

# PREPARATION OF FUTURE HISTORY TEACHERS FOR PEDAGOGICAL PRACTICE IN PEDAGOGICAL INSTITUTIONS OF HIGHER EDUCATION

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**ABSTRACT:** In this article, the methods of attracting future history teachers to educational practice, pedagogical practice, qualification practices in pedagogical higher educational institutions in continuous qualification practice reflect the object of searching for means of improving the coordination of modern requirements for the preparation of future history teachers and the modern practices and criteria for using research tasks aimed at new development prospects.

**KEYWORDS:** Pedagogical practice, Professional skills, Qualification practice, Educational practice, Pedagogical activity, Practice calendar.

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## I. INTRODUCTION

In the years of independence, a great work is being carried out in our country on the creation of the necessary conditions and opportunities for the upbringing of healthy and harmonious generation, realization of its creative and intellectual potential of young people, creating the necessary conditions and opportunities for them to fully meet the requirements of the present time, becoming mature persons. As stated in the section of development of education and science of the strategy of action on five priority areas of development of the Republic of Uzbekistan, "continuation of the way of further improvement of the system of continuous education, increasing opportunities for quality education services, training of highly qualified personnel in accordance with the modern needs of the labor market" is noted among the important tasks [1].

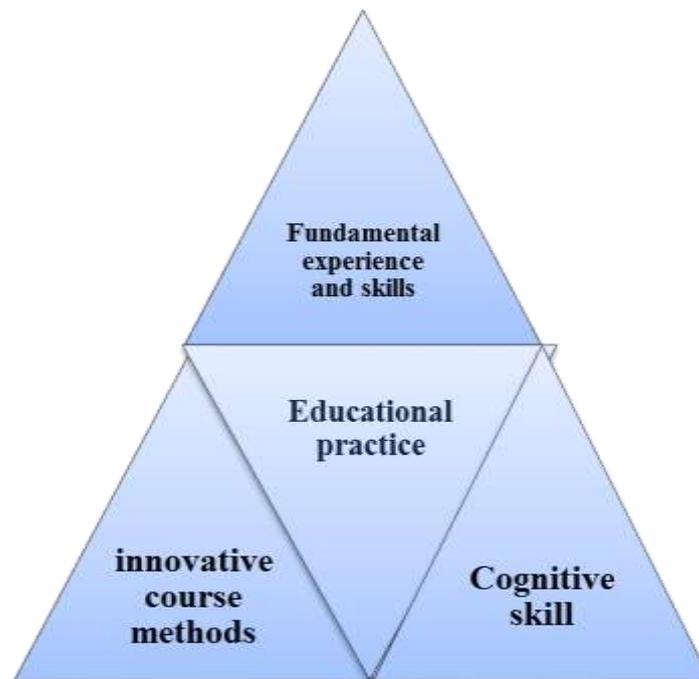
It was planned to conduct a number of measures directly related to the implementation of the strategy of action. In addition, extensive reforms and actions aimed at supporting the youth who will determine the fate of our country, the tomorrow of our people, realization of their talent and potential, opportunities, strength and enthusiasm in various spheres of our society are serving to improve the quality of education on the basis of more modern requirements. At present, great importance is attached to the achievement of high indicators in the field by strengthening the educational and scientific - pedagogical system in the Republic, harmonizing it with modern requirements and using modern pedagogical technologies.

It is important that this system of training, education and training of highly qualified and competitive specialists is closely connected with the requirements of the ongoing reforms. One of the important issues facing us is the training of competitive specialists who can meet modern requirements, education and training on the basis of State educational standards, improvement of all its structural structures. The role of qualification practice in the development of a complex of knowledge in all disciplines, the perfect formation of qualifications and skills in the continuity of theoretical and practical training is incomparable.

## II. LITERATURE SURVEY

Educational practice – getting it in the forms of introduction, induction, dialectological, local development, ethnographic, archivism, archaeological, field, etc, it consists in the introduction of students with specific

features of the future specialty, the formation of initial professional skills and qualifications in general and special disciplines. Training practice is organized mainly on the 1st and 2nd courses, depending on the nature of the direction (specialty) of Education [2].



**Fig. 1:** The Main Components of Educational Practice

Educational practice is a complex process, in which future history teachers carry out activities established in their specialties.

