

Mansur M. Akhmetjanov,
PhD, professor,
Bukhara Engineering Technological Institute

Rating Evaluation of Pedagogical Practice as Basis of Students' Effective Activity

Key words: *Professional education, teacher training, process of pedagogical practice, knowledge, skills, abilities and skills of students, acquaintance with a professional college, professors and teachers of the university, assessment of students' work, psychoeducational cycle, rating card, functional responsibilities.*

Annotation: *the article deals with the issues of the first pedagogical practice of students and gives developed methods of effective rating evaluation of their activities during pedagogical practice.*

In modern conditions, the system of education and training of human resources must be continuously and comprehensively connected with the ongoing reforms of our society and our life.

We are faced with the task of training teachers who meet new requirements: the introduction of state educational standards, work with new curricula, the preparation of a methodological foundation in the structures of professional colleges and academic lyceums, and the implementation of activities based on continuous education and upbringing (4).

Students of professional education (in the direction of bachelor's degree), along with the study of socio-political, general-technical and special-engineering professions, connect their knowledge in psychological and pedagogical directions., in this case it helps to the students' skills, abilities and abilities to prepare and conduct classes and educational activities. It helps to find methods and means, taking into account the individual - psychological characteristics of students, their education and upbringing, as well as the adequate content of educational material.

Successful independent pedagogical activity of students depends on professional training and spiritual and pedagogical level, which correspond to the modern teaching and educational process (1).

The effectiveness of pedagogical practice of students in academic lyceums and professional colleges is acquired according to requirements, in stages, in accordance with the principles of inseparability.

Pedagogical practice begins on the third and ends on the graduate course. The final stage is the production practice after two years of experience.

Pedagogical practice includes:

1. Acquaintance with the professional college and the production of the course "Introduction to the specialty";

2. Passing the annual practice as an engineer-teacher in professional colleges or training departments of production.

All elements of production in the relevant areas are reflected in the necessary programs. In all stages of the leadership of teaching practice, the guidance is provided by professors - teachers of universities or employees of professional colleges and industries.

For example: the students of the 3 courses are led by the professors and teachers of the department "Pedagogy, psychology", the director of the college, and the deputy director for educational and spiritual education, the masters of industrial training, the leaders of the groups, the public organizations of the educational institution and under their guidance the students get acquainted with a professional college. Educational work with students is conducted under the guidance of teachers (representatives of management councils, mahallas, pedagogical units, "Kamolot").

They manage and supervise the qualification practice of the 4th year students: professors and teachers of the Pedagogy, Psychology Department together with the Department of Special Disciplines, the director of the college, and the deputy director for educational and training work, the subject teachers.

Successful results of practice are inextricably linked with the duration and speed of experience. It is important to regularly monitor the work of a trainee; only in this case students become active assistants to governing bodies and officials: in educating students, developing their self-education skills, reviving the organization of socio-political, spiritual and educational work of youth.

The first practice of pedagogical acquaintance (passive): is held at the beginning of the 6th academic semester in the amount of 144 hours.

The daily evaluation of students' work in teaching practice is carried out according to the recommended rating card (1):

RATING CARD FOR I-PEDAGOGICAL PRACTICE

(The name of the university)

Faculty _____ student group

(Full name of students)

<i>No</i>	<u>Accomplished work</u>	<i>Max score (hours)</i>	<i>Passing score 55%</i>	<i>Accumulated score</i>	<i>The indicator of success %</i>	<i>signature.</i>	<i>date</i>
1.	Pedagogy	42	29				
1.1	Plan of educational work	10	5,5				
1.2	Scenario of the educational event	8	5,5				

1.3	Group meeting	8	4,4				
1.4	Analysis of educational activities:	10	5,5				
	a) for yourself (5 points)	5	3				
	b) for another (5 points)	5	3				
1.5	Compilation of a report	6	3,3				
2	Psychology	30	21				
2.1	Drawing up a positive characteristic of the student.	5	2,75				
2.2	Drawing a negative characteristic of the student.	5	2,75				
2.3	Studying a group using the sociometry method.	10	5,5				
2.4	Psychological and pedagogical characteristics of the group	10	5,5				
4	<u>defense</u>	72	50				
	Total:	144	100				

During the practice, students of the direction "Vocational Education" have an open presentation of the optimal nature of their activities. They know well, that many graduates of professional colleges and academic lyceums work in places where they satisfy with their material needs.

In the process of pedagogical practice, students develop skills not only in the organization and implementation of teaching and educational work but also develop positive thinking in continuing their successful education at the institute. First of all, is applicable to psychological, pedagogical and engineering disciplines that can help students show their feelings of significance and profitability in future activities (3).

The macro-module structure of the subjects of the psychological-pedagogical cycle and the pedagogical practice of the direction "Vocational education" have the following form (1-table).

1-table.

Macromodule structure of subjects of psychological and pedagogical cycle and pedagogical practice of the direction "Vocational education"

№	The name of the items	Auditor hours in subjects							
		1	2	3	4	5	6	7	8
1	Professional Psychology	112							
2	Professional Pedagogy		120	104					

3	Information technology training				112				
4	Learning technologies					96			
5	1- pedagogical practice						144		
6	Methodology of professional education							126	
7	Pedagogical skills						86		
8	2- pedagogical practice								180

From this table it is evident that before the first pedagogical practice the student must develop 4 subjects.

The tasks of the first pedagogical practice are compiled on the basis of this:

- By methodology: a long-term plan for lessons, lesson summaries and their analysis.
- On pedagogy: a plan for spiritual and educational work, a script for educational hours, minutes of meetings of groups, analyzes of educational hours.
- In psychology: assignments are given such as the study of the group by the sociometry method.
- In the subjects of the psychological and pedagogical cycle and the macro module of pedagogical practice, students are eventually evaluated in 6 disciplines, 2 times pass the practice report and finish with the final qualification work, where the methodical part is performed and his graduation work.
- Successful implementation of the practice is facilitated by the correct, accurate distribution of the task among the responsible teachers.

Improving the quality of all performers and exercising strict control over the work, and providing information.

Practitioners may be the following:

- the Head of practice, methodologist;
- Teachers of pedagogy and psychology;
- Director of a professional college, deputy. Director for Vocational Training;
- Deputy. Director for Spiritual and Educational Affairs;
- Teachers of a professional college;
- Engineer-teacher and team leader.

The above-listed functional duties of each manager are clearly indicated in the recommendations on the organization of practice. When assessing students to use the evaluation criteria for pedagogical practice, it is more objective to attest the practice. A rigorous approach allows unquestionably carrying out the final forms of the planned works and in this regard plays the role of attraction. Pedagogical practice in a professional college is an indistinguishable part of the training of highly educated specialists.

In the process of pedagogical practice, students develop skills not only in the organization and implementation of teaching and educational work but also develop positive thinking in continuing their successful education at the institute. This, first of all, is applicable to

psychological, pedagogical and engineering disciplines, which can help students, show their feelings of significance and profitability in future activities.

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