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QUASI–BERUFLICHE TÄTIGKEIT IST DIE BASIS ERFOLGREICHER BERUFLICHER TÄTIGKEIT (AM BEISPIEL EINES ZUKÜNFTIGEN BIOLOGIELEHRERS)

Ergasheva Gulrukhsor Surchonidinowna
Staatliche Pädagogische Universität von Taschkent, benannt nach Nizami
Raupova Mexrinigor Haydarovna
Staatliche Universität von Buchara

Kurzfassung: Der Artikel analysiert die im Laufe der Studie aufgezeigten Widersprüche zwischen den gesellschaftlichen Anforderungen zur Verbesserung der Qualität der Ausbildung an Hochschulen, die Biologielehrer ausbilden, und der unzureichenden Bereitschaft zukünftiger Fachkräfte, an der Schule zu arbeiten, zwischen der Notwendigkeit Verbesserung des Systems der Berufsausbildung zukünftiger Lehrer und das Fehlen theoretischer und praktischer Grundlagen für die Bildung von Berufserfahrung zukünftiger Lehrer im Prozess der pädagogischen Praxis. Während heute eine Technisierung dieses Prozesses durch die Leiter der pädagogischen Praxis auf der Grundlage allgemeiner Bildungseinrichtungen erforderlich ist, wird die Formalisierung des Organisations- und Durchführungsmodells der industriellen Praxis in Betracht gezogen. Die von uns durchgeführte Befragung ermöglichte es uns, den Stand der pädagogischen Praxis angehender Biologielehrer aus der Sicht eines Praktikanten zu analysieren.
Schlüsselwörter: Pädagogische Praxis, Biologielehrerausbildung, berufsnahe Tätigkeit, Unterricht, Bildungsprozess, berufliche Tätigkeit, Sekundarschule, Bildungszweck, Bildungsaufgaben.

QUASI–PROFESSIONAL ACTIVITY IS THE BASIS OF SUCCESSFUL PROFESSIONAL ACTIVITY (ON THE EXAMPLE OF A FUTURE BIOLOGY TEACHER)

Ergasheva Gulrukhsor Surkhonidinovna
Tashkent State Pedagogical University named after Nizami
Raupova Mexrinigor Haydarovna
Bukhara State University

Abstract: The article analyzes the contradictions revealed in the course of the study between the requirements of society to improve the quality of education in higher educational institutions that train biology teachers and the insufficient level of readiness of future specialists to work at school, between the need to improve the system of professional training of future teachers and the lack of theoretical and practical basis for the formation of professional experience of future teachers in the process of pedagogical practice. While today there is a need for technologization of this process by the heads of pedagogical practice on the basis of general educational institutions, the formalization of the model of organization and conduct of industrial practice is considered. The survey we conducted allowed us to analyze the state of

pedagogical practice of future biology teachers from the point of view of a student-intern.
Keywords: pedagogical practice, biology teacher training, quasi-professional activity, lesson, educational process, professional activities, secondary school, educational purpose, educational tasks.

1. Introduction

Statement of the problem in general sense and its connection with important scientific and practical tasks. The rapid growth of technology is the reason for the tightening of the requirements for the organization of the educational process at school. The teacher should organize the educational process in such a way that students have the opportunity to use modern technical means and information technologies in their educational and subsequent professional activities, to form the skills necessary for a successful life in the information society.

The use of technology in the field of biology is based on the achievement of goals such as mastering computer methods, the ability to use digital technical means to work with information, the development of sleight of hand, spatial perception, logical and algorithmic thinking, waking interest in information and communication activities.

Currently, secondary school is a general developing school, which lays the foundation for balanced growth, initial vocational training and the ability of each child to continue education and study any specialty. The purpose of studying biology is to realize its three components: teaching, developing and educational.

The educational purpose of studying biology is to give students detailed knowledge about the heredity of traits and properties inherent in all living beings-microorganisms, plants, animals and humans, about the patterns of their preservation over several generations, about the patterns of their change under the influence of external and internal factors.

The developmental goal of teaching biology is aimed at developing students' basic skills necessary for the conscious acquisition of knowledge, as well as other subjects studied at school. The educational tasks of a biology teacher include: arousing interest in the study of biology, the formation of skills and abilities to carry out professional orientation of schoolchildren, taking into account their inclinations and capabilities, to develop the right attitude to nature, to carry out aesthetic and moral education of students, to translate knowledge into beliefs and to have an impact not only on the mind, but also on feelings. To achieve this goal, the following educational tasks are solved when teaching biology:

1-formation of a scientific and materialistic worldview,
2-moral education,
3-aesthetic education,
4-labor education,
5-environmental education,
6-hygiene and sex education,
7- education of the right attitude to your health and the health of others.

