

The Importance of Pedagogical Practice and Practical Foundations of Organization

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Abstract. In order to comprehensively prepare students for pedagogic activity in higher educational institutions of pedagogy, they should arm themselves with deep and thorough knowledge, organizational-methodical training and skills of teaching and educating the young generation. Such preparation does not happen by itself. Teacher-specific qualities in students are formed as a result of the great creative work of the team of professors and teachers of higher educational institutions, the educational effects of skilled coaches on students during the entire educational process, and finally, the goal-oriented cognitive activity of students.

Key words: educational institutions, student, knowledge, teaching, upbringing, organizational-methodical, educational, student, teacher, creative, goal, activity.

In modern education, the development of modern knowledge, skills and competences of students in modern education and innovative technologies, assimilation of advanced foreign experiences, is considered one of the urgent tasks of the systematic reforms aimed at ensuring the quality of education in higher education institutions. .

Requirements for students' pedagogical practice:

- Conducting training using the latest methods of teaching in specialized subjects;
- To be able to prepare lesson plans, tests, demonstration and distribution materials related to the topic;
- Ability to use technical tools;
- Learning to analyze lessons based on pedagogical-didactic and psychological knowledge;
- Getting students interested in science;
- To know, study and write a psychological recommendation for the class team;
- Observing etiquette classes, writing and passing educational texts;
- Getting to know the activities of class management, educational work documents, actively participating in educational activities and communicating with parents;

- To study the level of education of students, to use effective methods of education, to acquire manners, knowledge, profession and love for our independent country, loyalty to duty, mutual cooperation, friendship, spiritual and moral in students to educate their feelings. Conducting various extracurricular activities;
- Ensuring the participation of students in the library and making them interested;
- To study the system of assessment of students' knowledge, skills and qualifications, methods of conducting parent meetings;
- It is necessary to observe duty at school and fully participate in this process.

One of the factors that ensure the success of pedagogical practice is good preparation for it. A certain system of preparation for pedagogical practice has been established in higher educational institutions of pedagogy. This system includes:

- a) preparation of students for pedagogical practice;
- b) implementation of preparatory work in schools where pedagogical practice is carried out;
- c) Planning of work during pedagogical practice.

Every student enrolled in pedagogical institutes and universities in order to become a teacher must prepare for work at school.

Students receive initial preparation for effective pedagogical practice at school from all classes at the institute. In this case, the study of theoretical subjects is of particular importance.

By studying subjects of fine art and drawing, pedagogy, psychology and teaching methodology, students get general education, psychological-pedagogical and methodical training.

For example, in-depth study of subjects of fine art and engineering graphics allows students to thoroughly master the main content of school fine arts and drawing subjects before pedagogical practice. This is very necessary for students to have an effective practice at school.

In the direct preparation of students for pedagogical practice, especially study subjects of the psychological-pedagogical cycle, introduction to the teaching profession, youth physiology, school hygiene, psychology, theory of pedagogy and history of pedagogy, methods of teaching visual arts, also, it is very necessary to pass the field practice on the methodology of teaching visual arts.

The course "Introduction to the teaching profession" held in the first year creates an idea in students about the problems related to their future specialties, prepares them for independent activities in the acquisition of pedagogical knowledge and studies. prepares, introduces the social nature of the teaching profession, its role and tasks in society, the content, forms and methods of work, the system of preparation for pedagogical activities, the structure and organization of educational processes in higher educational institutions.

General psychology provides theoretical training to the future teacher, prepares him to study and understand child psychology. In particular, it reveals ways of applying the knowledge of

pedagogy and child psychology to the pedagogical process. By acquiring knowledge of psychology, students better understand their values and shortcomings, memory, attention and character, and learn to analyze the activities of teachers and students from a pedagogical and psychological point of view. In practical training in psychology, they will have initial experience in studying students, processing information from lessons and other observations. It helps students to complete psychological characterization tasks for an individual student or class group.

