

CONTINUOUS TEACHING PROGRAM PRACTICES FOR PRIMARY SCHOOL TEACHERS

Annotation. This article describes the stages of the familiarization period. this period is the presentation of students-practitioners with the peculiarities of work in a general education institution

Key words: continuous practice, relationship, skill, organization, factors

ПРОГРАММЫ ПРАКТИКИ НЕПРЕРЫВНОГО ОБУЧЕНИЯ ДЛЯ УЧИТЕЛЕЙ НАЧАЛЬНЫХ ШКОЛ

Аннотация. В данной статье описаны этапы периода ознакомления с непрерывной педагогической практикой. Данная статья представляет собой ознакомление студентов-практикантов с особенностями работы в общеобразовательном учреждении, а именно с учащимися начальных классов.

Ключевые слова: непрерывная практика, отношения, навык, организация, факторы.

The time required for continuous practice can be divided into three main periods: the introductory period (the first and second weeks of September), the main period (from mid-September until the end of January) and the final period (February first week).

Before being assigned to educational institutions, a meeting is held with students at the university on issues of continuous teaching practice and instructions on labor protection. and registration in the protocol for testing knowledge of safety measures. Each student, in accordance with the order of the rector of the university, is assigned to a supervisor. After the meeting, as a rule, on the same day, the methodologist accompanies the students assigned to him to the places chosen as the basis for the practice, in schools in their place of residence quality (in city schools)

Upon arrival at the place of continuous teaching practice, the student trainee representative of the administration conducts a preliminary conversation with the students and the head of the continuous teaching practice from the university, instructor including occupational safety, sanitary and hygienic instructions, directly at the workplace, official assignment to an experienced class leader and the subject teacher, getting to know him, the routine of his working day, the schedule of industrial training lessons, etc. [3, p. 16].

The purpose of the introductory period is to introduce student interns to the peculiarities of working in a general educational institution.

During the first or second week of September, intern students must:

- get acquainted with the continuous teaching practice of the school's teaching staff, with the school's leaders, with the management structure and the state of the educational process as a whole, its readiness for organization ations in practice (availability of classrooms, gymnasium, assembly hall, canteen; state of the educational process, technical equipment and etc.);

- get to know the population of students in the class in which the lessons will be taught;

- get acquainted with the job responsibilities of an intern student;

- to familiarize yourself with the library's contents with textbooks, teaching aids, methodological recommendations, and other information materials (depending on the availability of textbooks outside classroom reading and additional literature for elementary school students, in which practice will occur);

- get to know the types of work (conducting lessons, checking notebooks, lunch break);

- study documents, materials and methodological recommendations on the main issues of practice;

- visit and analyze the lessons of the most experienced teachers and class leaders in assigned classes;

- study the system of educational and methodological work, the content of educational and methodological work plans;

- attend all educational and methodological events (meetings of pedagogical councils,

methodological commissions, meetings, etc.), directly related new with the goals and objectives of practice [3, p. 17].

Forms of work:

- observation of the work of the class leader and subject teacher during and after school hours;
- consultations on emerging issues with the deputy director for academic and educational work, methodologist, head of the university, etc.
- monitoring the activity of students in various lessons;
- providing all possible assistance to the class teacher and subject teacher in preparing and conducting lessons and educational activities;
- studying the necessary information materials available in the library in preparation for lessons and educational activities [5, p. 18].

In the second to fifth week (the main period) of continuous teaching practice, intern students must begin preparing and independently conducting at least 30 lessons (five of which are open classes). Each lesson taught by a student intern is assessed by the head of practice in the form of a mark on a five-point scale and entered into a diary for continuous teaching practice. Before conducting lessons, the student trainee must:

- clarify the names of lesson topics, identify their role and place in the system of formation of professional knowledge, abilities and skills provided for by continuous pedagogical practice;
- the student trainee himself or with the help of a methodologist, class teacher, subject teacher, the ability to correctly choose the didactic, educational and developmental goals of each of the lessons taught;
- the intern student himself or with the help of a teaching assistant selects and determines the necessary structural elements of each of the thematic or open lessons conducted on the calendar, determines their detailed content (for this o study or further clarify the necessary theoretical material), prepare the necessary educational and visual aids, technical aids training;
- choose the most effective methods and teaching techniques for conducting lessons, based on the content and level of preparedness of students;
- preliminarily comprehend and realize, plan the course of the lesson and the students' educational responses during the lesson, the methods used, means and organizational forms of teaching (additional questions, sample assignments are considered (if there is still time left));
- identifying the main aspects (that is, a rough plan) of the lessons being taught, agreeing on them with the teacher and approving them by the deputy director for academic work;
- skills and ability to correctly analyze lessons and self-analysis of lessons;
- expression and understanding of organizational, methodological and other issues of preparation for lessons;
- the ability to properly organize the classroom in accordance with the requirements for hygiene of the educational process. The student trainee must independently organize and conduct lessons in accordance with the class schedule and educational activities (classroom, extracurricular, school and extracurricular), including psychological and pedagogical research the personality of the student in the assigned class.

List of literature

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