Biological science has now become a leader in natural science and occupies key positions in medicine, healthcare, hygiene, environmental protection, providing the population with food and medicines. Biological literacy has become socially necessary. Taking into account the above, new tasks are put forward for school biological education:

- Mastering the system of knowledge about the structural, functional and genetic foundations of life, reproduction and development of organisms of the main kingdoms of wildlife, ecosystems, biodiversity, evolution, which is necessary to realize the value of all life on Earth;

- Biological science has now become a leader in natural science and occupies key positions in medicine, healthcare, hygiene, environmental protection, providing the population with food and medicines. Biological literacy has become socially necessary. Taking into account the above, new tasks are put forward for school biological education:

- Formation of a scientific picture of the world based on knowledge about wildlife;

- Establishment of harmonious relations with nature, oneself, formation of norms and rules of environmental ethics, responsible attitude to wildlife as the basis of ecological education of schoolchildren;

- Formation of genetic literacy - the basis of a healthy lifestyle, preservation of mental, physical and moral health of a person;

- Personal development of students, the desire to apply biological knowledge in practice, to participate in practical activities in the field of medicine, agriculture, biotechnology, environmental management and nature protection;

- Study of the content of the discipline in accordance with the activity approach and orientation to the knowledge of reality.

The development of students' needs to apply biological knowledge in educational and practical activities, in which students' attitude to reality, their views, persistence of beliefs, correctness of actions and behavior in different life situations are manifested. This is realized through the solution of creative tasks, problematic situations, participation in business and role-playing games, reflection in the field of self-knowledge and the way of action, the development and implementation of projects, the use of interactive methods (case method, PRES-formula, brainstorm, etc.), the organization of practical activities in extracurricular work (in the biology classroom, at the school educational and experimental on the site, during environmental protection measures), etc.

The formation of the scientific worldview of students in teaching biology can be considered as a step-by-step process, which is characterized by specific types of activities:

• Students:

– Perception of the task of scientific understanding of facts and phenomena of the surrounding reality;

– Comprehension of scientific biological theories, patterns, concepts;

– Manifestation of personal relationships, confidence in the truth of scientific knowledge;

– Practicing, applying their views in activities;

– Generalization of worldview views at the achieved level of their development;

• Teachers:

– Setting specific tasks for the formation of a worldview (in the classroom or other forms of organization of the educational process);

– Disclosure of the leading ideas, theories, concepts of the ideological plan;

– Observation of the perception of worldview material and management of this process;

– Taking into account the results of the worldview formation process;

– Setting new tasks and characterizing the level of their achievement (generalization).

In order to effectively implement the process of forming the scientific worldview of students at all stages, we considered a specially organized personality-developing educational situation as a structural unit of the pedagogical process. One of the most important conditions for its implementation in teaching biology is the relationship of educational activity with the experience of life and independent creative activity of the student. In accordance with this, the traditional content of the school subject "Biology" was reconstructed: the emphasis was placed on biological concepts of a philosophical nature, creative tasks, problematic situations, worldview-oriented questions that contributed to the manifestation of students' interest in knowledge of a philosophical nature, the manifestation of initiative and creativity.

In higher educational institutions, when comparing the activities carried out by students with the activities they should perform in professional processes, we can see a large number of incomparable differences: when educational activities develop mental processes, and practical activities require the development of professional competence; when the object of the educational process is knowledge, and in quasi-professional activities-a child, his psychology, his inner world ; when teaching many unrelated subjects is organized in the learning process based on the schedule of classes, and in the course of work it manifests itself as a system; when attention, mastery, memory and motor skills are required from the student during the learning process, and in the process of work he appears as a whole with the body, soul and psyche, he manifests himself as a teacher, showing controlling activity. in the process of learning, students receive statistical data, and in professional activity it is necessary to harmonize the knowledge gained; while in the process of learning, a student acts alone from a fundamental point of view, several specialists are generalized in professional activity. The professional and pedagogical practice of students dominates the process of forming the personality of the teacher.

II. Literature review

Many scientists study pedagogical education and highlight the principles of vocational training. Works of F.Gonobolina, O. Shcherbakova, I.Grishina, N. Kuzmina, V. Slastenina, L. Spirina are of fundamental importance. O. Abdulina, A. Aleksyuk, V. Andrushchenko, H. Balla, V. Bondar, O. Khluzman, I. Zyazyun, V.

Kremen, V. Kuzya, V. Lugovoy, O. Moroz, N. Nychkalo, O. Piekhota O. Savchenko Examines the features of reforming and modernizing the higher education system, the problems of individualization, a personality-oriented approach and the humanization of education.

