



PEDAGOGICAL CONDITIONS FOR IMPROVING PRACTICAL PREPARATION OF STUDENTS

Rafikova Dilafroz Kahhoraliyevna

Teacher of "Pedagogy" department of Fergana State University

ANNOTATION: This article provides information on the organization of the process of practical education in pedagogical higher education institutions, the improvement of practical training of students, the important pedagogical and didactic conditions that allow the professional formation of a teacher.

Keywords: Pedagogical conditions, competence, organizational pedagogical, psychological-pedagogical, didactic conditions - conditions, independent education, practical education.

The urgency of creating and introducing pedagogical conditions, in our opinion, is that the first professional knowledge and skills, as well as practical training are formed in future teachers studying in pedagogical higher education institutions. In this process, the main type of activity is learning - learning, learning, practical learning activities, which later turn into practical professional activities. Therefore, the main means of increasing the efficiency of pedagogical higher education institutions is, firstly, the creation of a comprehensive system of scientific-methodological, material-technical, socio-cultural support of pedagogical systems, and secondly, the availability of highly qualified pedagogical staff, professors and teachers.

Pedagogical condition - an external condition that affects the course of the pedagogical process, more or less consciously designed by the teacher in order to achieve a specific result. It is obvious that the pedagogical condition, which is important for the development of mental state, competencies and skills of future educators, is necessary to design in advance.

According to N.Ippalitova, N.Sterkhonova, pedagogical conditions are one of the components of the pedagogical system, reflecting the combination of educational and material-social environment that affects the individual and procedural aspects of the system, ensuring its effective operation and development. Pedagogical condition is a condition that ensures success in the educational process or, conversely, prevents it from being achieved [4].

N. Yo. According to Najmiddinova, the results of scientific and pedagogical research show that in the theory and practice of pedagogy there are the following types of pedagogical



conditions: organizational pedagogical (pedagogical conditions are a set of opportunities to solve educational problems, a set of objective opportunities to solve the problem, the content, form and methods of the whole pedagogical process aimed at achieving the goal), psychological-pedagogical (pedagogical conditions aimed at ensuring certain pedagogical activities affecting the development of the individual or objects of the pedagogical process), didactic conditions - conditions (to achieve didactic goals goal-oriented selection of the content, form, method of teaching, as well as organizational forms [9]).

In addition to the pedagogical conditions mentioned above, it is important to formulate a strategy for independent action.

Increasing attention from researchers has begun to pose challenges to increasing the effectiveness of independent learning. One of them is not only the formation of scientific knowledge and skills, but also how to teach students, that is, mastering different ways of organizing and implementing educational activities. This is achieved through the use of different learning strategies.

At present, independent work is recognized as the main form of organization of the process of practical education in pedagogical higher education institutions, so the issue of increasing its effectiveness remains one of the most pressing issues. In solving this pedagogical problem, it is important to teach students to acquire independent knowledge, that is, to be aware of the goals of their educational activities, to perform specific pedagogical tasks, to use information and communication technologies and software, to choose the most effective, their own learning activities and independent learning. regulation of processes, increase of educational efficiency. Achieving this result is related to the inclusion of an independent learning strategy in the structure of practical education. For their successful formation it is necessary to create certain pedagogical and didactic conditions - conditions that cover all stages of the formation of mental movements, as well as the learning process that ensures the activity and independence of students expressed in learning activities.

This requires the identification of an important pedagogical condition for the development of practical training of future teachers. In the theory and practice of pedagogy the various didactic and pedagogical conditions of professional and pedagogical preparation of students are specified.

In particular, in the process of conducting his research, B.R.Mukimov is convinced that the following are important pedagogical and didactic conditions that allow the future engineer - a teacher to develop professionally:



- material and technical conditions - conditions (educational buildings, classrooms, training workshops, practical-laboratory equipment), information technology (radio, television, computer, copiers, laboratory equipment, tape recorders (audio, video), simulators, video projector, availability of hardware, etc.);

- educational-methodical normative documents (State educational standard, standard curricula, working curricula, model and working curricula, textbooks, manuals, methodical recommendations, additional special literature, visual aids, lesson plans, projects, etc.);

- Potential of scientific and pedagogical staff (professors, associate professors, teachers, qualified masters of industrial education, managers and technicians);

- social and educational-technological environment (teachers, students, leaders and students, as well as the content, direction, unity of purpose, etc. of student interactions).

-organizational and educational - consistent, continuous and systematic organization of practical activities [8] Therefore, the majority of teachers working in higher education institutions have mastered the traditional, ie previously used methods of organizing the independent educational process (abstract, essay), but they do not make sufficient use of new interactive teaching technologies. In other words, directing independent work to the formation of competencies, designing lessons, using ICT and the Internet for educational purposes, role-playing games, practical games, computer games, independent learning and other interactive methods and techniques increase the effectiveness of developing professional and pedagogical competencies in students [8]

According to Professor R.H.Djuraev, independent education is a process of individual action aimed at studying the experience of ancestors, scientific and technical achievements with the help of tools and literature of his choice. A person's inner world, emotions, and ability to think independently play a key role in this [1]

