

SYSTEM FOR ORGANIZING CONTINUOUS TEACHING PRACTICE IN PRIMARY SCHOOL

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Abstract: now we live in the modern country. Our education of the national primary education system places increased demands on the quality of training of modern teachers, which consists not only in the selection of the optimal content of the necessary disciplines implemented in the main and elective parts of the program, but also in the effective organization of various types of continuous teaching practice.

Key words: continuous teaching practice, system, education, effectiveness, future teachers, transformation, development paths, country, teacher, research

In this article we will consider modern approaches to the continuous organization of continuous teaching practice.

Continuous teaching practice is a system-forming component of professional pedagogical education, aimed at bringing theoretical training closer to future professional activities in the field of training and education of the younger generation. One of the possible ways to find ways to improve the efficiency of the organization and conduct of continuous teaching practice for future primary school teachers is to study and transform the experience of foreign countries.

The main part of the report on practice consistently presents the work performed by the student during the period of practice in the following sections. The “Study work” section includes:

- analysis of the state of the classroom and its readiness to organize lessons and conduct events:
- results of analysis of the educational institution's curriculum documentation;
- analysis of the correspondence and degree of diversity of types (provide a list) of work performed by students in educational institutions (public and private schools):
- analysis of the lessons attended by the intern from the class teacher or subject teacher, lessons from qualified teachers of general education institutions (1 copy of the lesson analysis in written form):
- analysis of the system of organization and conduct of spiritual and educational activities (classroom, extracurricular, extracurricular).

When conducting lessons, the student is guided by a calendar-thematic plan. A teacher from the educational institution (public and private schools) must be present at the lessons taught by the student. The practical student must first consult with the responsible persons while undergoing continuous teaching practice. Next comes a detailed analysis and evaluation of the quality of lessons conducted (open lessons, classroom and extracurricular activities). In this case, the following is assessed:

- preparation for the lesson, availability of a plan (calendar-thematic, monthly, weekly), detailed summary, supporting summary, didactic aids, materials, visual aids, material and technical equipment of the lesson, etc.);
- clarity of topic formulation, definition of goals and objectives of the lesson;



- efficiency, rational use of study time (40-45 minutes);
- the effectiveness of using didactic tools, visual aids, handouts;
- the ability to clearly and easily formulate the guiding basis of activities and to reasonably choose organizational forms, teaching methods and methodological techniques, types of lessons;
- the ability to organize independent work of students, to promptly provide them with the necessary assistance in completing assigned tasks;
- teaching the correct organization of physical time, the stage of relaxation for primary school students;
- the ability to correctly, namely, objectively evaluate the work of students during the lesson:
 - level of communication skills, taking into account the individual characteristics of students, pedagogical tact, exactingness and ability to command the attention of the group;
 - the degree of students’ preparation for the lesson, their activity and independence in the lesson, the level of developed knowledge and skills, attitude towards the master of production training, etc.

In this regard, the experience of many countries seems interesting, especially Finland, Russia and other countries. These countries were among the first in the world to declare the need to improve the quality and effectiveness of teacher education, including the organization and conduct of continuous teaching practice.

In this connection, the content of the specialist training program is supplemented with components that are essential for each state. As part of the direction of schoolchildren; using verbal and non-verbal means of communication, convey the necessary material to the child and form a system of knowledge in him in the corresponding direction of development; master active and interactive methods of teaching and raising children, use didactic material and electronic resources during classes, selected in accordance with the age and individual characteristics of the participants, draw up an individual development plan for children of different categories (normal children, children with special educational needs, etc.), own valid diagnostic tools, with the help of which you can study the level of current development of the child and be able to flexibly transform the content of the lesson.

In the area of professional responsibility, the future teacher must prove himself as careful, able to carefully and reliably study the results of diagnostics and record them, be friendly in communicating with colleagues and parents, involve them in educational work as necessary, sociable, willing to take an active part in projects organized by the school, striving to expand knowledge and improve their teaching abilities protecting and defending the interests of children of all categories, capable of making decisions and self-analysis of their teaching activities, carrying out teaching activities on the basis of state and national laws. research by young scientists must demonstrate knowledge of the characteristics of the physical and mental development of preschool children, program objectives in the areas of education and training in kindergarten lesson structure, diagnostic criteria aimed at identifying the level of knowledge development in children; possession of age-appropriate methodological techniques, the ability to select didactic material and organize gaming, artistic, educational and productive activities, draw up lesson notes, develop and select diagnostic tools.

In the field of creating an emotional, developing and safe environment in the group, the student, through practice, demonstrates his abilities in organizing interaction with students



(through words and activities), directs children to strive to achieve high results in a variety of activities and experience positive feelings from interactions; moreover, the student must master the ability to monitor children's behavior, competently correct abnormal behavior, organize a safe and barrier-free accessible environment, rich in materials necessary for mental and physical development.

The internship program attaches great importance to such an aspect as the organization of the educational process. During the internship, the student must demonstrate his knowledge in the areas of mental and physical development. Let us dwell in more detail on the types of practice that help students develop practical experience in these areas.

Educational practice is aimed at the formation of practice-oriented knowledge, skills and abilities, assessment of maturity, which requires the use of various forms of work that help determine their level in the future teacher. This means is provided by professional teaching portfolios of students, which, as a rule, consist of various types of work completed by students.

As a conclusion, we note that the studied features of teaching practice in the system of higher pedagogical education make it possible to change the emphasis in determining the place and originality of the organization of this type of student activity, to reconsider approaches to its implementation, and also to pay attention to deeper connections between higher educational institutions and schools, which manifests itself in the fundamentals of practice.

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