K.Dushinsky wrote that the method of teaching can be learned from the book or from the words of the teacher, but it is possible to acquire the skills to apply this method only through long-term practice.

Yu.K.Babansky noted that in his scientific work it is possible to fully understand the laws and principles of education and training in the process of pedagogical practice, to master professional skills and practical experience. Together with the scientific disciplines, the practical activity of the students helps to determine the directions and prospects of professional growth, sufficient professional self-reinforcement, as well as the formation of the future history teacher and professional personality [12; p.360].

In practice, the pedagogical activity of future history teachers is improved on the basis of substantive factual material, their knowledge and effective development can be carried out only on the basis of vivid impressions and observations.

Important components of future history teachers in Educational practice:

- The ability of the student to change his social and professional activities, to be understood as the most important quality of an individual, they express his creative attitude to various aspects of life, including himself. Educational practice determines the direction of this activity in the professional sphere;
- Multilateral orientation of the future teacher in all spheres of pedagogical activity: subject, educational activity of students and its methodological equipment, proper educational interaction and its organization, mastering the methodology of research work;
- Formation of a reflexive culture in the conditions of a natural pedagogical process, if the subject of the teacher's thoughts is the means and methods of his pedagogical activity, the processes of development and adoption of practical decisions. The analysis of their activities will help the teacher to understand the difficulties that arise in their work and find competent ways to overcome them.

These components of the future teacher training practice are determined by the following objectives:

- Development of professional competence of the teacher, personal and humanistic orientation, systematic view of pedagogical realities;

- Formation of the subject sphere, reflector culture;
- Ability to master pedagogical techniques and integrate with teaching experience [8; p.256].

### III. PROPOSED SYSTEM

Future history teachers should know and apply the following essential professional skills and skills during the internship:

- To learn how to write a diary of psychological observations in the future history teachers and the team in the classroom and extracurricular times;
- Ability to know various psychic processes and phenomena such as intuition, perception, memory, contemplation, speech, emotion, will, temperament, character, ability, personalitylararo relationship in a team during observation;
- To study and analyze the personality of the pupil using modern pedagogical and psychological techniques;
- To study and evaluate the psychological characteristics of individual relations in the group community using pedagogical and psychological techniques;
- To learn how to organize classes and extracurricular activities using the results of pedagogical and psychological knowledge and observation;
- Reveal psychological, pedagogical causes of low self-esteem and indiscipline of students;
- Conduct lectures and conversations with students and their parents, give pedagogical and psychological advice;
- Filling in the main documents of the planning system of educational work (timetable, plans, programs, journals and reports) ;
- Work system of future history teacher on improvement of educational process in educational institutions;
- Organization of educational and educational process in educational institutions (theoretical and practical education, types of practice, extracurricular activities);
- Group coach, teacher performance system;
- Works of the methodical board;
- Description of group Students;
- Perspective and thematic planning of the educational process (identifying the system of teaching and learning methods, tasks and forms, filling out group journals);
- Scientific organization of work;
- Learns the structure of the plan and text of training in some professional disciplines (different types of lessons, practical training in the laboratory, a guided technological map and a plan of educational work) [4; p.6].

To date, the connection of theoretical knowledge with practice, with living experiences, is one of the leading rules of Education. Achievements in the field of education and training are primarily based on the interdependence of theory and practice. It is only then that the future history teacher will understand the fundamental essence of the teaching material he is studying and will be able to use them in practice. To do this, it is necessary to achieve active participation of future history teachers in the educational process of the teacher. If the future history teacher takes an active part, it leads to the development of a conscious understanding of their knowledge.

The professional competence of the teacher is a complex individual psychological education based on experience, theoretical knowledge, practical skills and the absorption of important personal qualities. In order to gain qualifications, the student must become a subject of this conscious activity. "Competency cannot be distinguished from specific conditions for its implementation. It connects the mobilization of knowledge, skills and behavioural relationships that are simultaneously subordinated to certain conditions of activity." [7; p.83]. In particular, the system of qualification practice convincingly demonstrates its expediency, and the future history provides a very high level of professional and pedagogical training for teachers. The structure of this system determines their specific goals and objectives a variety of pedagogical practices, namely:

- Organization of extracurricular educational work;
- Educational and pedagogical practice;
- Production practice.

