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TABLE OF CONTENTS

Lapasov Muxammadsodiq Akramjon o'g'li <i>MAHMUD XO'JA BEHBUDIYNING IJTIMOIIY SIYOSIY QARASHLARI</i>	7
Khusnitdinov Dilshod <i>FOREIGN POLICY OF THE KINGDOM OF SAUDI ARABIA IN THE PERSIAN GULF REGION</i>	12
Sabirov Zabixillo Raxmatillayevich <i>"READERS OF MILITARY-PATRIOTIC EDUCATION ARE IMPORTANT FACTORS IN THE ART OF MUSIC ART AND LITERATURE</i>	17
Сманова Зулайхо Асаналиевна, Абдрахимова Раъно Акбарали кизи <i>МЕТОДЫ ОПРЕДЕЛЕНИЯ СВИНЦА ИЗ РАЗЛИЧНЫХ ПОВЕРХНОСТЕЙ</i>	21
Sadulloeva Makhfuza Gaybulloevna <i>STRUCTURE AND CONTENT OF PEDAGOGICAL PRACTICE</i>	28
Xusanov Rustambek Umidjon o'g'li <i>FACTORS OF MODERN ECOLOGICAL TOURISM DEVELOPMENT</i>	34
Islom Xo'jamqulov <i>CHET TILINI O'RGANISHDA ONA TILINING AHAMIYATI</i>	40
Abduvaliyeva Shahnoza Abduvalievna <i>TRANSLATING UZBEK IDIOMS TO ENGLISH LANGUAGE IN LITERARY TRANSLATION</i>	42
Ramazonova Dinora <i>ONLINE (MASOFAVIY) VA OFFLINE TA'LIM ORASIDAGI TAFOVUT</i>	51
Muhammaddinov Alijon Azizjon o'g'li <i>NOMA'LUMNING KASR QISMI QATNASHGAN TENGAMALAR VA ULARNI YECHISH USULLARI</i>	54
Jalilova Nilufar Toxirjon qizi, Jalolov Sherali <i>INGLIZ VA O'ZBEK TILLARIDA SOMATIK BIRLIKLAR ORQALI IFODALANUVCHI MAQOLLARNING CHOQ'ISHTIRMA TADQIQI</i>	56
Гульнора Мансурова, Азиза Мирзокирова <i>ЛИНГВОКУЛЬТУРНОЕ ПРОСТРАНСТВО РУССКОЙ ПОЭЗИИ И ОСОБЕННОСТИ ЕЁ ПЕРЕВОДА НА УЗБЕКСКИЙ ЯЗЫК (НА МАТЕРИАЛЕ ТВОРЧЕСТВА СЕРГЕЯ ЕСЕНИНА)</i>	62
Tog'ayev Ahmad Sharof o'g'li <i>OB'EKTLARNI TAVSIFLASHDA MANTIQUIY MUMKIN BO'LGAN QIYMATLARINI NAZORAT QILISH TIZIMINI YARATISH</i>	67
Мамарасулов Улугбек Умирзакович <i>СПОРТИВНАЯ ИГРОВАЯ СТИХИЯ И ДУХОВНО-ЭСТЕТИЧЕСКОЕ ИЗМЕРЕНИЕ СПОРТА</i>	69
Садуллоева Махфуза Гайбуллоевна Курбанова Зебо, Азизовой Надежды <i>СПЕЦИФИКА ЖАНРА ПОЭТИЧЕСКОГО ДИСКУРСА</i>	76
Abdumurad Abdusaidovich Khakberdiev <i>WAYS OF IMPROVING ARBITRATION COURTS IN UZBEKISTAN</i>	81
Valiyeva.M.S <i>AKSIYADORLIK JAMIYATLARINI KAPITAL BOZORIDAGI ISHTROKINI TAKOMILLASHTIRISH ISTIQBOLLARI</i>	88
Munojatxon Kamolova	92

