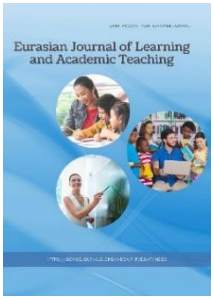

Technology Of Methodical Preparation of Future Primary School Teachers for Qualification Practice

Feruza Turakulova Aminovna — A senior lecturer at the Kokand State Pedagogical Institute

Arofat Isakova Makhkamovna — A teacher of the Kokand State Pedagogical Institute

ABSTRACT

The direction of "Pedagogical education" occupies a dominant place in the educational activities of our universities, is focused on the training of a new generation of teaching staff who are able to professionally, competently solve professional tasks; ready for innovation, cooperation with all participants in the educational process, the implementation of the social order of society in the transition to new standards - educational and professional.

Keywords: Pedagogical Activities, Modern Conditions, Self-Development

In this document, in the fourth paragraph "The content of the professional standard of a teacher", the requirements for the official duties of a teacher are formulated, the implementation of which should entail a change in the standards of higher pedagogical education and, as a consequence, the updating of curricula in the disciplines of the professional cycle.

Let's focus on the fundamental requirements for the job responsibilities of a future technology teacher from the point of view of his specialized training and turn to the description of labor functions related to pedagogical activities for the implementation of basic and secondary general education programs included in the professional standard. The teacher should, according to the authors-developers of the standard, perform the following labor functions.

Labor actions:

- formation of general cultural competencies and understanding of the place of the subject in the overall picture of the world;

- determination based on the analysis of the student's educational activity of optimal (in a particular subject educational context) ways of its training and development;

- determination together with the student, his parents (legal representatives), other participants in the educational process (teacher-psychologist, teacher-de-fectologist, methodologist, etc.) of the zone of his immediate development, development and implementation (if necessary) of an individual educational route and an individual program for the development of students;

- planning of a specialized educational process for a group, class and/or individual contingents of students with outstanding abilities and/ or special educational needs based on existing standard programs and own developments, taking into account the specifics of the composition of students, clarification and modification of planning;

- The use of special language programs (including Russian as a foreign language), programs for improving language culture and developing multicultural communication skills;

- Joint use of foreign language sources of information, translation tools, pronunciation with students;

- Organization of Olympiads, conferences, tournaments of mathematical and linguistic games at school, etc.

Required skills:

- apply modern educational technologies, including information, as well as digital educational resources;

- conduct training sessions based on achievements in the field of pedagogical and psychological sciences, age physiology and school hygiene, as well as modern information technologies and teaching methods;

- plan and implement the educational process in accordance with the basic general education program;

- develop a work program on the subject, course based on approximate basic general education programs and ensure its implementation;

- organize independent activities of students, including research;

- to develop and implement problem-based learning, to link learning on a subject (course, program) with practice, to discuss current events with students;

- to carry out control and evaluation activities in the educational process;

- use modern methods of assessment in the context of information and communication technologies (maintaining electronic forms of documentation, including an electronic journal and diaries of students);

- use a variety of forms, techniques, methods and means of teaching, including individual curricula, accelerated courses within the framework of the Federal State Educational Standard of Basic and Secondary general education;

- master the basics of working with text editors, spreadsheets, e-mail and browsers, multimedia equipment;

- possess methods of persuasion, argumentation of their position;

- establish contacts with students of different ages and their parents (legal representatives), other teaching and other employees;

- possess technologies for diagnosing the causes of conflict situations, their prevention and resolution.

The professional standard of a teacher imposes new requirements on the training of a school teacher, and we believe that in modern conditions, an important task of our universities is the operational updating of basic educational training programs. In this regard, the approach that has existed in the methodology of teaching technology for many years, based on the consideration of the methodological features of studying technology in separate sections (topics) studied in specific classes, requires revision.

New regulatory documents and the improvement of professional educational programs for bachelors and masters have pushed us to identify certain patterns in the system of organizing the practice of future technology teachers. The purpose of the practice in the system of methodical preparation of students for teaching technology is determined by the social order and consists in the formation of competencies necessary for successful professional activity.

The practice is designed to solve the following tasks:

- Deepening and consolidation of theoretical knowledge of students;

- Formation of future teachers' pedagogical skills, skills, experience of pedagogical activity;

- Development of a value attitude to creative professional activity;

- Development of interest in the study of topical issues of technology teaching methods;

- Introduction to the experience of established technology teachers;

- Awareness of their pedagogical capabilities;

- mastering the basics of building and implementing the educational process;

- Formation of creative thinking, individual style of professional activity, research approach to it;

- Development of professional culture, professionally significant personal qualities;

- Development of the need for pedagogical self-education and constant self-improvement.