L. Vovk, M. Yevtukha, R. Semernikova, M. Yarmachenko, A. Belyaeva,A. Verkhola, V. Gubar, H. Zakharevich, M. Koziy, H. Tereshchenko, O. Savchenko, D. Tchorzhevsky, Iu. Chyrva takes up the problem of training pedagogical personnel.

In the works of I. Bekhi, A. Boika, the content and directions of personality-oriented education of students, the formation of a creative, socially active personality of the future teacher, O. Kirichuk, H. Pustovit, S. Sysoeva, O. Sukhomlinskaya, T. Sushchenko, N. Demyanenko, V. Mayboroda, R. Kulish were determined. The history of the formation of pedagogical practice as part of general pedagogical training was investigated.

V. Slastonin defines professional pedagogical training as socio-political and scientific knowledge of the subject being taught, a high level of general culture, knowledge of pedagogical theory, general and pedagogical psychology, the ability to solve a pedagogical problem and analyze soul searching, skills of relevant types of educational activities [1].

E. Zeyer understands vocational training as the formation of a system of professional knowledge, skills, as well as professionally and socially significant personality traits, experience in solving typical professional tasks [2].

O. Pavlik defines vocational training as a component of a psychological and pedagogical system with a specific meaning, the presence of structural elements, forms of relationships, specific features of educational activities, specific knowledge and skills [3].

H. Shuldyk and V. Shuldyk describe professional training as a link between theoretical education and future work. They note that during pedagogical training, not only theoretical and practical training of the student's job ownership is considered, but also an opportunity is provided to provide the future specialist with creative potential [4].

Quasi-professional activity should be considered as a teaching method that forms professional activity, during which students go beyond working with a narrow topic of the lesson, but solve professional tasks by modeling real situations.

Quasi-professional activity provides the conditions and dynamics of a real biology lesson in the classroom. A. Kuzminsky, N. Tarasenkova and I. Akulenko understand quasi-professional activity as an activity in the context of which professional competence is realized in situations of modulated future actions of the teacher. The most important place is occupied by stimulating part of the lesson or working on a specific task in the lesson.

The purpose of the article is to determine the role of quasi-professional activity in the preparation of a future biology teacher.

In accordance with the Decree of the President of the Republic of Uzbekistan dated August 12, 2020 No. EO-4805 "On measures to improve the quality of continuing education and the effectiveness of science in the areas of chemistry and

biology", the development, improvement of the quality of education and the effectiveness of science in these areas are among the priorities of the State Program "Year of Science, Education and Digital economics" [5].

It is also necessary to establish close connections, effective communication and cooperation between specialized secondary, vocational, higher education, research institutions and industrial enterprises in the field of personnel training and the use of scientific results, which is the main goal of the solution. In addition, the purpose of the National Training Program of the Republic of Uzbekistan is a radical reform of the education sector, a complete rejection of its ideologized narrow-mindedness, the creation of a National system of training highly qualified personnel at the level of developed democratic states that meets the requirements of high spirituality and morality. In these conditions, the issues of methodological training of biology teachers are particularly acute.

The development of information media, information and especially telecommunication technologies leads to the creation of a new discipline that requires a radical rethinking of the goals, content, means, methods and forms of teaching biology at the modern level, and this should be reflected both in the system of basic education and in the training of teaching staff. A variety of learning conditions, a variety of approaches and content of teaching biology in schools of both secondary and higher education have a significant impact on the teaching of biology.

New approaches to the formation of a system of training biology teachers have been identified:

– taking into account the complex trends in modern education: standardization, technologization, humanization, continuity, informatization, etc.;

– transfer of methodological training of future teachers from the conceptual level to the operational level with the ideas of professional and pedagogical orientation of training of future teachers and professionally-oriented teaching and training of students;

– introduction of various types of basic educational institutions, curricula and biology textbooks for them. This requires coordination of methodological training of future teachers with the constantly developing variable system of school education in the field of biology.

Due to the fact that the actual level of competence of students and teachers does not always meet the requirements of today, the development of the resource base for teaching biology, the uneven distribution of laboratory equipment in schools, the implementation of inter-subject relations, the integrating role of the subject of biology, and so on.

III.Analysis.

So, it should be noted that the qualification of "Biology Teacher" is the only specialization in most universities.

We have studied the issue of training biology teachers in some higher educational institutions in Uzbekistan, in particular, analyzed whether there is a specialty "biology teacher" or the qualification of a biology teacher is assigned to students of pedagogical specialties. The results are presented in table 1.

