

# Pedagogical Practice as a Fundamental Component of Professional Training of a Future Russian Language Teacher

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**Abstract:** Modern reforms in the field of education are aimed at setting new requirements for the professional level of training of teaching staff. The goals, content and results of training are formed at a comprehensive level, taking into account the characteristics of professional activity, personal qualities and competence of the future teacher. The basic component of professional pedagogical training is practice aimed at obtaining primary professional skills, abilities and experience in teaching.

**Keywords:** educational pedagogical practice, industrial pedagogical practice, professional pedagogical activity, activity approach, professional communicative competence.

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## **Introduction**

Modern trends in the development of education in Uzbekistan determine significant changes not only in the content, but also in the organization of the educational process. In this regard, the practice of implementing the professional and pedagogical activities of teachers is changing significantly. Educational reforms in recent years are characterized by the setting of new goals and objectives aimed at achieving the quality of education that can ensure a high professional level of a modern teacher. The role of the teacher in modernizing the educational and upbringing process is becoming leading. Under these conditions, new requirements for the training of teaching staff become obvious.

## **THE MAIN PART.**

The most important aspect of the development of teacher education in modern universities is a practice-oriented orientation through the integration of scientific, educational, methodological and production activities. At the same time, the goals, content and results of training are formed in a comprehensive manner, taking into account the characteristics of professional activity, implying not only a certain level of qualifications, but also the personal qualities and competencies of the future teacher.

Integral components of professional pedagogical training of students of the Faculty of Philology of Bukhara State University are educational and practical training aimed at obtaining primary professional skills, abilities and experience in teaching [1]. In fact, this means “immersion” in the profession, mastering a new social role, personal and professional self-determination, the formation of a certain system of values, and the integration of personal and professional qualities. This becomes possible in the course of implementing general and specific methodological, pedagogical and organizational tasks:

acquaintance with the current state of educational work in educational institutions, with the peculiarities of the work of subject teachers, educators, curators, as well as the administration of the educational institution;

application in practice of current educational standards and programs;

use of educational materials, modern information resources and technologies;

mastering pedagogical forms of educational interaction with students and using modern techniques, organizational forms and technologies of education, training and assessing the quality of learning outcomes;

conducting information retrieval activities aimed at improving professional skills in the field of teaching methods;

acquiring the skills to plan and analyze various types of educational and extracurricular activities;

acquaintance with the experience of teachers, testing the most effective forms, techniques and teaching methods they use;

development of language and communication skills, mastering the terminology necessary for successful work in the field of professional teaching activity[2].

The specifics of teaching practice during the preparation of a future foreign language teacher are determined by the formation of the subject area, reflective culture, as well as mastery of pedagogical technologies and the ability to integrate with teaching experience. It should be noted that the content of the practice should be based on the acquisition of knowledge of general professional disciplines such as a workshop on the culture of speech communication, psychology, educational anthropology, the theory of teaching foreign languages and cultures, linguodidactic foundations of teaching foreign languages, and the use of information technology in teaching.

The content of educational pedagogical practice at school, in general, is based on the basic provisions of the professional standard “Teacher (pedagogical activities in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)” and reflects the following aspects of the

educational process:

familiarization with the organizational and managerial activities of an educational institution;

carrying out professional activities in accordance with the requirements of state educational standards;

participation in the development and implementation of academic discipline programs within the framework of the main general education program;

planning and conducting foreign language training sessions;

analysis of the effectiveness of training sessions and approaches to teaching a foreign language;

organization, monitoring and evaluation of educational achievements, current and final results of mastering the main educational program in a foreign language by students;

developing skills related to information and communication technologies;

formation of motivation to learn.

The students' input knowledge necessary for successful completion of teaching practice and acquired as a result of mastering the studied disciplines includes:

fundamentals of methods of teaching foreign languages, basic principles of the activity approach, types and techniques of modern pedagogical technologies;

knowledge of the means and methods of professional activity of a foreign language teacher;

knowledge and ability to use teaching aids and teaching materials in a foreign language to develop new educational materials on a specific topic;

knowledge and ability to use modern trends and concepts of teaching foreign languages to analyze specific methodological tasks of a practical nature;

possession of skills in using the achievements of domestic and foreign methodological experience, and modern trends in teaching foreign languages to solve specific methodological problems of a practical nature;

the ability to critically analyze the educational process and educational materials from the point of view of their effectiveness;

basic patterns of age-related development, stages and crises of personality development, as well as the basics of their psychodiagnostics;

basics of psychodidactics;

priority directions for the development of the educational system of Uzbekistan, laws and other normative legal acts regulating educational activities in the country, normative documents on the education and upbringing of children and youth, state educational standards for preschool, primary general, basic general, secondary general education, legislation on the rights of the child, labor legislation.

