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## **PEDAGOGICAL AND PRACTISE**

### **Abstract**

"The difference between theory and practical work is in practice. What is the theory? Experience of past generations. What is Practice? Practice that we have accumulated. The theory and practice should be taken into account. The theory that has not been reinforced by theory is never ineffective, no matter what the subject is. "

Teaching of pedagogical activity of future teachers is possible if only theoretical training and practical experience are interconnected. It is not possible to formulate the skills of professional components in the classroom.

During the pedagogical practice, the student-trainee determines the degree to which he or she has chosen the profession correctly and the degree of compatibility with his or her personality's future profession. Only in long-term practice, the contradictions between previously-acquired knowledge of the students and the necessary knowledge base are identified and there is a continuing education factor. The student's professional activity is achieved on the basis of content, in practice. At this stage students' skills and abilities develop and their confidence in themselves grows. They work on a creative level to prove their knowledge. Student-trainee in his or her activity analyzes the difficulties that arise during the work.

Students' practice is aimed at strengthening the knowledge gained in theoretical training in higher education institutions and mastering best practices.

which will be able to withstand the education and professional competition within the university. The teacher's special needs are: a tendency to pedagogical specialties, a commitment to working with children, a major prerequisite for inclination, and the ability to choose a teacher profession, and love for children properties.

Unless children are motivated by love and enthusiasm to work with them, it is impossible to become a true teacher, and it can not improve their pedagogical skills. Its basic initiative begins at the time of the future teacher training. In this regard, pedagogical practice has a special place as current student is the future teacher only when it is connected with school life by its predisposition, skill, convenience and theoretical knowledge gained. Only then will there be a teacher-specific pedagogical skill and work opportunity.

During the pedagogical practice, future teachers feel the need for a student, learn communication psychology, develop individual work experience with each student, strengthen their relationships with parents, create pupils' self-control skills, respect for work, respect for the elder people, etc. skills of influence on formation of behavior. This initiative will continue in practice as a teacher.

There are several reasons for the exclusion of pedagogical practice in the formation of future professionals: firstly, the results of theoretical training in the university are used in pedagogical practice, and its successes and disadvantages are noticeable. Secondly, in pedagogical practice students communicate with pupils by identifying their individual abilities and skills and striving to correct some of their shortcomings. Thirdly, in the practice of pedagogical practice, the value of the student's self-importance increases. "I know", "learn", "teach", "educate" and "communicate". By focusing on the education of the students, the student is self-educating, learns how to overcome difficulties, find the solution to the problems encountered, develop pedagogical thinking.

bility to use different learning methods and approaches. To teach them how to effectively combine them to achieve high effectiveness of the lesson.

Formation of students' control and analysis of educational work.

Studying the ways to intensify the thinking of students and teaching them how to use them.

Teach students to conduct educational and teaching work based on the psychology of children and adolescents.

Training to form elements of scientific and pedagogical research.

During the pedagogical practice of students, special attention is paid to the comprehensive education of pupils, the unity of educational and upbringing work, as well as the provision of students with aesthetic, ecological and physical education, to humanism, morality, labor.

The "Educational work program" of pedagogical practice of students on the basis of the experience of the teachers of the department is made according to the state standard. This program is approved by the educational and methodological council of the faculty. The program outlines the purpose, content, hours and types of documents, lesson plans, protocols and analytical models of pedagogical practice. The program is discussed at the department meeting.

The main task of pedagogical practice is the general theoretical, special, psychological and pedagogical methodical preparation of students.

Pedagogical practice is gradually implemented.

Prior to the beginning of pedagogical practice, a lecturer at the Department of Pedagogy and Psychology conducts a conference, which introduces the students to the content and tasks of the schoolwork.

The main stage of pedagogical practice is the work of students in the approved school. According to the objectives and content of the pedagogical practice, students take part in the first week of classroom work and extracurricular activities of the class teachers, forming their own individual educational plan of practice.

Students take part in conducting, discussing and analyzing extracurricular activities. The number of training sessions to be conducted and educational activities are defined in the practice program and the schedule of the training.

In practice the students conduct psychological and pedagogical characteristics of individual pupils and students of the class under the guidance of teachers of the Department of Pedagogy and Psychology. At the third stage of pedagogical practice, i.e. in the last week, students prepare reporting forms. At school there is a fundraising pedagogical meeting

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