A specialist should be able to; carry out the process of teaching secondary school students with a focus on the tasks of teaching, upbringing and personal development of a student, taking into account the specifics of the subject taught; stimulate the development of extracurricular activities of students, taking into account the psychological and pedagogical requirements for education and training; analyze their own activities in order to improve it and improve their qualifications; perform methodological work as part of school methodical associations; perform the work of a class teacher, maintain contacts with the parents of students and assist them in the implementation of family education.

Specialist training should provide a set of knowledge and skills necessary for the educational process and control of education. The following items relate to this group of knowledge and skills:

• know the features of morphology, physiology, reproduction, ecology and geographical distribution of representatives of the main taxa of the organic world, their role in nature and in the human economy;

• be able to equip and maintain a biological office and a laboratory classroom, equip them with visual aids, educational collections, handouts, living biological objects (indoor plants, an aquarium, cultures of protozoa, algae, fungi, etc.);

• know the techniques of light microscopy and preparation of micro-preparations; have the skills of anatomical study of plants and animals; know the safety rules when working in the laboratory;

• be able to conduct biological excursions to nature with students in different biotopes and at different times of the year;

• be able to explain the physiological mechanisms of various systems and organs of animals and humans,

• the main features of the physiology of green plants, the features of the functions of different groups of microorganisms.

• be able to conduct experiments in different sections of school biology;

• to know molecular biology, modern teaching about cells, tissues, patterns of biology of reproduction of animals, plants, fungi and bacteria, ontogenesis and embryonic development of multicellular;

• understand the psycho-physiological and biological foundations of human life, have an idea of the biological foundations of human intellectual activity;

• be able to determine the biological age of a child and a teenager, develop recommendations for rational work regimes, training, rest and nutrition;

• know the biological foundations of modern agriculture;

• have a clear focus on the protection of life and nature, know the ecological principles of rational nature management;

• have an idea of the current state of sciences, the elements of which are included in the school cycle of general biology: cytology, genetics, theory of evolution, general ecology, biogeography.

• be able to plan and organize an educational and experimental school site, conduct experimental work with students on it;

• to define educational tasks in teaching biology; to select and adapt the scientific content of educational materials taking into account the age of students, to choose the optimal forms and methods of educational activity;

• be able to plan academic work, highlight the main material, ensure its solid assimilation, check and evaluate students' knowledge and skills in accordance with the requirements of the curriculum, make author's curricula for electives;

• select teaching tools in the classroom, organize independent work of students with different sources of biological knowledge, use elements of problem-based learning and active methods, work with teaching technology;

From the point of view of studying quasi-professional activity.

Modern professional education of biology teachers with orientation, first of all, to subject training should ensure the implementation of new, socio-culturally conditioned, functions of professional and pedagogical activity, which focuses attention on the pedagogical component of professional training itself, emphasizing its special role in the work of a teacher.

At the same time, the essential feature of professional pedagogical activity in modern conditions is its orientation to the education of the child, which is based on:

• On the organization of cognitive activity in individual and collective forms as a self-educational activity;

• System diagnostics of the student's personal qualities and support of his personal growth;

• using the "hidden opportunities" of an educational institution through the creation of an educational environment, relying on such an emerging characteristic of a modern school as its openness, as well as on the possibilities of society, whether it is a local community or a country and the world. The training of future biology teachers should obviously be focused, among other things, on solving this group of tasks.

The task of preparing a future biology teacher for the introduction of new approaches to assessment, which in modern conditions acts as a "formative assessment" or "assessment for learning", which becomes a mechanism that provides the teacher with information about the readiness of students to perceive educational materials in order to improve teaching, search for the most effective teaching methods, as well as for formation of students' motivation for their more active inclusion in their teaching.

In this context, the main features of the professional and pedagogical training of a modern biology teacher should be:

• humanistic orientation, recognition of the priority of the personality of the future teacher;

• formation of a holistic personality in the learning process;

• transfer of the future teacher from an object to a subject position;

• revision of the content, forms, methods and means of vocational training;

• development of new technologies of professional training reflecting the level achieved by modern fundamental and applied sciences, differentiation and individualization, best practices, etc.

The professional training of a future teacher should reflect qualitative changes in the pedagogical functions of a teacher in a modern school. The new nomenclature of the functions of the teacher's activity is determined by the system of necessary changes in the learning process in secondary school under the influence of factors that "set" a new quality of education for schoolchildren, which in modern conditions is understood as the quality of the organization of the educational process in order to prepare the graduate for successful independent life in the conditions of uncertainty of modern society. These factors include:

•orientation of pedagogical goals on student's self-realization and determination of the result of education through the competence of the graduate;

• inclusion in the content of education of educational material independently found and presented by students;

• the use of educational technologies (the removal of teaching by teaching), which require the teacher to manifest new professional roles - coordinator, organizer, assistant, consultant and are focused on the teamwork of the teacher with students;

• change in the nature of the interaction between the teacher and students, due to the teacher's attitude to the development of the student by means of his subject;

• expansion of the school's educational environment and search for partners involved in the child's education;

• the use of assessment of students' achievements, which requires the teacher to have diagnostic skills and flexible correction of the pedagogical process;

• the teacher's readiness to change his "habitual" professional and pedagogical activity for renewal and a better result.

