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Tashkil etgan har bir fakt — hayotiylik, oʻtish davrini tezlatish va yengillatish maqsadi bilan yoʻgʻrilgan. Tashabbuskorlik, halollik, yurt dardi bilan yonish gʻoyasi bu konsepsiyaning asosini tashkil etadi.

Bizning fikrimizcha, rahbar kadrlarning boshqaruv uslubi, uning individual psixologik xususiyatlari va maʼnaviyati masalasiga yuqori darajada eʼtibor berilishi, uning sabablarini chuqur ilmiy-nazariy jihatdan tadqiq etishni taqozo etish bilan birga zamonaviy kadrlarni maʼnaviy shakllantirish boʻyicha yagona tizim konsepsiyasini hozirgi zamon boshqaruv pedagogikasi nuqtayi nazaridan nazariy-metodologik ishlab chiqish — kelajagi buyuk Oʻzbekistonni barpo qilishning eng muhim talablaridan biridir.

Rahbarlik faoliyati va rahbar shaxsi uchun irodaviy sifatlar juda muhim ahamiyatga ega, uni boshqarish esa psixologik toʻsiqlar, vaziyatlar, nizoli holatlarni yengish manbai boʻlib hisoblanadi.

Rahbar kadrning nufuzi barqaror iroda subyekti ekanligini har qaysi harakat va faoliyatida namoyish qilishda oʻz ifodasini topadi, uni komillikka yoʻnaltirishga imkon yaratadi. Shaxslararo munosabatda iliq tuygʻuni vujudga keltiradi, insonni inson tomonidan toʻgʻri idrok qilishga sharoit tugʻdiradi, individual uslubni shakllantiradi, obroʻ-eʼtibor maʼnaviy boylik boʻlishdan tashqari ishlab chiqarish samaradorligining omili, iliq psixologik muhitning mexanizmi hisoblanadi. Shaxsning irodasiga quyidagi talablar qoʻyiladi:

- irodaviy kuch-quvvatning mujassamlashuvi,
- boshqaruv faoliyatining mashaqqatlari, zahmatlari,
- maqsadga intilishi va sobitqadamlilik,
- tashabbus, mustaqillik, ijodiylik,
- sabotlilik, qatʼiylik, prinsipiiallik,
- vazminlik, esankiramaslik, oʻzini qoʻlga ola bilishlik,
- intizomlilik, oʻzini -oʻzi uddalash, oʻziga oʻzi buyruq berish,
- oʻz kuchiga ishonch, oʻzini safarbar qila olishlik va boshqalar.

Maʼlumki, boshqaruv jarayoni uchun ijrochilarning psixologik xususiyatlari va ularning oʻziga xosligi muhim ahamiyatga ega. Xuddi shu boisdan jamoa, guruh va ularning aʼzolari yuzasidan muayyan darajadagi psixologik maʼlumotlilik, faoliyat va muomalani tashkil qilish, uyushtirish, muloqotga kirishish, voqelikka tortilganlik masallarini eʼtiborga olish boshqaruv jarayonini maqsadga muvofiq amalga oshirishni taʼminlaydi.

Xulosa. Boshqaruv jarayonini maqsadga muvofiq ravishda amalga oshirish uchun rahbar idora qilishning qaysi boʻgʻinida boʻlishidan qatʼiy nazar muayyan qobiliyatlarga ega boʻlishi kerak. Rahbar oʻzining shaxsiy fazilatlarini, mustahkam xarakteri, kuchli irodasi, barqaror hissiyoti barcha narsalarga va jabhalarga nisbatan maxsus qobiliyatlari bilan xalq xoʻjaligini boshqara oladi, xolos. Chunki fan va texnikaning rivoji, odamlarda onglilik darajasining yuksak koʻrsatkichi, ijtimoiy tajribalarning taʼsirchan kuchi, kishilarning muayyan bilimlarga ega ekanligi rahbarning komil inson kamoloti pagʻonasiga koʻtarilishini taqozo etadi.

Taʼkidlab oʻtilgan rahbar shaxsining qobiliyatlari muhim ahamiyat kasb etib, xarakter, milliy qiyofa qanday rol oʻynasa, ular ham xuddi shunday qiymatga egadir. Ularni rahbarlarda maxsus shakllantirish bilan kamolot sari yetaklash mumkin boʻladi.

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PEDAGOGICAL PRACTICE IN PRIMARY SCHOOL (USING THE EXAMPLE OF 4+2)

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This article considers the main influence of continuous teaching practice on the development of professional competencies of university students. Continuous pedagogical practice at school helps students to discover problems in education, the knowledge of which will prepare the future teacher for real working conditions and will not bring disappointment in the profession. I explore and, considering the modern establishment and development of the correct organization of continuous teaching practice, it is necessary to highlight the main aspects of the study of this topic.

