

Organization of Continuous Practice at Higher Education Institutions

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ABSTRACT

This article discusses the structural and content, external aspects of pedagogical practice that require innovations that appeared in the course of educational reforms due to the decrees of the President of the Republic of Uzbekistan Shavkat Mirziyoyev and the Decrees of the Cabinet of Ministers of the Republic of Uzbekistan.

KEYWORDS: pedagogical practice, perspective, target creation, career, passing, landmark, reproduction, reproductive, separation

I. INTRODUCTION

As part of the modern reforms in Higher education, educational institutions of Uzbekistan will move to new types of organization in teaching practice for students of pedagogical institutes and universities where there are relevant specialties. The reason for this is the Decree of the President of the Republic of Uzbekistan, which sets out a fundamentally new approach to this issue, namely: the university is obliged to build the educational process in such a way that students are occupied with the main educational process four days a week, and two days are devoted to pedagogical practice in preschool and school institutions. The resolution is aimed at the work of ten pedagogical universities of the country.

The transitions of the administrative economy to the labor market and the educational system – from separation to transformations – provide for the main goals of such a solution to the urgent problems of higher education in pedagogical specialties.

II. MATERIALS AND METHODS

What does the pedagogical community expect from such an innovation? This is a guideline for improving the quality of student education in general, this is the effective reproduction of knowledge acquired in the classroom, this is the practical application and creative solution of real professional problems, this is providing students with greater independence, this is the targeted creation of situations of success for a future professional career.

Undoubtedly, the new formula for the training of a student – future teacher according to the “4+2” scheme will require the higher educational institutions of a comprehensive, integrated approach, the ability to find connections with general cultural and professional competencies provided for by the Regulation on the organization and content of the practical activities of students.

Group leader (methodologist):

- distributes students into classes, approves individual work plans, controls their implementation;

- together with the administration of the educational institution ensures the implementation of the practice program;
- organizes the study by students of the experience of creative pedagogical activity of the staff of the educational institution and individual teachers;
- prepares and conducts educational work by students in various forms; helps students develop and conduct lessons of various types;
- conducts methodological meetings and consultations during practice;
- promptly informs the dean's office about the progress of the practice, cases of gross violation of labor discipline, non-fulfillment of the program;
- analyzes and evaluates lessons, optional and extracurricular activities of students with children in the subject, organizes their collective discussion;
- analyzes the reporting documentation of students and evaluates their work;
- makes suggestions to improve the theoretical and practical training of students.

Internship students have the right to:

What problems will be necessary to solve universities, in particular, departments, teachers-methodologists, supervisors of a pedagogic practice?

1. The creation of new work programs in which continuous practice would be painted for all educational weeks for a whole year.
2. In this regard, it is necessary to create a curriculum, where the course of pedagogic practice will be presented in terms of its content according to the principle: from simple - to complex, from passive contemplation by a student of the school process - to direct teaching and education.
3. Possible adjustment of reading courses “Teaching Methodology (one or another subject)” according to semesters.
4. A new assessment of students' knowledge will be necessary: most likely, it will be cumulative points for each period of continuous practice.

Internship students have the right to:

Use modern technologies and teaching aids in professional pedagogical activity to solve specific pedagogical problems in an educational institution;

- use the library, information funds of the school and university;

- on all issues that arise in the process of teaching practice, seek help from methodologists, the head of the practice, the administration and teachers of the educational institution; receive from methodologists and teachers the necessary consultations at a certain time and in the prescribed forms;

On the other hand, what problems will be necessary to solve the directorate of basic schools?

1. To accept the situation as a new given, in every possible way contribute to the integration of students into a teacher's team.
2. Create conditions (time, space) for the successful stay of students and their methodologists at school.
3. Organize seminars with students and teachers of the school on pressing problems of both specialized subjects and general pedagogical issues.
4. Provide access to electronic means and educational equipment.
5. Find together with the university methods of material encouraging teachers who are actively working with students-trainees.

The trainee student must:

- observe labor discipline, timely perform all types of work provided for by the program of pedagogical practice;
- organize their activities in accordance with the requirements of the Charter of the educational institution, obey the internal regulations, follow the orders of the administration and heads of practice of the educational institution and the university;
- comply with the norms of professional ethics in relation to members of the teaching staff and students;
- in the process of working with students, show their professional competence and pedagogical culture;
- observe the rights of students to receive quality education and the safety of the educational process;
- Timely prepare reporting documentation on the practice.

In case of non-compliance with the requirements for the trainee, he may be suspended from the practice.

A student suspended from practice is considered to have failed the curriculum for that semester.

III. CONCLUSION

For the period of teaching practice in an educational institution, one of the students is appointed headman. The duties of the headman include recording the attendance of students of an educational institution and the general organization of work, notifying students about collective consultations and seminars, compiling documentation on paying for the work of the teaching staff of the school, and fulfilling the instructions of the practice leaders.

The expected results from the innovations, in our opinion, are as follows: a similar type of practice will bring students to the expected work, to real working conditions, will show the future specialty "from the inside", and will not bring disappointment in the profession.

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