In the process of professional training, it is necessary to combine scientific theory with the practice of pedagogical activity in unity. At the same time, it is important to carefully analyze the experience of teaching biology at school and the accumulation of valuable methodological ideas associated with it, study innovative achievements of biology teaching methods in the practice of modern schools and include them in the direct experience of a future specialist in biological education for a domestic school.

Table №1

Analysis of ways to train biology teachers

Higher education institution	**Specialty Specialization "Biology teacher"**	**Pedagogical specialty "Biology Teacher"**
Jizzakh State Pedagogical Institute	+	Chemistry, Geography
Kokand State Pedagogical Institute	-	Geography, Natural Sciences, Biology, Chemistry
Nukus State Pedagogical Institute	+	Botany, ecology and methods of their teaching, Zoology, human morphophysiology and methods of their teaching
Navoi State Pedagogical Institute	+	Chemistry, Geography
National University of Uzbekistan	-	Biochemistry, Physiology and Biophysics, Microbiology and Bio-technology, Genetics, Zoology, Botany and plant physiology, Ecology
Tashkent State Pedagogical University	+	Zoology, Anatomy
Bukhara State University	+	Zoology, Biotechnology

That is why it is necessary to focus on the issue of effective methods to improve the practical training of students.

During practical classes, contradictions arise between real and necessary knowledge, which are the motive for self-education.

Pedagogical training directly affects the consciousness, cognitive and search interest, creative talent of the future teacher and forms a personal and professional impact on future generations. In this regard, the general objectives of the practice are: to ensure the connection of theoretical classes at the university with the work of the school; to expand, consolidate and verify the knowledge acquired by students during

their studies; to form basic professional and pedagogical skills and skills in conducting pedagogical work as a subject teacher and class teacher, based on the requirements of the teacher's qualification characteristics; the development of students' interest in the study of topical issues of education and upbringing of schoolchildren; the preparation of graduates of the institute for the creative implementation of the duties of a teacher.

The success of pedagogical training depends on many factors:

– choosing a place of study;

– introduction of advanced methods and techniques for working in specific conditions;

– methodical level and professionalism of teachers (they develop in their students creative activity, a sense of responsibility, purposefulness and conscientious attitude to work). The whole process of forming professional and pedagogical skills during the practice period can be divided into several stages: preparatory, activity, final. The work of the teacher-the practice of the activity stage can be divided into active and passive.

During passive practice, students attend classes conducted by qualified teachers, get acquainted with the organization of the educational process, the peculiarities of methodological work. Practical teachers are given tasks and recommendations for preparing for classes.

The curriculum on biology of pedagogical practice in the system of step-by-step teacher training should ensure continuous improvement, professional growth, creative enrichment and the desire to make a child successful, happy and form his competence.

During the professional activity, the student has to perform several tasks. First, to form the skills of conducting a lesson using all modern methods and techniques of pedagogical activity, in other words, to write a lesson plan, determine the purpose, tasks and stages of the lesson; choose effective methods that should be achieved goals; use tasks of different levels. Secondly, to develop the skills of performing disciplinary work in biology lessons; to form the intellectual, emotional spheres of the student and his cognitive interest. [6]

The content of the work of the practice teacher includes the following stages:

a) understanding the specifics of the school;

b) curriculum planning, teaching biology lessons and extracurricular activities;

c) methodical analysis and forecasting of possible difficulties with the lesson material;

d) attendance and analysis of lessons and extracurricular activities;

e) participation in events held as a result of pedagogical practice.

The most important components of a teacher's practical activity are the analysis and evaluation of the effectiveness of his work in the lesson by comparing the results of the lesson with his goals. Both a school teacher who observed the lesson and a specialist in teaching methods could help the student in this.

In the course of quasi-professional activity, students first of all adapt to the work of a biology teacher, realize and evaluate their professional choice, having the

necessary skills for pedagogical activity. This is the beginning of pedagogical mastery. It is obvious that students will receive applied professional and pedagogical knowledge necessary for the successful development of theoretical courses; they will learn how to plan their work, share obligations, find suitable material, evaluate progress and results of work, the attitude of students, compare their work with other students.