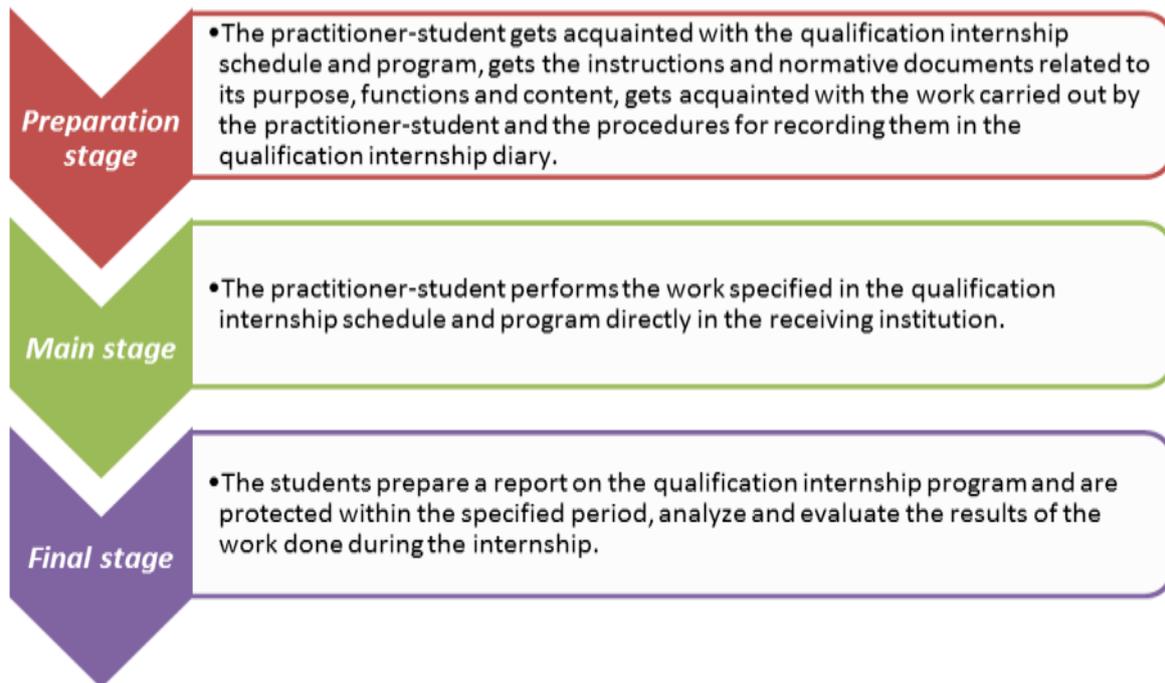
These types of qualification practice have their own characteristics in terms of form and content and are conducted in accordance with the basic principles of its organization: the relevance of practice to life, the content and compliance of the organization with the requirements of modern schools and modern teachers; systematic,

continuous, complex content and methods of organization from course to Course; link with theoretical courses; a complex character, which ensures the consistency of the content of practice, aimed at gradual development at the beginning of simple pedagogical techniques and movements, which are then combined (integrated) into complex pedagogical skills, the unity of the educational and extracurricular activities of students in the school, ensuring the change and complexity of the activities of students. Thus, starting from small courses, it is planned to develop pedagogical qualities, such as monitoring and analyzing the behavior and activities of young students, diagnosing their upbringing, taking into account the age and individual characteristics of young students in the educational and educational process [6; p.206]. Qualification practice refers to the improvement of practical skills in the subjects under study, the examination of skills of future history teachers in the application of theoretical knowledge in practice, the acquisition of professional skills and skills. In particular, the upcoming history is aimed at strengthening the theoretical knowledge acquired by teachers in the educational process and translating this knowledge into the skills and skills of their future professional activity, preparing future history teachers for practical work in the specific workplace.

**IV. RESULT AND DISCUSSION**

Qualification practice is a kind of practice that is conducted to strengthen theoretical knowledge of the educational process, create practical skills and training, collect materials on specific topics of curricula and disciplines [2].