Key words: *continuous pedagogical practice, real conditions, problem, development, professional competencies, motives, skills, competencies.*

ПЕДАГОГИЧЕСКАЯ ПРАКТИКА В НАЧАЛЬНОЙ ШКОЛЕ (НА ПРИМЕРЕ 4+2)

В данной статье рассматривается основное влияние непрерывной педагогической практики на развитие профессиональных компетенций студентов вуза. Непрерывная педагогическая практика в школе помогает учащимся выявить проблемы в образовании, знание которых подготовит будущего учителя к реальным условиям труда и не принесёт разочарования в профессии. Исследуются современное становление и развитие правильной организации непрерывной педагогической практики, где необходимо выделить основные аспекты изучения данной темы.

Ключевые слова: *непрерывная педагогическая практика, реальные условия, проблема, развитие, профессиональные компетенции, мотивы, умения, компетенции.*

BOSHLANG'ICH MAKTABDA PEDAGOGIK AMALIYOT (4+2 MISOLDA)

Ushbu maqolada oliy ta'lim muassasalari talabalarining kasbiy kompetensiyalarini rivojlantirishga uzluksiz o'qitish amaliyotining asosiy ta'siri ko'rib chiqiladi. Maktabda uzluksiz o'qitish amaliyoti talabalarga ta'limdagi muammolarni aniqlashga yordam beradi, ularning bilimlari ortadi va bo'lajak o'qituvchini haqiqiy ish sharoitlariga tayyorlaydi hamda kasbda ishonchsizlikka olib kelmaydi. Bu borada ilmiy izlanishlar olib borib, uzluksiz o'qitish amaliyotini to'g'ri tashkil etishning zamonaviy shakllanishi va rivojlanishini hisobga olgan holda ushbu mavzuni o'rganishning asosiy jihatlarini ajratib ko'rsatish zarur.

Kalit so'zlar: *uzluksiz o'qitish amaliyoti, real sharoit, muammo, rivojlanish, kasbiy kompetensiyalar, motivlar, ko'nikmalar, malakalar.*

Introduction. Undergoing teaching practice at school has a great influence on the professional development of the future teacher: determining the goals and motives of work, developing his skills and competencies, and shaping his outlook on life and profession.

During his stay at school, the trainee gains experience in communicating with the administration, teachers and students, conducts lessons and extracurricular activities and prepares for them, highlights shortcomings and achievements in his work, makes efforts to eliminate them, notes the positive and negative aspects of working at school.

Pedagogical practice at school helps students discover problems in education, knowledge of which will prepare the future teacher for real working conditions and will not bring disappointment in the profession.

Continuous teaching practice is a mandatory area of educational activity for students of pedagogical faculties. Focused on gaining practical experience in applying one's theoretical knowledge in real conditions of the pedagogical process.

In modern schools there are many problems associated both with one specific school and with the entire school education system.

Methods. The main and determining ones are the acute shortage of qualified teachers, the lack of motivation to study among the vast majority of schoolchildren, the upbringing of children in dysfunctional families, the imperfection of many educational programs compiled by teachers, the lack of consistency and certainty in the general system of Russian education.

Considering the specific problems of a modern school, it is necessary to comprehensively assess the education system in Uzbekistan, the influence on it of the current way of life of citizens of Uzbekistan, as well as the impact of internal and external factors on the teacher's self-awareness.

The research method was interviewing working teachers with students in practice. The study of the problems of modern school was carried out through conversations with the teaching community of schools.

The conversations touched on various problems of the domestic school, the decline in the authority of the teacher, a large amount of unnecessary reporting, the presence of a huge number of educational programs and textbooks, the lack of motivation in the vast majority of schoolchildren, the impact of the Internet on students, the dysfunction of families in which children are raised and raised.

The main problem faced by the vast majority of heads of schools and other educational institutions, and which was noted by all teachers interviewed, is the acute shortage of qualified teachers.

Discussion. Now teachers have too many responsibilities, but their rights are limited. They have to perform part of the functions of parents in raising children. The right to discuss the behavior of teachers, which was given to children, played a destabilizing role. Responsibilities are difficult and unfashionable to fulfill, so they often remain unfulfilled: study well, respect elders and teachers, treat the work of others conscientiously.

But with rights, things are different. Teenagers have learned well what a teacher has the right to and what he or she does not. Let's consider some situations that we observed during teaching practice. The teacher asked to give back the phone that the child was playing on during the lesson. In response: “You have no right!” The teacher called a student to the board who was talking and distracted. The same remark addressed to the teacher. Teachers have no rights, but children, on the contrary, are given abundant rights.