In the end, the collective analysis of student events, the advice of the heads of pedagogical practice and school teachers lead to introspection. Then students and heads of pedagogical practice begin to understand that many things were not taken into account, so there is a need for introspection, self-observation, self-understanding and self-assessment directly during pedagogical practice in order to reach the level of real readiness to work at school. During this period, students desperately need the help of teachers; for each student, it is necessary to determine appropriate methods of providing personal support, which is necessary for planning his self-education and self-improvement. Thoughtful instructions and the program of pedagogical practice allow us to conclude that during the practice the student must conduct a certain number of lessons; a list of main activities was introduced, which the trainees should join, etc. [7, 8]. All of the above, on the one hand, leads to the formalization of students' work: the reproduction of educational and teaching orders and instructions without encouraging creativity and self-observation; on the other hand, teaching methodology specialists attend students' classes only to monitor and evaluate the results of practice, taking into account the fulfillment of the requirements of the program.

In particular, the formalization of activity neglects the informative psychological factor of pedagogical practice, its functional potential in the process of personal improvement of the future teacher; activation of life position; development of such character traits as sociability, tact, exactingness, etc. Thus, quasi-professional activity should be considered as a socio-psychological area of professional expertise of students.

As already noted, the qualification of biology teachers is assigned to teachers of biochemistry, zoology, botany, physiology.

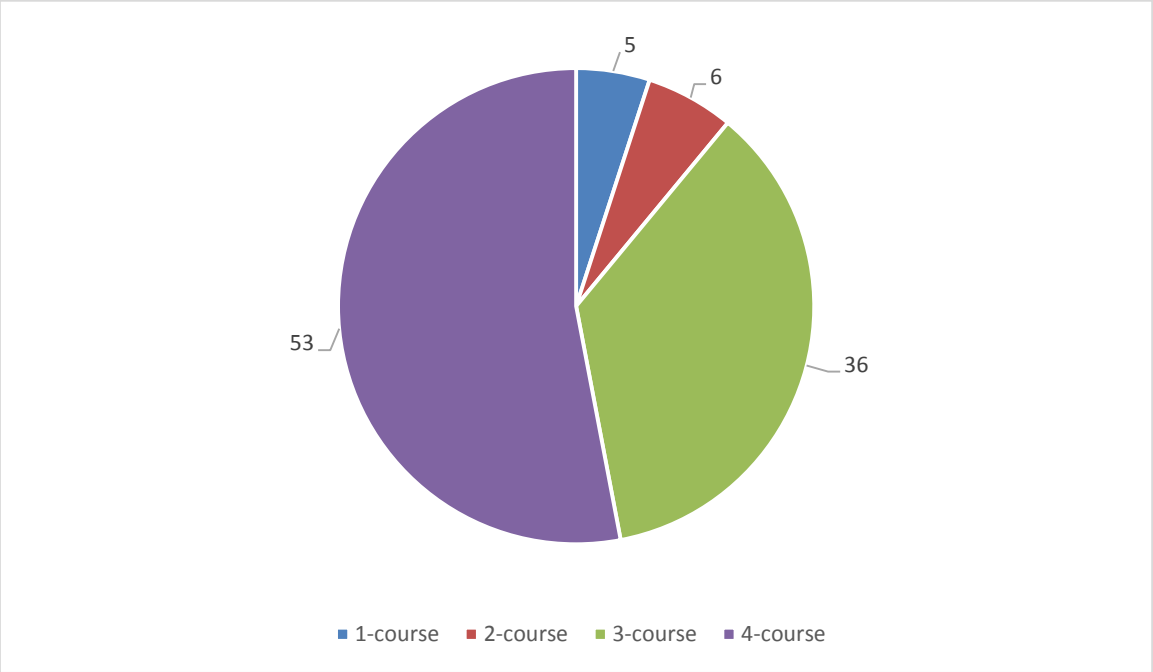
This survey, conducted by us among teachers in the Republic of Uzbekistan, allows us to determine that only 59% have a degree in botany or zoology with a specialization in biology, but 41% include representatives of other professions, in particular biochemistry, physiology teachers, microbiology teachers, geography and biology teachers, chemistry, etc. [9]. No more than 30% of students' study time is allocated for specialization. Meanwhile, students should conduct control classes in the specialty (biology) during the training practice.

At Bukhara State University, students of the specialty "Botany" or "Zoology" must conduct five lessons in the main specialty and only one lesson in the specialization "Biology" during pedagogical training. Due to the fact that after graduation, a young specialist is awarded a qualification in the main specialty and the qualification of a biology teacher, the question arises about the uneven distribution of

control classes during practice, as well as about the insufficiently qualified training of a specialist.