In the preparation of future history teachers for qualification practice is organized in accordance with the state educational standard, in particular the curriculum, which is a component and continuation of the educational process carried out in direct production conditions. The main purpose of qualification practice is to prepare future history teachers for independent work directly in accordance with the requirements of the educational standard, to deepen and strengthen the theoretical knowledge they have acquired, to create experience in carrying out organizational and educational work in the team, to study the structure and functional issues of the organizational units of the enterprise, the acquisition of practical skills in the calculation of economic indicators of formation and implementation of directions, as well as the collection of materials for the performance of Graduation qualification work.



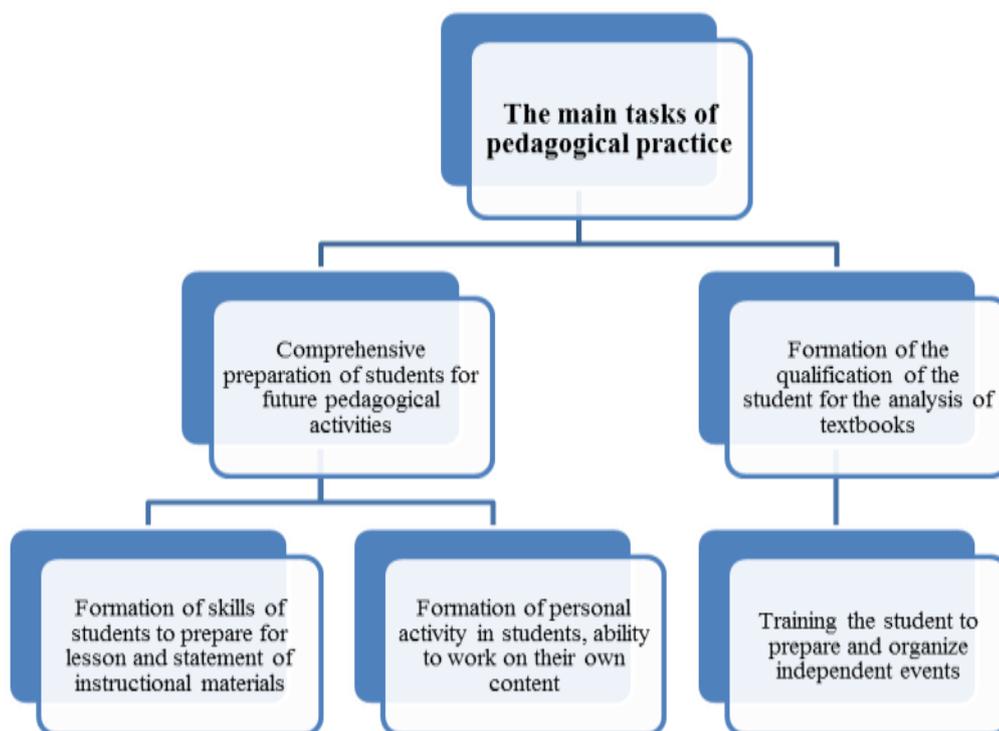
**Fig. 2:** Stages of Organization of Qualification Practice

The expected result of the qualification procedure and its main tasks are:

1. Formation of practical skills and qualifications in the direction of education in the future history teacher.

2. To teach the scale and system of the work carried out in the direction of its education in the economic sphere.
3. To teach the circulation of documents between the object of practice and other subjects.
4. Teach the existing rules of procedure and the relationship between employees in the object of practice.
5. Teach decision making and independent performance in an object of practice.
6. To be aware of economic, social and political changes at the level of the object of operation and the general network.
7. Acquire the necessary knowledge in the field of socio-political, organizational and educational work.
8. Collection of necessary materials for writing the practice report and carrying out scientific work [11; p.5].

Pedagogical practice is an integral part of the preparation of highly qualified pedagogical personnel for the types of education, and students' skills and experience for the pedagogical profession are improved. Students analyze all aspects of the educational process during the period of pedagogical practice, and this practice is carried out in pre-school education, state and non-state secondary schools, academic lyceums, vocational colleges, higher educational institutions and other educational institutions [2].



