FORMATION OF PROFESSIONAL ORIENTATION OF STUDENTS PEDAGOGICAL COLLEGE BY MEANS OF PEDAGOGICAL PRACTICE

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Abstract. In work the pedagogical practice is considered an essential element in the system of vocational training of the teacher education institutions. Provided the task of teaching practice, opened the main functions of teaching practice. Teaching practice is an important link in the system of vocational training of the teacher education institutions. The practice has always been a long and continuous, thus ensuring a sufficient foundation for laying the basic pedagogical abilities and skills of future specialists. Teaching practice is an important step in the formation and consolidation of professional orientation, as it contributes to the development of cognitive activity of students, needs and ability to continue to absorb the necessary new knowledge, comprehending and accepting them as a means of mastering the profession.

Keywords: pedagogical practice, teaching activities, the function of practice teaching, pedagogical practice in the educational, basic pedagogical skills, the capacity of teaching practice.

Teaching practice is an important link in the system of vocational training of the teacher education institutions. The practice has always been a long and continuous, thus ensuring a sufficient foundation for laying the basic pedagogical abilities and skills of future specialists. In the practice of students can see if it is correctly chosen field of activity. In addition, it must be remembered about the psychological laws of formation of the creative personality, which is possible only on the basis of the unity of the person and work of adopted person.

The decisive prerequisite and practical training is a versatile orientation of the future teacher to all areas of educational activities, its methodical equipment, proper educational interaction and organization, research and search work and mastery of her technique. And a lot of attention paid to the development of a future educator teaching self-awareness, personal and professional orientation.

In accordance with the purpose of the practice is: the acquisition of practical work experience of students as a teacher of educational institutions, as well as the formation of their pedagogical knowledge and skills, professional-significant qualities of the person; the shaping and development of future teachers pedagogical skills, pedagogical consciousness and professionally significant qualities of the person; the development of their professional culture; the establishment of vocational guidance and professional upbringing; development of students' needs in pedagogical self-education and self-improvement of its constant;
– Professional diagnostics suitability for their chosen profession;
– The study of the current state of educational work in different types of educational institutions

Organizational program of pedagogical practice is built on the block type. From the same cluster
it can be built as a one-day, five-day seminars and courses lasting two hundred sixty hours of
classroom work. The content of the material provides an example of the types of educational activities
and the amount of hours. Finally these topics, types and duration of as well as teaching staff and
used types of control are determined by the development of the thematic plan specific courses.

Teaching unit organizational programs passage of pedagogical practice drawn up in accordance
with State Educational Standards of Secondary Vocational Education and State Requirements for
minimum training graduate Secondary Vocational Education in teacher training. In turn, the teaching
unit is divided into three sections: "Design of educational systems", "The content of educational work"
and "Technological skills teacher." During teaching practice, at any of its duration, the logic is
implemented separation stages – understanding, awareness and planning. Regulated discussion,
"The spread of opinions" game "fair development" and other forms of activities help to make sense of
their experiences, identify existing problems.

Targets on the analysis and evaluation of pedagogical situations, development of work plans in
relation to dosage units of theoretical material for their implementation aimed at enhancing the
professional thinking of the theoretical level. Finally, the development of documents, scripts, plans,
and so on. Contribute to the design of professional activity at a higher level. Related Articles:
Formation of readiness of students of pedagogical college to carry out professional work educator.

In colleges of education is carried out psychological and pedagogical, summer and pre-diploma
practice. Thus, we consider continuous psychological and pedagogical practice. The aim of the
practice: the formation of the students a holistic view of educational and educational complex of
preschool educational institutions and educators, as the main subject of the educational process in
the kindergarten. Summer teaching practice in summer students are directed to vacancies of
educators in preschools. Proposed practical tasks aimed at acquaintance of students with the
peculiarities of upbringing and education of preschool center complex in the summer-time recreation.
The aim of the practice is in the summer: the formation of students' ideas about the features of
the pre-school in the summer-time health and self-mastery of the functions of the active teacher.

Pre-diploma practice. The purpose of pre-diploma practice: the formation of students' individual
style of pedagogical activity of the tutor of preschool age groups. In the process of teaching practice
are fixed and improved professional skills, specific comprehensive plan of practical training.

Duration of practice six weeks at five-day working week. Students work in shifts.