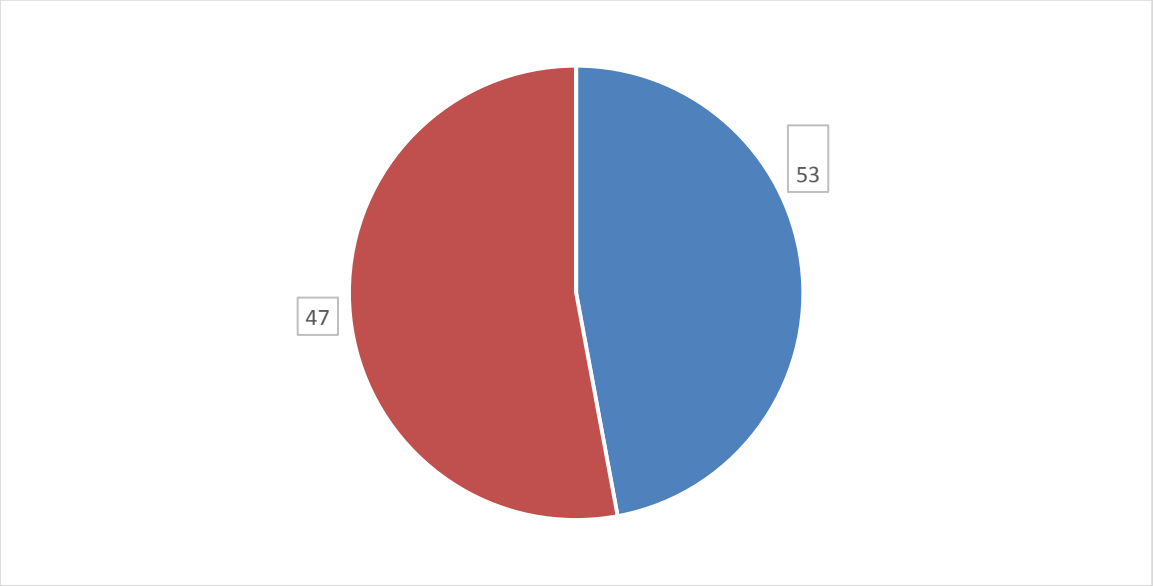
We conducted a survey among students who, after graduation, receive the qualification of a biology teacher.

Thus, 90% of respondents turned out to be students of 3-4 courses who had already completed practical training in secondary schools.



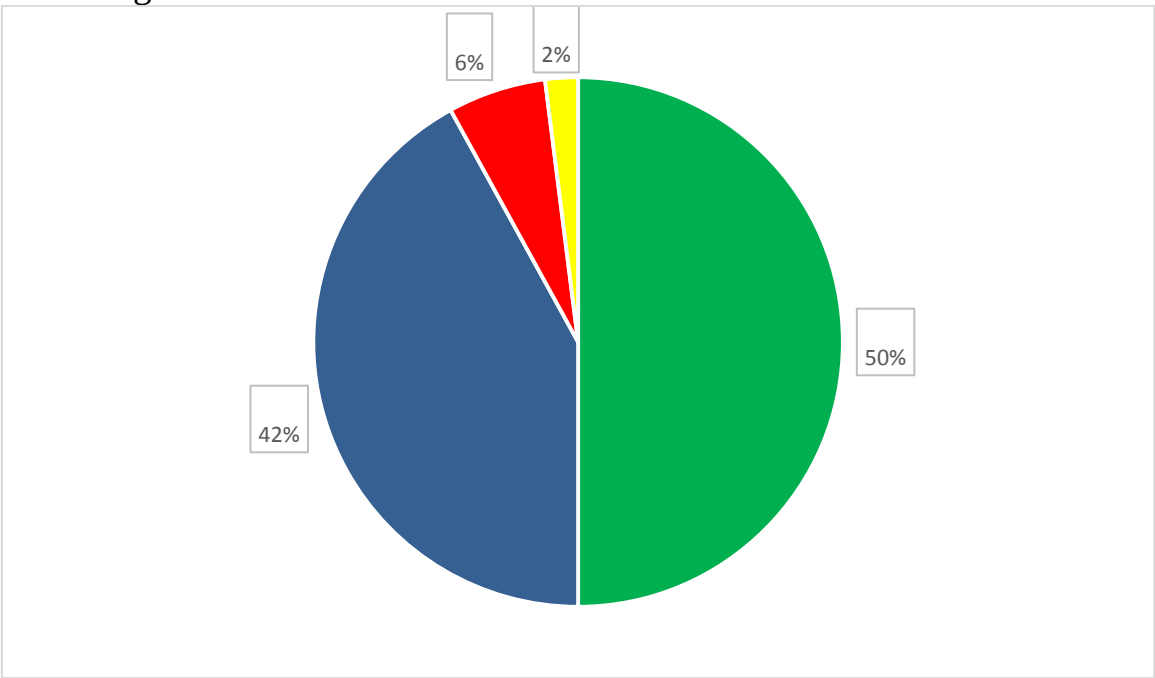
Pic.1. Graduation of respondents by years of study.