**Fig. 3:** The Main Tasks of Pedagogical Practice

Pedagogical practice is one of the important parts in the professional-pedagogical training of future history teachers for future work. The upcoming History teachers allow to associate theoretical training with practical activities for the performance of teacher duties in secondary schools and other types of children's educational institutions. In determining the purpose, objectives, content and organization of pedagogical practice, various courses in the disciplines of future history the level of readiness of teachers directly or indirectly leads Future History teachers to the final stage of the development of these disciplines. The purpose and objectives of pedagogical practice pedagogical practice is aimed at directly preparing students for their chosen profession, forming the professional qualities and personality characteristics of the future specialist in accordance with the modern requirements of teachers on life safety. The achievement of this goal is ensured by a consistent solution of a complex set of interrelated tasks, which is gradually established for individual stages of practice, the completeness of the content of each of them, the reflection of all components of the professional and pedagogical activity of the future teacher, the gradual increase in the requirements for the manifestation of initiative and independence.

Pedagogical preparation of future history teachers for pedagogical activity in higher educational institutions is a complex process, the future of its rational implementation serves to ensure the professional maturity of the

pedagogical staff. It is known that the training of personnel in a certain direction and specialty is carried out on the basis of the accumulated experience, the standards of Education regulated on the basis of scientific research, as well as on the basis of normative documents, the system of educational and methodological literature, which provides it in legal terms. This means that long-term work is carried out in the training of personnel. This is the main component of Personnel Training and it is given the state importance in our country. In the meantime, there is also a question of how to apply it in education jaryonida, our achievements in this regard are not inferior. It turns out that in the training of personnel with higher education there are two processes that are inextricably linked, one of which is of a strategic essence, the other is of a tactical essence. Therefore, it will be correct to use the concepts of strategy and tactics in the training of personnel, in particular, pedagogical personnel.

The term strategy can be used on the scale of the country, some derived ministries, higher education institution, and in the structure of its base concept lies the meaning of perspective. This means that the concept of strategy covers the methodological documents, educational-normative documents, educational resources developed by a country, ministry or higher educational institution in the field of education and pursues the goal of training mature personnel. It turns out that the strategy is in harmony with the concept of the ultimate goal. The purpose of education in the Republic of Uzbekistan is clearly defined in the "national program of Personnel Training". Thus, educational strategy is a general methodology that is developed and introduced into the educational process with the aim of satisfying the society's need for education. The tactic is a method of implementing the strategy developed. Let's say that a higher education institution must prepare a bachelor's degree for 4 years. For this purpose, the educational and organizational documents necessary in our country are created in full. The application of these documents in concrete conditions is not only the application, but also the application of innovation and creative work aimed at training quality personnel in the educational process, as well as the use of standard and non-standard methods and technologies in this, having authority positions in the organization, summarizing, it is the tactics of implementing private approaches aimed at ensuring the success of the strategy [13].

Important components of future history teachers in pedagogical practice:

- The ability of the student to change his social and professional activities is understood as the most important quality of the personality, which expresses his creative attitude to various aspects of life, including himself. In educational practice, the direction of this activity in the professional sphere is determined;
- Multilateral orientation of the future teacher in all spheres of pedagogical activity: subject, educational activity of students and its methodological equipment, proper educational interaction and its organization, mastering the methodology of research work;
- If the subject of the teacher's thoughts is the means and methods of his pedagogical activity, the processes of development and adoption of practical decisions, the formation of a reflexive culture in the conditions of a natural pedagogical process. The analysis of their activities will help the teacher to understand the difficulties that arise in their work and find competent ways to overcome them [12; p.361].

Pedagogical practice-the final stage of studying a complex of Pedagogical Sciences of The Bachelor's period: pedagogy, psychology, methods of teaching history, pedagogical skills, etc.

The purpose of pedagogical practice is the acquisition of certain skills and techniques in the main directions of pedagogical activity and the introduction into practice of theoretical knowledge acquired in the process of studying the block of pedagogical and practical sciences in the real conditions of teaching in the school. The effectiveness of pedagogical practice to a certain extent depends on how it is organized and how it is guided by it.

