

Developing Practical Skills During Continuous Teaching Practice

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Annotation: This article updates the main criteria for organizing continuous teaching practice in universities for future primary school teachers. The preparation of basic concepts and practical aspects of primary school teachers in pedagogical universities for future teachers is considered.

Key words: renewal, teaching practice, continuous teaching practice, fundamental aspects, teacher training, transformation, need, self-realization.

In the modern world, it is necessary to note global transformations in all branches of science, including education. Analyzing the existing factors, it is necessary to note the change in the transformation and regulation of the organization of continuous teaching practice. Proper organization of continuous teaching practice can take into account innovative teaching and a creative approach to the development of professional skills of future primary school teachers. When considering the main values of education, it is necessary to pay attention to the self-realization of professional pedagogical activity of future primary school teachers, taking into account their creative potential. The effectiveness of the professional development of a future teacher lies in professional competence, the development of which is facilitated by continuous pedagogical education. A preliminary study of the problem allowed us to establish the lack of holistic knowledge in pedagogy: about the essence and manifestation of the organization of continuous teaching practice; about the natural connections and methodological foundations of professional training that contribute to the development of a student teacher's correct understanding of undergoing continuous teaching practice about an adequate creatively developing educational space and ways to create it in the current situation of modernization of professional pedagogical education; about the scientifically based logical sequence of organizing the continuous pedagogical practice of the future primary school teacher and the corresponding methodological and technological support for this process [11]. Lack of economic education skills (proper distribution of money for travel, lunch and other expenses). Often those around us live in thought, incorrect understanding of this or that problem. Therefore, it should be noted that the development of the program is based on international and our, that is, national experience. It should be noted that the necessary approach includes general cultural erudition and pedagogical thinking; special professional abilities and skills; creative readiness formed by a complex of creatively significant personal qualities. The close relationship of structural components characterizes professional and creative competence as a systemic quality. A teacher, solving countless educational tasks, works in constantly changing circumstances. He has to implement non-standard approaches in his work, mediated by the peculiarities of "objective-subjective creation" in the process of pedagogical interaction with students. I explore and, considering the modern establishment and development of the correct organization of continuous teaching practice, it is necessary to highlight the following:

- the dependence of the effectiveness of professional training of a future teacher on social priorities, according to which modern society needs active, enterprising, creatively thinking and acting individuals capable of carrying out a creative movement towards social progress;

- the dependence of the development of the creative personality of the future teacher on the complexity of the socio-economic conditions of society, the existence of different views on the problem;

-conditionality of the content of professional pedagogical education by the real and potential capabilities of future teachers;

- dependence of the development of creative competence of future teachers on the scientifically based use of psychological mechanisms and pedagogical technologies;

Throughout the modern development of innovative and digital technologies, we feel the negative influence of mass culture on our lives, as a manifestation of something new. This can be seen in the example of consideration of the main tasks and problems in the social life of student interns. Sometimes, we witness the attitude (familiar, rude) and treatment towards our parents. Lack of clear thought, formulation of the course of one's thoughts (whether in oral or written form). We often observe a lack of character, responsibility, and the ability to compromise. knowledge in situations of uncertainty for making creative decisions in a multifaceted pedagogical process. Regularity as an objectively existing, necessary, essential, repeating connection of phenomena and processes reflects the diversity of their interactions and relationships [11]. In order to analyze the various grounds for creativity in order to implement the organization of continuous teaching practice as an integral characteristic of the personality of a modern school teacher made it possible to define their role in secondary school, namely in the primary grades, as an integrative professional and personal characteristic of a teacher, ensuring his success in standard and extraordinary pedagogical situations. The correct organization of continuous teaching practice ensures the quality of modern domestic education. Mastery of various types of competencies becomes the main goal and result of the learning process. The use of a competency-based model in modern education presupposes fundamental changes in the organization of the educational process, in its management, in the activities of teachers and instructors, in the methods of assessing the educational results of students in comparison with the educational process based on the concept of "knowledge acquisition":

-the dependence of the development of creative competence of future teachers on the scientifically based use of psychological mechanisms and pedagogical technologies;

-the dependence of the effectiveness of the formation and development of the professional and creative competence of the future teacher on the uneven mental development of the individual.

As a systematic analysis of the state of training of future teachers has shown, the trends (Latin *tendenzo* - direction) of modern teacher education are:

-orientation of educational institutions to improve the quality of training of specialists;

- changing the target orientation of the vocational education system towards the formation of competencies;

- transition from mass, collective forms of student education to individual ones, to the development of creative abilities based on self-education, self-development, self-improvement;

- promoting the priority humanistic orientation of modern pedagogical education;

- turning to scientific strategies of creative psychology and innovative pedagogy based on taking into account domestic and international scientific and pedagogical heritage.

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