

Pedagogical Practice in the Process of Complex Preparation of Students for Professional Activity

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Abstract: In this article discusses about pedagogical practice in the process of complex preparation of students for professional activity.

Keywords: globalization, professional, modernization, integration, pedagogical education, professional training, philosophical outlook, psychological-pedagogical diagnosis, skills.

As a result of globalization, the market of educational services is becoming more and more regionally important at a time when the concepts of space and time are losing their importance. Today, providing the market with high-level professional education services is becoming one of the most pressing issues in the region. At the moment, education in the whole world, including in the Republic of Uzbekistan, has become a field of educational services subject to demand, supply, competition, marketing, and other laws of the market mechanism.

The process of reforming the professional education system is a complex, multidimensional process at a time when the foundation of the "Third Renaissance" is being built in our country, fundamental reforms are being implemented in the field of education, and there is a need to modernize the field. Currently, support for mutual cooperation at all stages of continuous education is becoming a priority, in other words, their mutual integration is becoming a necessity. Similar to this, pedagogical education is manifested as the unification and integration of educational institutions of different levels, which ensure the formation of professional and personal qualities of a teacher-educator during the entire educational (professional training) period.

Pedagogical education, which aims to prepare a specialist who is able to act independently and successfully in controversial situations related to the profession, to approach problems creatively, to feel the value of his profession and to protect it, moreover, to raise it to the heights. The quality of higher education, which is based on the continuity and integrity of the content, and can be responsible for its effectiveness, is of particular importance.

Pedagogical higher education institutions in Uzbekistan have their own experience and program in training qualified specialists, in which professional practice takes an important place.

The practicum serves to ensure the compatibility of theoretical knowledge acquired by students with practice. It allows the student to fully understand the laws and principles of teaching and upbringing, master professional skills and practical work experience, and is considered one of the most important stages of education in the formation of future special pedagogues.

The purpose of the theoretical training in the curriculum and program is aimed at mastering the pedagogical knowledge, skills, and qualifications of the future special pedagogues. Qualified practice provides an opportunity to apply the same theoretical knowledge in various educational situations.

According to the philosophical outlook, practice is a material, perceptible, objective, goal-oriented human activity, a criterion of the reality of cognitive results. K. Marx describes it as the "active, active activity of a social person." This is the beginning, the starting point, and the natural end of the entire cognitive process. Practice, in a broad sense, serves as the source of knowledge and its driving force as the basis of knowledge and human life. This justifies the objectivity of the content of knowledge. The final goal of knowledge is not the emergence of knowledge by itself, but its transformation into practical reality, its embodiment in real life. "Everything that has become an object of theoretical knowledge, over time, becomes an object of practical consciousness, and then

of practical human action." This confirms the idea that theory is primary, and practice appears as its derivative, and the essence of unity between them.

Theory and practice are inextricably linked, and practice is of leading importance in this connection and relationship. At the same time, in a narrow sense, professional practice is a specific form of professional training in higher educational institutions, which relies on industry knowledge and is based on certain laws. The unique feature of practical activity is characterized by the professional identity of future special pedagogues. The practice requires unique pedagogical conditions, and it is necessary to take into account all aspects of the teacher's activity. Approaching this process from a philosophical point of view helps to reveal its essence. In order to reveal the possibilities of professional practice as a form of professional development of students, the following is aimed by referring to the history of the formation of practice in the higher education system of our country and the experience of its organization:

1) express an opinion on the possibilities of effective application of historical experience in the current conditions;

2) to prevent the repetition of common mistakes and shortcomings, such as the use of ineffective forms of practice.

Such an analysis of the practicum shows the need to develop a modernized acceptable form (model) of its organization.

Pedagogical practice has its own characteristics and it is appropriate to organize it based on the pedagogical principles of the educational process. The content and principles of the pedagogical process reveal the main requirements for establishing a teaching activity: it determines the directions and helps to form the skills of a creative approach to the teaching profession.

The following are the principles of competence-based qualification practice in HEIs:

- humanitarianism - this principle expresses the harmony of personal goals with the demands of society. This is explained by the fact that educational and educational processes organized in educational institutions are focused on the formation and development of the teacher's personality.

- scientificity - this principle implies that the knowledge offered for learning is compatible with the latest achievements of scientific, social, and cultural development. The importance of the scientific approach increases when teachers do not have sufficient training for scientific analysis of their professional activity;

- harmony of theory and practice - this principle is based on gathering pedagogical experience during practical activities, understanding it in theoretical lessons, as well as checking and confirming the effectiveness and quality of education.

- Continuity and consistency - this means the absence of gaps in the content of the practice, the regularity of the process, and the gradual development from simple to complex. Also, it is assumed that the development of pedagogical knowledge, skills, and abilities of future teachers should be organized on the basis of a specific program and that the newly acquired knowledge should rely on the previous one and strengthen it, and this knowledge should be improved from course to course. Pedagogical practice is a component of the continuous pedagogical education system;

- integration - this principle includes, first of all, the analysis of psychological-pedagogical, methodical, and scientific knowledge and skills that are useful in solving problems during practice;

- flexibility - this consists not only of the student's familiarity with the organization of various educational activities in secondary general educational institutions but also of the student's involvement in the pedagogical process

It is manifested in his adaptation and participation in the internal relations of the school. Based on these principles, the main functions of professional practice are determined as a means of forming the professional activity of a specialist.

The student manifests himself as a teacher in the process of developing psychological-pedagogical diagnosis, mastering the skills of working with students and planning, implementing, and analyzing the results of educational and educational work during practice. will happen.

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