In the period of pedagogical practice, the future history teachers improve their skills, experience related to the profession of teacher-coach, they conduct classes in groups attached to them, analyzing all aspects of the educational process. Formation of stable pedagogical views in future history teachers, strengthening their theoretical and practical knowledge in pedagogical-psychological, sciences, development of important professional qualities are considered as the main tasks of pedagogical practice. Every future history teacher who is able to show all the facets and abilities inherent in his / her teaching personality can achieve great results in the future in this field. From this point of view, pedagogical practice is a test area for every future educator [3; p.78]. Also, the tasks that are planned to be completed daily to the social group consisting of future history teachers during the qualification pedagogical practice are delivered with the help of a calendar of pedagogical practice on the organization and conduct of pedagogical practice. Internship future history teachers are regularly provided with questionnaires corresponding to assignments. And the results recorded in the questionnaire come in the form of a Web document to the electronic address of the head of the practice. This makes it possible to

effectively organize and control the activities of future history teachers undergoing qualification pedagogical practice, as well as to assess them objectively [5; p.231].

Modern scientific and theoretical bases of formation of pedagogical skills in the teacher is studied by pedagogical scientist V.A.Slastyonin. Speaking about professional and pedagogical training, the direction of the personal and professional formation, pedagogical skill of the teacher and he wrote: "the teacher regularly relies on pedagogical theories, and the teacher acquires his skills. Because, pedagogical practice requires constant application to pedagogical theory" [10; p.80].

First, scientific theories are scientific knowledge that reflects the general laws, principles, rules of development, if there is practice, it is always based on a specific situation.

Secondly, pedagogical activity is a holistic process, based on the synthesis of knowledge about philosophy, pedagogy, psychology. It is very difficult to purposefully build pedagogical practice without the synthesis of knowledge." Therefore, it is necessary not only to perfectly master pedagogical skills from the future teacher of history, but also to have in – depth scientific and theoretical knowledge in order to properly and purposefully organize pedagogical practice. The future teacher of history regularly acquires the skills of teaching, if he relies on pedagogical theories. Because, pedagogical practice requires constant application to pedagogical theory. First, scientific theories are scientific knowledge that reflects the general laws, principles, rules of development, if there is practice, it is always based on a specific situation. Secondly, pedagogical activity is a holistic process, based on the synthesis of knowledge about philosophy, pedagogy, psychology.

## **V. CONCLUSION AND FUTURE WORK**

Pedagogical bases and technological support of the system of improvement of the work of preparation of future history teachers for pedagogical practices today consists in the gradual formation with the help of scientifically based methodological and pedagogical conditions that ensure the formation of competency. In particular, the experience of teaching practice serves as the main fundamental stage in the development of modern teacher characteristics, the acquisition of preliminary experience and skills. Basically, the educational practice is organized in the 1st and 2nd courses in higher educational institutions, during the practice the teachers of the future history achieve the goal of organizing the lesson correctly, conducting lessons in innovative method, as well as taking effective ways and practicing. In particular, pedagogical practice in the field of education is a unique opportunity to get acquainted with how the education system works in secondary schools and specialized schools in the Republic, to gain new ideas and experience in working with children. Future history teachers can improve their skills in their fields. Also, since today there is a great demand for young specialists who know foreign languages, in the process of pedagogical practice, future history teachers also study foreign languages. In the process of pedagogical practice, the main activity of the future history teacher is to help in the preparation of educational materials, organization of extracurricular work. Pedagogical practice in its place is regarded as a valuable educational experience for future history teachers.

Pedagogical practice is carried out in pre-school education, state and non-state secondary schools, academic lyceums, vocational colleges, higher educational institutions and other educational institutions, improving the experience and skills of future history teachers in the pedagogical profession. Also, qualification practice is another common form of experimental training. The possibilities of qualification practice for future history teachers are as follows: to provide them with direct experience in the work environment related to their professional interests, and to give them the opportunity to be guided and managed by specialists in the field of history education. Also, the main problem for future history teachers is the need to provide them with qualification practice in order to acquire the necessary skills in the field of new knowledge-based history education on a large scale. To successfully carry out this practice, future history teachers must create an effective learning environment for them. Together with an integrated educational environment capable of developing the qualification potential of future history teachers, qualification practice is an effective means of preparing them for an effective and satisfactory professional career in the field of history education. In general, in continuous professional practice in the modern educational system teachers of future history in higher educational pedagogy institutions to the methods of involvement in educational practice, pedagogical practice, qualification practices, the object of search for means of improving the coordination of modern requirements for the preparation of future history teachers and with the help of modern practices and criteria for the use of research tasks aimed at the prospects of new development teachers of the future history in institutions of Higher Education on the basis of in the preparation of the level will open the doors of a new series of possibilities.

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