovich, A. S., & Nosirovna, S. M. (2021). Technology Of Teaching Fine Arts And Science Classroom. *International Journal of Progressive Sciences and Technologies*, 25(2), 109-111.
15. Авлиякулова Н. М. и др. РОЛЬ КУЛЬТУРЫ И ИСКУССТВА В ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ К ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ //Europeanscience. – 2021. – №. 2 (58). – С. 95-97.
16. Остонова, Г. Р., Ибадуллаева, Ш. И., Мусинова, А. С., & Авлиякулова, Н. М. (2021). ДИДАКТИЧЕСКИЕ ПРИНЦИПЫ ОБУЧЕНИЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ. *Europeanscience*, (2 (58)), 104-106.
17. Хакимова, Г. А., & Кадирова, Н. А. (2021). НАСКАЛЬНАЯ ЖИВОПИСЬ В ПРОИСХОЖДЕНИИ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА. *Наука и образование сегодня*, (5 (64)), 78-80.

18. Шомуродов, О. Н., Ширинов, А. Л., Батиров, Д. С., & Хакимова, Г. А. (2021). МЕТОДОЛОГИЯ ИСПОЛЬЗОВАНИЯ ЦВЕТОВ И КРАСКИ ПРИ ОБРАБОТКЕ ИЗОБРАЖЕНИЙ. *Наука и образование сегодня*, (5 (64)), 80-82.
19. Ботиров, Д. С., Шомуродов, О. Н., & Ширинов, А. Л. (2021). МЕТОДИКА ИЗУЧЕНИЯ ИСТОРИИ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА. *Europeanscience*, (2 (58)), 101-103.
20. МАМАТОВ, D. The Role of Computer Graphics in Developing Students Space Imagination. *JournalNX*, 6(10), 304-309.
21. Абдуллаев, С. С., Бакаев, Ш. Ш., Остонова, Г. Р., & Шарипов, Ш. Ш. (2021). ОРНАМЕНТАЛЬНАЯ СИМВОЛИКА В НАРОДНОМ ДЕКОРАТИВНО-ПРИКЛАДНОМ ИСКУССТВЕ БУХАРЫ. *Europeanscience*, (2 (58)), 17-19.
22. Botirov, J. S., Bakaev, S. S., Avliyakov, M. M., Shirinov, A. L., & Abdullaev, S. S. (2021). The same goes for art classes in private schools specific properties. *Journal of Contemporary Issues in Business and Government*, 27(2), 1643-1650.
23. Nazarova S. M., Zaripov G. T. GENERAL PHYSICAL PROPERTIES OF IRRIGATED GRASS SOILS OF BUKHARA OAZIS AND WAYS TO IMPROVE THEM //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 3. – С. 66-69.
24. Mardov, Sanjar Xudoykulovich. "Modern Electronic Methods of Controlling Students' Knowledge in the Field of Construction Drawing." " *ONLINE-CONFERENCES* " PLATFORM. 2021.
25. Xudoykulovich, M. S., Saidaxatovna, R. F., & Xasanboyo'g'li, N. A. (2021). Evristic teaching technology and its practical application which in the teaching of draftsmanship. *Middle European Scientific Bulletin*, 12, 458-462.
26. Xudoykulovich, Mardov Sanjar. "THE STATUS OF TEACHING THE SUBJECT" CONSTRUCTION DRAWING" IN HIGHER EDUCATION INSTITUTIONS." *Archive of Conferences*. 2021.
27. Tokhironovich, Z. G. (2021). Technology of preparation of composition from spinach pumpkin. *Middle European Scientific Bulletin*, 12, 424-429.
28. Зарипов, Гулмурот Тохинович. "Особенности технологии приготовления концентратов на основе овощных экстрактов." *Science and Education* 2.11 (2021): 278-284.