STRUCTURE AND CONTENT OF PEDAGOGICAL PRACTICE

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Annotation: *In pedagogical science, the positions of professional competence, professional competence. This question was comprehensively considered from the standpoint of psychology, sociology, pedagogy. In our case, when we talk about the professional competence of future primary school teachers, it is very important to consider professional competence through the prism of including students in the process of learning activities in a specific environment, or rather, different environments.*

Key words: *activity, teacher, environment, different, specific, primary, scientific, parts, practice.*

«Globalization of society's development At the current stage of the process, it has become a vital necessity to match the content of education with the requirements of science and production. Because, this compatibility labor market and society provides stabilization of cultural life. From this point of view, it is great improving the quality and effectiveness of education in the educational system as an urgent problem is being evaluated». [1]

Training of specialists in the higher education system consists of several factors. It consists of scientific-theoretical and practical training as important factors, and is closely related to the competence of students. It is no secret that practical training consists of the continuity and integration of the application of theoretical knowledge and skills.

“That the software for carrying out the practice does not meet modern requirements; effective methods of innovative technologies are sufficient in organizing the practice lack of use; practice problems such as the insufficiently developed results evaluation system innovative approach to organization and implementation requires necessity”. [1]

One of the important pedagogical problems is to update the content of the student's practical and professional training, to develop ways to use innovative technologies in the organization of professional training, in the conditions of the theoretical foundations of the organization of continuous practice (in the case of 4+2) in primary education.

One of the main issues of professional practice is the practitioner's practical career.

It consists of optimizing the activity management system and developing professional training, independence and creative abilities within the organizational structure. In solving these problems, the importance of modular educational technologies, which create great opportunities for independent, planned acquisition of knowledge, development of professional competences and self-development as a subject of the student's educational activity, and directs the manifestation of his knowledge and creative abilities.

According to its structure, the practice of a teacher of primary school students consists of two main parts:

1. Scientific part. It is associated with the writing of a student's scientific work. The student's practice should be related to the topic of his work and focused on collecting information on it, i.e. the student must use the practice data in their work. For example, to carry out some kind of analysis, to provide statistical data on the performance of primary school students of a given educational institution in a particular discipline.

2. Pedagogical part. In it, the student learns the organization of training sessions

In elementary grades, he learns to develop didactic materials, choose the method of conducting lessons, taking into account modern requirements of federal standards. The work of the trainee should be implemented under the guidance of experienced professional teachers with the provision of a large front of independence.

The content of teaching practice in primary school includes:

1. Acquaintance with the structure of practice in the primary grades;
2. Acquaintance with state standards and educational program in a particular discipline;
3. Acquaintance with the content of the course of the discipline;
4. Acquaintance with the forms of conducting lessons in primary school and teaching methods.
5. The choice of teaching aids for conducting their own classes;
6. Development of guidelines;
7. Formation of practical skills for the implementation of a separate training session and extracurricular activities;
8. Full and partial self-guided lessons in elementary school;
9. Analytical work on practice: analysis of one's activities and summing up, drawing up prospects for one's development as a professional teacher.

In the development of professional competences, it creates opportunities to comprehensively solve the following modern issues of education:

- individualization of teaching; that is, each student should pay attention to the quality of the lessons he/she has received based on his/her professional skills and analyze the learning process correctly;

- a student, who has completed practical training will be able to effectively and actively use his theoretical knowledge in practice

- strengthening professional skills with practical activities and correct analysis of observed lessons;

-to correctly assess the student's learning skills, to analyze the activities of elementary students in class;

Analyzing grades given to elementary students, and improving lesson efficiency

The results of our pedagogical observations allowed the following conclusions and recommendations:

Proper organization of professional practice ensures proper planning of the practitioner's activities. therefore, the theoretical foundations of the organization of continuous practice should be understood, the problems of the studied subject and process it is necessary to create an opportunity to learn.

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