The works of students evaluate daily the head of the group practice, the administration of pre-
school institutions, the group tutor. Students are to commence caretaker responsibilities from the first
day of practice. Prior to the practice of students plan upbringing and educational work, coordinate it
with the tutor and group leader as you know, teaching practice, performs a number of functions:
adaptive, learning, educative, develop and diagnostic.

Adaptation function of practice is manifested in the fact that students are not only acquainted
with the different types of educational institutions and organization of work in them, but also to get
used to the rhythm of the pedagogical process, to the children, which gradually make contact, begins
to navigate the internal relations and communications system. Future teacher comes in contact with
the families of children who start actually represent all of the difficulties and the joy of teaching.

Learning function of practice is self-evident and does not require considerable clarification. The
results obtained in the course of theoretical training knowledge verified in practice, i.e. are embodied
in the work of student-trainee. There is a process of development of basic educational skills, the
formation of pedagogical consciousness that representations of the ideal plane passes in real settings
and views of the future teacher of preschool education. What a pleasure and successfully carried out
in the course of theoretical training and simulation training, quite differently implemented in direct
contact with children in the solution of various educational problems. Educate feature teaching
practice, is unfortunately, it still largely underestimated by its organizers.

The educational potential of teaching practice, both in positive and negative terms is difficult to
measure. It is important to take into account the practices of the organization (as would be difficult as
it may be) that its efficiency will be much higher if students will work with professionals both in quality
and results of the work, and on personal characteristics. While over three or four years in constant
contact with the teacher, students-practice like "absorbs" the style of his work. Of great importance is
the general atmosphere in the educational institution, which is formed in relation to the practice and the student and the style management practices on the part of teachers. After all, on the practice students can really learn how to love and understand children, they work out at the patience, endurance, responsibility, sense of duty. Working with children, students pretty quickly realizes that it is necessary to constantly educate themselves and self-education, since past experience is insufficient and necessary vocational and significant qualities require constant development.

Developing function is closely connected to the previous functions. In practice form and develop pedagogical abilities of students as interns, are develop compensatory skills, if any teaching abilities of student presented poorly. During practice students develop personally and professionally. They are learning to think and act as a teacher rather than simply being guided by common sense and everyday experience.

The diagnostic function of the practice is one of the most important. Only students can practice to assess their emotional state when dealing with children and parents. In real pedagogical activity revealed personal and professional qualities of the future teacher. If students practice skimp, to meetings with children irresponsible, requires continuous tight control, it is very likely professional incompetence. In the process of educational work reveals the strengths and weaknesses of the future teacher, over, than he has to work. However, students do not always feel full responsibility and autonomy, so in their activity may be errors (Kodzhaspirova G. M., 2007).

Organizing practice, it is necessary to provide student-centered, comprehensive, complicated and continuous training of the creative nature of each student who in practice must not act only as an object of study and education. The very system of relations should be in the nature of interaction and cooperation, implying certain subjective position of students as well.

Thinking through the organization of pedagogical practice in the educational institution, its head is oriented not only to perform the practice of the program, but, above all, suited to each student have as a unique personality, carefully and gently but purposefully and consistently revealing in it all the strong personal and professional side helping to mitigate or compensate for the weaknesses. All students in practice should be able to express their views, to receive all the necessary advices, assistance or explanation of a particular situation or taken against his decisions. The identity of students should be carefully and patiently to grow and develop. Therefore, the complex nature of teaching practice presupposes that students over the years of training and perform all kinds of functions of the teacher: conducting classes, excursions, various forms of educational work, comes into contact with the parents. Effectively organized practice has become increasingly complex in nature. Starting with a general acquaintance with the production of different types of institutions, observations and analysis of the information received, the trainee gradually perform more and more complex and responsible tasks.

The creative nature of the pedagogical practice suggests that in its process in each student and develops research capacity for non-standard interpretation of the educational process, art, artistic and other skills of this kind. Contribute to this introduction to creative people working and teaching teams, the implementation of various research tasks, creating an atmosphere of constant research in the student group, passing pedagogical practice. Students have an opportunity to show independence, initiative, even if it may not immediately have a positive effect. Thus, teaching practice is an important step in the formation and consolidation of professional orientation, as it contributes to the development of cognitive activity of students, needs and ability to continue to absorb the necessary new knowledge, comprehending and accepting them as a means of mastering the profession.

References