A necessary condition for the organization of practice is the versatile orientation of the future teacher to all spheres of pedagogical activity - the educational activity of students and its methodological equipment, educational interaction and its organization, the student's research work and mastery of its methodology. In this regard, the practice is complex, and for the implementation of these components of the activity, students perform tasks of different subject areas during practice (in pedagogy, psychology, technology and entrepreneurship teaching methods).

The practice should contribute to the formation of professional skills as a result of performing tasks on the methodology of teaching technology and entrepreneurship. For example, to plan, develop and conduct trial lessons and extracurricular activities on the subject; to develop and use didactic material and visual aids in the educational process, to work with methodological literature, school programs and textbooks; to reasonably choose effective forms, methods and means of teaching, to determine the results of mastering the material; conduct self-analysis, self-assessment and adjustment of their own activities, as well as analyze trial lessons and extracurricular tasks. The list of tasks is quite traditional. Nevertheless, the peculiarities of training dictate their own conditions, namely, the inclusion of specific tasks in the basic practice program (for example, tasks on the organization of elements of entrepreneurial activity that are developed in the context of studying entrepreneurial disciplines). Students are offered a task to create creative projects of entrepreneurial activity at school. The topics of the projects are coordinated with the wishes and interests of the students themselves. Creative groups of three to seven people undertake the project of organizing school fairs-sales of children's art products, a puppet theater, a school cafe, a school atelier for the manufacture of children's clothing, a wood carving workshop, a school workshop for the manufacture of children's furniture, etc.

The activity of students during the period of practical training involves performing tasks of a creative nature on modeling, designing and designing a system of means, methods and technologies of training. This allows students to bring their existing knowledge into the system, concretize their professional position and formalize it into their own concept of pedagogical activity. In the conditions of practical interaction, the acquired communicative skills are tested, as well as the accumulation of pedagogical experience in its subject and social aspects. However, given the limited time of practice, it is necessary to develop a number of tasks of an integrative nature, which students will be able to complete in the time allotted for practice.

Performing all types of activities related to preparation for educational and extracurricular classes in technology (work planning, study and selection of basic and additional material on the topic, production of visual aids, selection of the most effective teaching methods, preparation of notes, etc.). Guidance and assistance to students performing research and project work.

Thinking over the organization of the pedagogical practice of students, we focus not only on the implementation of its program, but also on direct participation in the professional fate of the student. After all, a lot of things in deciding to become a teacher after graduation depend on how the student's internship will go.

As a rule, after passing the internship, a student has a new position, characterized by a strengthened confidence in the correctness of the choice of profession, the appearance of goals and needs for self-development and self-improvement. The system of relationships between students, organizers and other participants of the production practice should be of the nature of cooperation.

Thus, modern industrial practice has great opportunities for expanding professional horizons, erudition, the formation of professional competencies, the formation of a professional pedagogical position and practical experience of future technology teachers.

Literatires:

1. Galkina E.A., Marina A.V., Makarova O.B. Updating of HPE curricula in accordance with the requirements of the professional standard of a teacher // Vestn. Novosibirsk State Pedagogical University. un-ta. 2015. No. 3(25). pp. 22-33.
2. Korotkov S.G., Krylov D.A. Features of the organization of industrial practice of future bachelors of vocational training // Vestn. Mari State University. 2015. No. 1(16). p. 2630.
3. Kulikov L.M., Kulikova L.M. Technology of formation of professional competence of the future specialist of physical culture and sports in the conditions of industrial practice // Sib. ped. zhurn. 2012. No. 2. pp. 136-141.
4. On the approval of the Regulations on the practice of students mastering the basic professional educational programs of higher education: Order of the Ministry of Education and Science of the Russian Federation No. 1383 dated November 27, 2015 [Electronic resource] // System GARANT. URL: http://base.garant.ru/71288178 / (accessed: 03.10.2017).
5. Davlatova, M. H. "Aspectual variability of information culture in the history of the English language." International Journal on Integrated Education 3.3 (2020): 24-28.
6. Davlatova M. H. "Variability of aspectual meanings in the English language". European Journal of Research and Reflection in the Field of Education Science 7.12.2019 (2019): 778-780.