According to O.A. Kuysinov, N.A. Muslimov, the definition of the purpose of independent education and the formation of its students' independent knowledge, independent work, creativity, practical application of knowledge, self-control skills and opportunities is the basis for ensuring overall professional development will be. According to scientists, "Independence is one of the positive features of a person's character, which is reflected in the system of human thinking, in various activities and actions. The concept of independence is related to the notion of independence in the choice of ways and means of solving the tasks facing man. At each stage of a person's life, his level of independence is manifested in a unique way. This degree of independence can be high or low, depending on human



developmental conditions and needs. Striving to acquire knowledge independently is the most distinctive feature of student activity in an educational institution, the basis for independent study and acquisition of knowledge. The process of independent study and acquisition of knowledge means that students prepare independently. Independent training of future bachelors - teachers studying in the field of vocational education will be aimed at increasing the effectiveness of the results of work in accordance with professional and pedagogical activities. In this case, the future teacher of vocational education analyzes the results of his work and determines the content of his professional pedagogical activity. The main purpose of the future teacher of independent vocational education is to improve their professional pedagogical skills, to achieve high results in their professional activities [7]

The last stage of education is especially important for independent learning. Because the formation of the need for independent study is important for students to become mature, well-rounded, qualified professionals in their field. In the education system, *independent learning, control* is one of the main factors of independent learning. In order to acquire independent knowledge, first of all, it is necessary to form in students the need for independent work, free, creative activity.

Muslimov N.A., Usmonboeva M., Mirsolieva M. In his research, he considered the components of independent learning in the classroom (collaborative independent learning) and extracurricular (individual independent). The successful development of independent learning is in many ways related to the development of self-management skills. Didactic principles as well as theory and pedagogical technologies play a key role in independent learning [6]

According to N.A. Muslimov, "Independent education means the organization of regular, independent and autonomous activities of the educational process in accordance with the subjective purpose of the acquisition of knowledge, the development of imagination, the formation of concepts, skills and abilities [5].

In order to activate the process of independent learning, it is necessary to form and develop the following important features in students: interest and desire to learn independently; independent learning skills and abilities; ability to learn independently.

Factors that actively stimulate independent learning include: direct active interest in independent activity; motives of moral aesthetics and mental satisfaction.

The stages of development of cognitive needs can be recognized as: the stage of formation of interest and need to know the world, social being; the stage of formation of the



direction of simple research pedagogical activity (formation of the need for external impressions); the stage of developing the need to perform exercises as an activity of mastering cognitive methods; the formation phase of focusing on the development of cognitive needs; the stage of developing the need for independent learning.

Pedagogical technologies based on active and person-centered approaches are the most optimal in improving the practical training of students. Therefore, the methodological activity of students in the implementation of education aimed at the formation of personality is important. It is important for pedagogical higher education institutions to use different pedagogical technologies in the educational process, as they allow: complement each other, the ability to integrate into each other, the process of developing practical training of students on the basis of a competent approach. To improve this pedagogical process, developmental (problem-research) pedagogical technologies based on practical activities are of great importance. Active teaching methods play a major role in shaping practical training. It was found that the use of active teaching methods in pedagogical education creates didactic and psychological conditions that help students to express their intellectual, personal and social activities.

Teachers of the country conducted research on the use of pedagogical technologies and improving pedagogical skills aimed at improving the practical training of students in the educational process, noting that in their research, teaching technologies in the education system provide the acquisition of fundamental and practical knowledge.

O'K Tolipov studied the role of pedagogical technologies in the development of professional skills and competencies in future teachers and the important aspects of its application in the educational process [10]

G. N. Ibragimova developed a scientific and pedagogical basis for the development of creative abilities of students on the basis of interactive teaching methods and technologies [3]

The research of O.K. Khaydarova highlights the specifics of the technological approach to the professional training and pedagogical activity of the future teacher [2]

AA Khalikov's professional pedagogical reflection indicators determining the level of interdependence of criteria affecting the development of students' competence in higher education (social, spiritual, pedagogical-psychological) on the basis of competence requirements for the quality of student preparation, to improve the professional profile of pedagogical skills, covering the components of creativity, intelligence, to determine the indicators of external and internal factors determining the level of development of competence of future teachers (pedagogical ethics, pedagogical tact, adherence to



deontological criteria, professional intellectual competence, art of self-government) Improving the content, means, forms and methods of developing competence at the level of modern requirements through the technology of a systematic approach to the didactic conditions scientific-theoretical and organizational-methodological bases of improving the mechanisms of development of students' competencies through work issues, information-communication and advanced pedagogical technologies [11]

The method of analyzing pedagogical issues is to demonstrate to students certain professional situations. Participants will be shown the conditions of professional activity and methods of work. The analysis of the situation should allow the participants of the practical game to draw reasonable conclusions on the correctness of their activities and the assessment of the situation. The main requirement is to select and analyze situations in accordance with the specialization and professional skills of students. Thus, in the process of teaching, the student carries out professional activity based on the task conditions (modeled situation), which leads to the formation of appropriate practical training. It turns out that the success of the process of forming practical training in students is determined not only by the characteristics of the organization of training, but also by the individual characteristics of students and individual psychophysical readiness for professional activity.

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