At the same time, only 45.8% of them have completed pedagogical practice in biology.



Pic. 2. Distribution of respondents who have completed pedagogical practice in biology.

Among the respondents who had internships, about 82% were visited by a university professor during their teaching practice in order to monitor practical activities and give their recommendations and comments.



Pic. 3. Distribution of students by experience of conducting biology lessons.

Students claim that during the pedagogical practice they had to perform various types of pedagogical activities: prepare for lessons, extracurricular activities in biology, perform tasks in genetics and genomics, as well as conduct lessons on the course of Molecular Biology, Evolutionary Theory, Chemistry. In any case, teaching practice gives students the opportunity to discover all aspects of pedagogical activity and significantly expand their vision of the organization of the educational process, basic principles, get acquainted with various teaching techniques and methods.

When we asked them if they would like to continue their teaching activities at the educational institution where they had their teaching practice, they agreed. In our opinion, the reason for this is the attitude of students to the activities of the teacher, the peculiarities of their character, as well as the qualifications of teachers working in these educational institutions. If the student sees a negative example, he will have no desire to develop and improve methods of teaching biology. If a teacher shows respect for his future colleague, helps him in organizing quasi-professional activities, therefore, the probability that a student will want to stay at this educational institution will increase. Therefore, the policy of the educational institution, especially subject teachers who are instructors for students, is of great importance for the development of the personality of the future biology teacher.

IV. Discussion

To the question "What would you like to change during teaching practice?" Students give the following feedback:

– improve theoretical knowledge on the organization and conduct of lessons;

– increase the number of biology lessons;

– to organize close cooperation between the head of the practice and the students in order to analyze the students' work;

– increase the period of teaching practice;

–to expand the possibilities of using multimedia information technologies in the study of biology;

–choose such in educational institutions that have enough laboratory classrooms and their equipment for conducting biology lessons.

The conditions of successful pedagogical practice and the existing gaps are given in Table 2.

Table №2.

Analysis of problems during teaching practice

Conditions of successful pedagogical practice	Existing problems
Close cooperation between the heads of practice from educational institutions and higher educational institutions.	The teacher's work with students is not paid, so they are not interested in explaining to the listeners the specifics of teaching activities or trying to shift the routine onto the shoulders of students.
Selection of the best schools from the point of view of biology.	Currently, schools are selected in accordance with the main specialty without taking into account the state of the laboratory class, the competence of biology teachers, which significantly affects the quality of pedagogical practice.
Increase the number of hours allocated to biology lessons.	Graduates of higher educational institutions who are awarded the qualification of “Biology Teacher” while undergoing pedagogical practice, give an insufficient number of lessons compared to the main specialty, therefore, in our opinion, it is necessary to equalize this number.

Thus, we could determine what needs to be changed for the successful implementation of quasi-professional activities of future biology teachers.

V. Conclusion

To conclude, the organization of the training of a future specialist in a higher educational institution needs to be studied in depth, since quasi-professional activity is a link between the acquisition of knowledge in the process of theoretical training and the practical application of knowledge in the course of professional activity.

Taking into account the above, we can say that the system of psychological and pedagogical training in higher educational institutions is not sufficiently aimed at the formation of professional qualities of future teachers and cannot provide a high level of their professional competence.

Motivational attitude to the profession, the dynamics of interest in the profession after studying various courses of the psychological and pedagogical cycle and methods of teaching biology, as well as practical and laboratory classes affect the effectiveness of the formation of professionally significant skills.

Evaluation of the effectiveness of the formation of professional and pedagogical skills of students in the course of pedagogical practice has shown that the content and organization of practice do not fully ensure the formation and acquisition of essential professional skills.

In addition to knowledge of the methodology of teaching biology, the trainee student must take into account factors such as the preparation of students, their age characteristics, and the provision of laboratory equipment for the school, which we consider as an educational environment of a secondary school.

During the practice, a lot of pastoral work is carried out, which is aimed at the formation of professional qualities, an active life position in the classroom, civil and morally-educated qualities of the future teacher. The student and the student community act as the object and subject of education. Students' education is closely related to working with children.

Thus a teacher who has an appropriate level of fundamental training in biology, who has knowledge of various approaches to studying biology at school during quasi-professional activities, gets the skills to effectively apply them in professional activities.

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