Pedagogy equips students with general methods of education and upbringing, helps them to master pedagogical concepts and laws not as an abstract category, but as a measure of mastery of teaching skills. introduces pedagogical etiquette. Practical and seminar classes on pedagogy teach students to creatively and consciously think about the educational process. These activities usually take place at school, where students attend, observe, and analyze children's assemblies and classroom activities. All this prepares students to solve specific pedagogical problems.

Continuous pedagogical practice in the previous courses is of great importance in preparing students for the practice of directly performing educational work in the pre-graduation course and graduate courses. This practice provides students with initial pedagogical training as they enter school life. The effectiveness of pedagogical practice in higher courses depends on the quality of this continuous practice.

Studying specialized subjects and teaching methods at the student level is a very important requirement for direct preparation of students for pedagogical practice in higher courses. In lectures and laboratory sessions on methodology, students study the school curriculum and textbooks, literature recommended to students for extracurricular studies, planning of educational work, lessons and other activities. they conduct exercises on drawing up a synopsis of the plan, learn the methodology of teaching fine art and drawing and the methodology of experiments required in the program, work with pencils and colors, use brushes, use visual aids and draw they form the initial skills of teaching, such as the use of other technical means.

Facultative and group classes organized according to the teaching methodology also play a positive role in equipping students with the necessary training and skills necessary for the transition from visual arts to pedagogical practice at school. In these classes, the students become more independent, involve the teaching methodology of visual arts in solving various problems, which helps them to develop a tendency to creative research. A tendency to creative research is an important factor in acquiring pedagogical skills.

Each student who is doing pedagogical practice at the school should observe the students and lead the classes.

Excursions to nature and monuments on some topics are planned in the school fine arts program. In the pedagogical practice of visual arts, students should conduct such excursions and, seeing nature, describe it on paper.

Therefore, it is necessary for every student who has a dream to become a teacher to prepare for pedagogical practice to listen to all the lectures at the university without missing a beat, and to complete the practical work set in the seminars and laboratory sessions. Only then can a student meaningfully conduct pedagogical practice at school.

Extracurricular activities of students at the higher educational institution are also of great importance for their pedagogical practice. Our long-term observations show that students who participated in social organization work at the Higher Education Institution always perform all the educational tasks assigned to the school at a high level without difficulty. If the student has even a little experience in social work and organization, he will perform the tasks assigned to him in pedagogical practice with sufficient activity and initiative.

In the course of these activities, the student will have the opportunity to study the educational process of the school and the class team, work with children as a coach. In doing so, they gain valuable experience in organizing extracurricular activities from visual arts.

The internship program consists of the following main sections:

The goals and tasks of the qualified pedagogical practice, the content of the practice, the plan and schedule, the criteria for evaluating the work of the practitioner-student, and the requirements for the report on the practice.

In addition, sections on methodological guidelines (recommendations) for practical training, main and additional literature used, relevant materials and documents that serve to strengthen the knowledge acquired during study may be included in the qualified pedagogical practice program.

Before the organization of the qualified pedagogical internship, the order of the rector of the Higher Education Institution specifying the duration, place of the internship, and the persons responsible for organizing and supervising its conduct is formalized.

The department of professional practice and cooperation of the Higher Education Institution carries out the organization of professional pedagogical practice, educational and methodological support, and coordination of training together with the head of the department producing the specialist, the dean of the faculty, and the head of the receiving organization.

Monitoring of methodical support provided by the specialized departments to the graduates who continue their pedagogical activity on the basis of the contract in the educational institutions of the region of permanent residence of the students of the higher education institution will be introduced.

On the basis of tripartite agreements between the intern-student, higher education institution and the host organization, the intern-student can carry out pedagogical practice in enterprises, institutions and organizations of foreign countries. In this case, the OTM will agree on the clauses of the contract drawn up according to the practice with the higher ministry and office in the order established.

Organizational issues of pedagogical practice

The effectiveness of the student's pedagogical practice largely depends on how well a number of organizational issues are solved. These include determining the most convenient time for pedagogical practice, choosing suitable schools for practice and preparing them for practice, organizing students to prepare for pedagogical practice, planning all educational activities that will be carried out during the practice at school. . Below are the most important of all the organizational issues of pedagogical practice, which are directly related to the methodical training of future teachers of fine arts and drawing.

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