

FACTORS CONTROLLING THE PROCESSES OF ORGANIZING AND CONDUCTING CONTINUOUS PROFESSIONAL PRACTICE OF STUDENTS ON THE EXAMPLE OF FOREIGN EXPERIENCES

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Continuous professional practice of students is important in improving their professional training and ensuring their competitiveness in the labor market. Effective organization and management of this process creates opportunities for students to gain practical experience. Foreign experiences show what factors play an important role in this process. Foreign experiences show that it is necessary to clearly define the purpose of professional practice. For example, in Germany, there is a dual education system, in which students are actively involved in practice, along with acquiring theoretical knowledge. In this system, the purpose and planning of internships is carried out through close cooperation between employers and educational institutions. It is important to establish effective cooperation between educational institutions and employers in the process of professional practice. For example, many universities and colleges in the USA develop internship programs in cooperation with companies. These programs provide opportunities for students to gain practical experience and for employers, help in the selection of future employees. Foreign experiences show that it is important to mentor and support students during professional practice. For example, Australia has a system of mentoring by experienced professionals for students during their internship.

This system helps students to apply their knowledge in practice and helps their professional development. Mechanisms for evaluating and analyzing students are also important in the process of professional practice. Foreign experiences show that students should have the opportunity to evaluate their activities during practice. For example, in Great Britain, students have the opportunity to evaluate and give feedback on their work after the internship. This process helps students identify their strengths and weaknesses. Innovative approaches also play an important role in the organization of continuous professional practice. For example, in Singapore, innovation programs are developed between the education system and employers. These programs create internship opportunities for students that incorporate modern technologies and increase their competitiveness.



The analysis of the students' practice showed that a modern teacher should not only know his subject, the basics of pedagogy and psychology, but also, first of all, should have the developed qualifications and skills of professional-pedagogical activity, a school of a certain age should establish and implement a simple pedagogical experience for his students, understand the pedagogical and psychological features that form his personal educational process. Recent social conditions place new demands on the graduates of the higher pedagogical school: to contribute to the development of human society, including the rise of culture and the development of science, with their skills and abilities, personal qualities based on humanitarian principles. Therefore, it is of particular importance for future teachers to take a conscious responsibility towards studying at a higher educational institution, as the main way for them to mature as specialists and intellectuals capable of independence of knowledge. That is why it is necessary to educate a person with a high level of independence in the process of studying at a higher education institution, which means changing the main direction of the student's teaching practice, developing the main direction of the educational process and requires the use of research and measures aimed at increasing the effectiveness of cognitive independence development in the process of professional training of the future teacher. The inconsistency between students' theoretical training and continuous pedagogical practice has a negative effect on their mental state. As a rule, mental states have a significant impact on the effectiveness of pedagogical practice in extreme conditions. The analysis of students' practice showed that a modern teacher should not only know his subject, the basics of pedagogy and psychology, but also, first of all, should have the skills and qualifications of professional-pedagogical activity: a school of a certain age students should know the psychological and pedagogical features, for this they should have the ability to establish and implement a simple pedagogical experience, to form their own personal education and training process. It is teaching to organize the educational process based on its laws and requirements. The qualitative features of the formed pedagogical skills and qualifications depend, first of all, on the extent to which the student's practice relies on the conscious use of scientific knowledge in history, pedagogy, psychology, spirituality and the national idea, legal sciences. Empirically formed skills and abilities are stagnant and prevent the student from developing creative abilities.



Conclusion:

The factors of management of the processes of organization and transfer of continuous professional practice of students are shown by the example of foreign experiences. The purpose and planning of professional practice, collaboration and communication, mentoring and support, evaluation and analysis, as well as innovative approaches are important in this process. Taking these factors into account will help students improve their professional preparation and be successful in the job market. Foreign experiences, in turn, provide useful examples for Uzbek educational institutions and employers.

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