

SUPERVISION OF STUDENT WORK IN THE PROCESS OF PEDAGOGICAL PRACTICE

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ANNOTATION:

Monitoring, recording and evaluating the work of students is an integral part of the organization of educational practice. As a result of the final report of the internship, it is advisable to draw conclusions about the theoretical and practical readiness of students for educational work at school, to assess the quality of work on the organization of internships by higher education and school staff, to identify measures for further improvement. In assessing the work of students, first of all, it is necessary to take into account the level of theoretical and practical preparation of the future teacher for independent pedagogical activity.

Keywords: student educational, practical teacher, leader, class, ideological-political, subject.

INTRODUCTION:

Monitoring, recording and evaluating the work of students is an integral part of the organization of educational practice. This work is done by both the internship supervisor and the students. Self-monitoring and self-assessment play an important role in the professional development of young professionals, which reflects the developmental characteristics of the pedagogical self-awareness of future teachers. Self-monitoring and self-assessment Students analyze the quality of their educational work, its pros and cons, levels of knowledge, skills and abilities,

the development of professional qualities, the level of implementation of goals and objectives, the implementation of individual work plans and evaluation, and adjusting it to improve its performance. A pedagogical diary is a great help in exercising self-control. Analyzes the results of daily student activities.

A study of students shows that many of them do not have the skills of self-analysis and self-monitoring and that their self-assessments do not always correspond to an objective assessment of the actual state of affairs. Internship supervisors should adhere to specific students of accounting and control. Monitoring, accounting and evaluation of student work involves the quantitative and qualitative characterization of students' activities during the internship. Students of the pedagogical practice program are given a quantitative description based on the amount of work performed. Elements that should be taken into account in the learning process include: access to open lessons by teachers and peers, participation in their discussion, preparation for and conduct of the lesson in their own classroom, supervision of students, checking and analyzing notebooks and diaries, additional classes with underachieving students and extracurricular activities in science, etc.

Taking into account the educational work as a class teacher is a characteristic of the level of the student's hard work in daily educational work (duty, organization of self-service, assistance in inculcating cultural and behavioral skills in students, etc.), as well as

periodic the quality of educational activities and the organizational form of student community activities. The ideological and political direction of all student work, the level of socio-political activity, independence and creative approach to educational work, the level of effectiveness of educational work of the student, his attitude to the pedagogical profession, children, school, the quality of reporting documents determine the quality of practice. Examination and accounting of students' work during the pedagogical practice is carried out in accordance with the following students:

Recording should be individual, ie each student's work should be evaluated according to the volume and quality of work performed;

The inspection and accounting of work is carried out in a systematic manner and it is carried out on the basis of regular monitoring of the work of the practice;

When evaluating the internship of students, their individual characteristics and the specific conditions of the internship are taken into account.

Work experience in higher education institutions consists of two types of accounting of student work: current (during the internship) and final (during the internship).

Current registration is carried out in the process of systematic monitoring of the student's educational work. Practitioners participate in each student's lesson and analyze it, focusing on the organizational, didactic and educational aspects of the lesson and the organizational, didactic and educational aspects of the lesson, as well as the practitioner's behavior as a teacher.

By observing the student's activity in the classroom, it is possible to think about his level of preparation, the attitude of the practitioner to the educational work, the quality of his work as a teacher-tutor, the level of his pedagogical skills and qualifications. It is possible to make

some observations in the practitioner's class, i.e. to observe his work as a class leader: For example, how was classroom duty and self-service done? Work with student's diaries? Does the practitioner pay attention to the students sitting, their appearance, their behavior during the break, and so on?

Checking and recording student work as a class teacher is mainly done during the preparation of current educational activities with students and monitoring their conduct with students.

By participating in some educational activities conducted by students, practice leaders determine the level of readiness of practitioners for this type of work, its creative approach to work, the ability to arouse interest in children, to stimulate their activity. The readiness and attitude of the student to the educational work with students can also be considered depending on the participation of the practitioner in individual and group consultations.

A production meeting will be held to supervise the students work and give it to them during the internship. At this meeting, students will hear a report on their reading and extracurricular activities.

When students speak, they explain why some points of the individual plan were not implemented, analyze the work done, share their impressions about the class and individual students, talk about their interactions with students and class leaders, challenges at work and more. In the developed meetings, science teachers and class leaders give speeches and describe the work of students.

