
THE ROLE AND IMPORTANCE OF CONTINUOUS PEDAGOGICAL PRACTICE IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS.

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Annotation

The article discusses the role of continuous pedagogical practice in the formation of professional competencies of future teachers, and also identifies the features of continuous pedagogical practice of future primary education teachers.

Key words

continuous teaching practice, professional competencies, primary education teacher.

Globalization and integration processes taking place in the world's single informational, economic and socio-communication environment require introducing new dimensions and requirements to pedagogical activities. In response to society's demands for new specialists, a modern teacher must first be able to solve problems in the field of social relations and compete in a new social field.

In order to fulfill these requirements and raise the quality of educational services to a higher level, we can see an increasing need for highly qualified teachers in secondary schools. In this place, pedagogical higher educational institutions are considered to be the locomotive of the supply of qualified personnel for general education schools in the conditions of today's market relations. Pedagogical (qualification) practice as a basis for familiarizing the future teacher with professional activity is a means of ensuring the integrity of theory and practice in higher education institutions, according to educational directions in the curriculum of higher educational institutions It is a form of continuous education related to professional activity, which is clearly defined and must be completed. To what extent it is organized increases the student's faith in his profession and serves as a basis for overcoming obstacles related to professional activity in the future. [4;19]

One of the important tasks of continuous pedagogical practice is to form students' skills to observe and analyze educational processes, to understand the meaning and logic of teacher-student interaction.

In order to achieve an effective result during practice and to form the dynamics of professional skills and qualifications, the general task of pedagogical practice is developed separately for each course.

The task of continuous pedagogical practice includes the development of students' interest in self-education, the formation of a scientific-creative approach to pedagogical activity, and the development of scientific-research skills.

Researchers from foreign countries have also improved the structure and content of pedagogical practice in their work on the professional profile of a primary education teacher and identified a number of knowledge, skills and qualifications that will be necessary in the future professional activity of a future teacher. Among them

B. Bromberg, T. Vilox, P. Kozakevich, Yu. Kozlowski, T. Malinowski (Poland), I. Kotasek (Czech Republic), V. Kirsch, H. Flach, A. Humel, U. Schwarzer (Germany), G. Atanasov, P. Draganov, S. Jekova (Bulgaria), E. Sechi, I. Falush (Hungary) and others can be cited as an example. In some foreign countries, scientific research institutes have been established to study and research the problems of teacher training; Institute of Theoretical and Methodological Training of Teachers (Germany), Institute of Teacher Education (Poland), Institute of Teacher Training and Professional Development, Institute of Teacher Personality Study (Czech Republic) and others.

Many researchers consider continuous pedagogical practice as an integral part of higher educational institutions of pedagogy, not only as a means of acquiring professional skills and qualifications, but also as a means of acquiring scientific methods of teaching and pedagogical experiences, developing pedagogical thinking, applying theoretical knowledge in practical activities. have been researching as a means of application. Currently, the researches conducted on the training of future primary school teachers require continuous improvement of the content, structure, and therefore new forms and methods of the practice, identifying the effective directions of the pedagogical practice. For example, in many foreign countries - Poland, the Czech Republic, the Netherlands, Germany, etc., in educational institutions that train primary education specialists, micro-educational and televised parts with recorded audio stages of training (Cheudio) are widely used. In his article, it can be seen that O. Berezovsky conducted experiments on the application of micro-education in pedagogical sciences. It

should be noted that micro-education is used together with other forms and methods of education [3,11].

According to the curriculum of 2020, pedagogical (qualification) practice is to be carried out in 1, 2, 3, 4 courses in higher educational institutions of pedagogy, and 11-20% of the academic period is allocated to it. In accordance with the qualification requirements of primary education, it is envisaged to form the following competencies of the future bachelor during the internship period:

- taking into account the fact that the educational process has a complex nature, the formation of the competence to organize the introduction of information technologies based on an integrative approach;
- in order to ensure the effectiveness and efficiency of teaching, build the ability to use information and communication technology tools in a systematic, logical sequence, based on foreign experiences; etc. [5;6]

From the first days of the internship, the student gets acquainted with the activities of the educational institution, pedagogical activities, pedagogical skills related to the initial profession, pedagogical experiences and acquires pedagogical knowledge, skills and qualifications.

L.M. According to Kulikova, the student acquires his initial professional practical experience in the process of pedagogical practice. It is in the course of pedagogical practice that the student determines to what extent he has mastered the theoretical knowledge he received in the audience, tries to use them in pedagogical activities, determines the level of formation of his skills and qualifications and tries to further improve them [1].

According to A. N. Savrasova, professional development of the teacher his professional experience shows that he can be formed in the process. The most rapid changes in this experience occur at the stage of professional training of HEIs, in the process of involving future teachers in practical activities. It also states that the modern concept of pedagogical practice within the framework of the new educational rules is nothing more than the formation of professional competences of future teachers at the educational stage in higher education institutions, a process in which goal-oriented, modeled professional tasks and specific professional situations are regulated. emphasizes [4].

According to the article of V. M. Rostovtseva and A. V. Velsh, "Pedagogical practice should be directed to the formation of special competence bases necessary for the future professional activity of a graduate of higher educational institution. The advantage of this practice is that it gives students the opportunity to get initial experience of professional activity, the presence of which is a forming professional

is an important indicator of competence. In addition, pedagogical practice in modern HEIs is, in fact, one of the variants of obtaining such professional experiences [3;56].

In our opinion, continuous pedagogical practice in accordance with the model of competent approach should be systematically classified, increase the quality of education and mobilize systematic, more activity-oriented and organizational-pedagogical resources to train the new generation of teachers.