This leads to another problem - misunderstandings and disagreements between parents and teachers. They appear for various reasons, objective and subjective: underestimation (overestimation) of grades, misunderstanding of the subject, bad behavior in class, raising your voice at the child, ignoring his requests and demands. This happens for the following reason.

Students undergo internships in order to gain real ideas about their future professional activities; the practice contributes to:

Deepening and consolidating the student's theoretical knowledge:

1. Creation of conditions close to real professional activity.
2. Development of skills for future professional teaching activities.
3. Development of skills for future professional activity in a specific area.
4. Understanding the essence of the significance of the teaching profession.
5. Understanding the content of the teacher's work.

Pedagogical practice in primary school is focused on developing students' professional skills in working with primary school students. Students get an idea of how the learning process of relationships with children, other teachers, and the school's management team is organized. In addition, practice allows the student to realize his involvement in pedagogy and understand that teaching in primary school is really what he wants and what to strive for, or to reconsider his choice.

Pedagogical practice is included in the training program for students of pedagogical faculties. It is preceded by a variety of courses aimed at preparing students to interact with primary school students. For example, this is the psychology of development of primary school students, the theory of teaching the Russian language and literature in primary classes, the technology of implementing training in the direction.

Concentrated form – continuous practice. The student holds the position of primary school teacher for a certain period of time.

Dispersed form - partial practice, alternating with the study of theory by day of the week, week, month.

Combined form - practice combines elements of continuity and partiality. Their harmonious combination gives the best practical effect.

Stages of internship in primary school.

Pedagogical practice in primary school is implemented in several stages:

1. Introductory stage. The student is introduced to his work and its features. The head of the practice draws up a plan for the trainee's activities for a certain period, prepares specific activities that must be implemented, introduces the student to the scheme of training sessions. The student is given an understanding of the purpose of the internship, given instructions for completing the internship and becomes familiar with the rules for completing it.

2. Activity stage. The student moves on to real action. He attends lessons from other primary school teachers of this educational institution, analyzes their work, adopts some communication and teaching

techniques, studies the organization of extracurricular activities and begins his practical activities by conducting extracurricular activities. This will allow the student to get to know the students better and establish contacts with them. Then, the student begins to plan and conduct his own training sessions. The student prepares homework for students and checks it, collects notebooks to check students' work in class, analyzes the individual needs of each student and identifies those with whom it is necessary to conduct additional classes, consultations, and conversations outside of class time. In addition, during the workday, it is necessary to attend after-school groups to observe and assist students in their class who attend them.

3. Final stage. At this stage, the student needs to prepare a practice report, completely fill out the practice diary, sign and certify all documents. The trainee analyzes his educational background and extracurricular activities, submits his class notes for review, and draws up a report on the parent meeting and its results. At the end, a final conference is held in practice, at which the results of practical activities are summed up.

Approximate diagram of a pedagogical diary

Diary

Student _____ year _____ faculty

Pedagogical practice is carried out in _____ secondary school class

No. _____ city _____ 2007 academic year

Group practice manager _____

Methodist _____

Methodist _____

Methodist _____

Head teacher _____

Deputy Director for Educational Work

Organizer of extracurricular and extracurricular activities _____

Teacher _____

Teacher _____

Classroom teacher

School address _____

Approximate diagram of a pedagogical diary.

1. Brief objective data about the class in which educational work was carried out.
2. Participation in social and educational events in the process of teaching practice.
3. Number and brief analysis of physical education lessons conducted.
4. Number and types of recreational activities during the school day.
5. Justify your own opinion about the extent to which the school is prepared to implement health-improving activities.
6. Number and brief review of lessons attended in other general education subjects in the assigned class.

7. Sports and mass events, prepared and carried out independently and as part of a group for trainees.

8. Brief content of educational activities in the assigned class.

9. Conclusion and conclusions. Proposals for improving the preparation of students for practice. What activities were particularly challenging? Why? What attracts you and what repels you in teaching?

Structure and content of teaching practice.

In its structure, the practice of a teacher of primary school students consists of two main parts:

1. Scientific part. It is associated with writing a student's scientific work. The student's practice should be related to the topic of his work and focused on collecting information on it, i.e. the student must use these practices in his work. For example, conduct some kind of analysis, provide static data on the performance of primary school students of a given educational institution in a specific discipline.

2. Pedagogical part. In it, the student learns how to organize training sessions

In primary school, students learn to develop didactic materials, choose a method of conducting lessons, taking into account modern requirements of federal standards. The trainee's work should be carried out under the guidance of experienced professional teachers with a large range of independence.

The content of teaching practice in primary school includes:

1. Familiarity with the structure of practice in primary school;
2. Familiarity with state standards and the educational program in a specific discipline;
3. Familiarity with the content of the discipline course;
4. Familiarity with the forms of conducting lessons in primary classes and teaching methods.
5. Selecting teaching aids for conducting your own classes;