According to the requirements of the professional standard, as a result of teaching practice, students must demonstrate the following professional skills:

master forms and methods of teaching, including those beyond the scope of training:

project activities, disputes, etc.;

objectively evaluate students' knowledge based on testing and other control methods in accordance with the real educational capabilities of children;

develop (master) and apply modern psychological and pedagogical technologies based on knowledge of the laws of personality development and behavior in real and virtual environments;

organize various types of extracurricular activities: gaming, educational and research, cultural and leisure activities, taking into account the capabilities of the educational organization;

possess ICT competencies:

general user, general pedagogical, subject-pedagogical;

use and test special approaches to teaching in order to include all students in the educational process, including those with special educational needs:

students who have demonstrated outstanding abilities; students for whom Russian is not their native language; students with disabilities.

The listed requirements for the organization and conduct of teaching practice have been successfully implemented in recent years at the Faculty of Russian Philology of the State University.

Pedagogical practice takes place in educational organizations under the guidance of teachers of the highest and first categories, as well as higher school teachers. Students receive qualified methodological assistance in organizing the educational process in the Russian language, get acquainted with the programs used by teachers of educational institutions, as well as with educational materials used in the learning process.

It should be noted that the main goal of this type of practice is the ability to motivate interest and instill a love for another language. During practice, students master technologies aimed at developing students' general educational and special skills, at mastering universal methods of activity: in Russian language lessons, conditions are created for the transition from reproductive forms of educational activity to independent, creative types of work, to the formation of a communicative culture of students and development of skills to work with various sources and types of information.

During practice, students widely use authentic materials, independently develop educational materials aimed at improving the communicative competence of students, master various forms of ongoing monitoring, and acquire skills in assessing students' achievements[3].

An important role in organizing and conducting teaching practice is assigned to the teacher, who is represented by teachers of the relevant departments who supervise the professional pedagogical training of students. The activities of curators are also aimed at solving problems of a methodological and pedagogical nature.

These are problems associated with determining the purpose and objectives of the lesson, constructing the logic of the lesson; understanding the psychological characteristics of organizing the process of acquiring knowledge and developing skills and abilities, implementing the principle of speech orientation at each stage of the lesson, formulating guidelines for tasks; using various forms of work. Practice managers regularly carry out methodological and psychological-pedagogical consultations with students in order to minimize problems that arise and effectively organize the educational process[4].

The production part of teaching practice is implemented within the framework of calendar and thematic plans of schools in accordance with existing programs in order to form the necessary components of professional communicative competence:

possession of a system of linguistic knowledge, including knowledge of basic phonetic, lexical, grammatical, word-formation phenomena and patterns of functioning of the foreign language being studied, its functional varieties;

mastery of the basic discursive methods of realizing the communicative goals of an utterance in relation to the features of the current communicative context;

the ability to freely express one's thoughts, adequately using a variety of linguistic means in order to highlight relevant information;

ability to use etiquette formulas in oral and written communication;

the ability to perceive speech in a foreign language by ear, isolating essential information and some details.

Within the framework of the modern methodological approach, special attention during teaching practice is paid to interdisciplinary connections and the development of creative independence of students in Russian language classes. Students master the basic principles of the communicative method of teaching foreign language speaking, master technologies aimed at developing the creative potential of students.

In schools, students actively carry out extracurricular work on the subject. Class teachers share with students the experience of organizing collective creative events with students. Thus, students are given the opportunity to have real pedagogical interaction with students. Classroom hours and other extracurricular activities organized by students receive a positive response from students and their parents, and are also highly appreciated by teachers.

As a result of teaching practice, students, together with supervisors, conduct a detailed analysis of the educational, methodological and educational aspects of professional activity. Pedagogical practice becomes an indicator of the correctness of professional choice, abilities, interests, values of students and acquires the significance of a basic component of the professional training of a future Russian language teacher.

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