Based on the above, we can consider the following specific aspects of continuous pedagogical practice:

orientation of the task of pedagogical practice to new DTCs;

- the student's ability to evaluate his own educational achievements;
- integrative classification of formation of general cultural and professional competencies in students through theoretical and practical training unit;
- openness of practice to external inquiries, constant cooperation with employers;
- the availability of software that helps to create pedagogical conditions for the successful implementation of a competent approach during pedagogical practice.

In some HEIs, pedagogical practice is carried out in the last months of the final stage; and in others, the practice becomes an integral part of the educational process and tries to bring the educational content closer to the practice at a high level so that the students can master the professional activity experience in the educational system of the Higher Education Institution.

According to I. A. Protasova, the introduction of continuous practice into the educational process allows students to deeply understand the essence of the pedagogical process, to understand the content of professional and pedagogical activity [2].

Continuous pedagogical practice implies the involvement of students studying in HEIs in systematic pedagogical activities during all courses. As an example, we can consider the following types of continuous practice, which are currently implemented in the primary education of pedagogical higher education institutions: "Practice of acquiring initial skills about the profession" (in the 1st courses), "Pedagogical practice of familiarization" (in the 2nd year), "Internship at the summer children's camp" (during the summer vacation of the 2nd year), "Professional-oriented internship" (in the 3rd year), "Research-oriented practice" (in the 6th semester of the 3rd year), "Diplomoldi practice" (in the 4th year). Such a system requires a step-by-step complexity of the goals and tasks of practice in

terms of professional training, scientific-methodical support, the level of independent work and the level of student training.

At the end of the internship, it is assumed that the future primary school teacher will acquire the following skills:

- acquisition of the knowledge system for solving educational and pedagogical issues, taking into account the individual and age characteristics of students;
- to be able to determine the educational, educational and developmental tasks in teaching junior high school students;
- to be able to analyze the lessons observed during practice, extracurricular activities;
- to be able to organize effective recreation of children during breaks;
- to study scientific research methods of pedagogy to study individual and age characteristics of junior high school students;
- the ability to plan the current and prospective educational process;
- to know how to choose and use forms, methods and tools of the educational process;
- to be able to make extended developments of the lesson;
- to be able to analyze the work of experienced teachers and use them.

The formation of students' self-analysis skills during the internship is the basis for the successful completion of the internships at the next stages. The following questionnaires are the basis for obtaining and summarizing the results of the student's self-analysis:

Answer the following sample questions:

- Internship period, month (brief classification of the educational institution, its direction);
- How many lessons did you observe during the internship? (it will be covered in detail: the number of observed lessons, which teachers (FISH), which subjects);
- List of documents prepared at the end of the operation (names, amount, period of execution);
- Determining the volume of pedagogical work during the internship period and clarifying its content;
- What did the practice give as the first pedagogical experience (what did you learn, what did you start to distinguish, what did you understand);
- What seemed the most interesting to you (the teacher's work with the class in the lesson; observation and analysis of the team's independent work, etc.)?
- Show what was most successfully implemented for you during the internship (repeating and strengthening the theoretical materials on the teaching

methodology in practice; the structure of the analysis in the training conducted by the pedagogue, the analysis of the psychological environment in the team; studying methodological literature ;

- What skills and competencies did you learn in practice;

What experiences of school teachers would you take into your pedagogical reserve;

- Describe your general impressions during the practice process (students' perception of knowledge in the educational process, discipline, attitude to science, students' preparation and their activity in the training process);

To what extent did the internship influence your career choice:

- Is there any point in going to school and working? (I have a desire, I felt my professional potential, I felt my successes);

- Better yet, I use my knowledge in research and production;

In the report written at the end of the internship, the student gives a critical assessment of the internship period and his work at school (satisfaction level: "excellent", "good", "satisfactory", "unsatisfied"). The head of practice analyzes the opinions expressed by students regarding the practice and presents the monitoring results to the faculty council. The faculty council will make recommendations to the departments producing specialists to eliminate the shortcomings in planning the practice of the next academic year, and the departments will develop an improved program of pedagogical practice.

In our opinion, continuous pedagogical practice serves as a connecting tool between theoretical knowledge and preparation of future teachers for professional activities in educational institutions. During continuous pedagogical practice, deepening of professional knowledge, skills and abilities, pedagogical thinking, skills of creative activity, professional-pedagogical qualities of a person are formed.

According to the results of our research work, the following recommendations given to students at the pre-practice conferences show that the practitioner can take a creative approach to the design and planning of future tasks:

- selecting no less than 20 action games for first graders;

- to prepare the necessary materials in advance to organize and spend the moments of rest (in the course of the lesson);

Regarding participation in the educational process:

- preparation of science handouts, visual aids;

- getting acquainted with the criteria for evaluating students' knowledge and skills:

- checking students' notebooks and diaries under the guidance of the teacher;

- helping the head of the class in working with students with difficult education;

- study of scientific and research methods of pedagogy for studying students and the class team, etc.

To sum up, the types of practice carried out in the educational process of pedagogic HEIs are a guarantee of the quality of the results if the goals and tasks are clear and organized on a scientific basis. The ultimate goal of all organized internships should be focused on the formation of professional competences and the development of the future pedagogue as a mature specialist in the profession he loves and chooses.

Taking into account the above, the continuity of the pedagogical practice should be directed to the formation of all the competencies of the future teacher - psychological, communicative, eloquent, professional-technological, professional-informative, monitoring, etc. and reflected in the content of the practical program. we consider it necessary.

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