Interviews with subject teachers and class leaders are also important to monitor the practitioner's work. Such conversations provide a more complete picture of the student's work, the definition of measures to activate it.

Thus, the current accounting of students' work during the pedagogical practice is carried out systematically in the process of monitoring their educational work and methodical work with them.

Registration is carried out in close cooperation with the school staff of the institute teachers, class teachers, organizers of extracurricular and extracurricular educational work, the principal and his deputy.

The current report of students' work during the pedagogical practice is supplemented by the final report. The results of students' pedagogical practice are finalized at the final school development council under the school principal and scientific-practical conferences of the faculty. The school production board is also often referred to as a conference.

It is the task of the final production council of the school and the scientific-practical conferences of the faculty to complete the educational results of the interns, to identify the successes and shortcomings in their work. As a result of the final report of the internship it is necessary to draw conclusions about the theoretical and practical preparation of students for educational work at school, to assess the quality of work on the organization of internships by the staff of the institute and school, to identify measures for further improvement.

The final production council of the school is attended by all students of the group, representatives of the departments of the institute (methodology, pedagogy, psychology), the school principal or his deputy, the organizer of extracurricular activities, subject teachers and class teachers working with students. At student pre-course course meetings, student reports are usually heard. In these meetings, they explain the content of their educational work during the internship, give a description of some students who have

done their class and individual work, analyze the reasons for the difficulty of their work, draw conclusions about the level of theoretical and practical training they received at the institute, the role of pedagogical practice in expanding and strengthening the theoretical knowledge and acquisition of pedagogical skills and competencies.

Subject students and class teachers describe the work of each student, evaluate the work done, express their views on improving the pedagogical activities of future teachers. The school administration evaluates the work of the whole group of students, gives feedback to individual students and gives critical opinions. The school draws attention to the need to take into account the positive experiences of individual teachers and class leaders and to be critical of shortcomings in school work.

In addition to teaching and learning, educational work is also concluded in the final production councils of graduate students. In some cases, this is the conclusion. Only students are required to have great independence in the preparation of reports, as well as a more in-depth pedagogical analysis of some of the correct and forms of teaching and educational work.

In other cases, at the final production council, graduates will speak, summarizing their experience in organizing certain areas of the educational process.

In their speeches, students should show a deep knowledge of pedagogical theory and methodical readiness to solve educational tasks when working with students, be able to think pedagogically, independently evaluate facts and events.

The results of the internship of all students are completed at the final scientific-practical conference of the faculty. This conference is organized by the dean's office and the departments of methodology

pedagogy, psychology. The level of the course conference depends primarily on the readiness of each school group of students.

At the pre-graduation course student conferences, the reports of the students of each school group were heard. These reports cover all of their work.

Reports on the generalization of students' work experience on some issues of the organization of the educational process in the school are the main content of the conference of course students on the course.

It would be better if junior students were invited to the final scientific-practical conference. Familiarizing them with the teaching and educational work of practitioners will help them to have the right attitude to pedagogical activity, practice, study of theoretical sciences.

Duties of the Practice Leader:

- 1) Preparation of students for the final course conferences to speak on the results of the internship, ie the selection of examples and facts to help the supervisor to select a specific summary material; from determining the order of speech, substantiating the conclusions on the results of pedagogical practice;
- 2) To analyze and summarize the results of pedagogical practice, the pros and cons of all students' work at conferences, to make wishes and recommendations on ways to further improve the theoretical and practical preparation of students for independent pedagogical activity;
- 3) Supervise the collection and decoration of students' exhibition materials.

At the end of the internship, a small group of students will be assigned to prepare an exhibition. This group collects materials, decorates stands, publishes posters, and so on. Materials for the exhibition of educational and pedagogical work of students during the internship can be: posters and thematic stands

prepared by students under the guidance of practitioners, photos depicting the educational work carried out with students in various forms Student work, excursions, tourist walks, meetings, etc., nights, programs, extended lesson plan, circle sessions, subject evenings, conversations, oral journals, radio, newspapers, various small items done by students under the guidance of students, maps, forms, tables, etc. prepared by students and pupils on certain topics of the course.

Analysis of reporting documents plays an important role in finalizing the results of pedagogical practice. Students submit the following reporting documents to internship supervisors: an individual work plan for the internship period in the course prior to graduation, a report on the work done, a synopsis of a lesson and guidelines prepared for it; a summary of one of the educational events; psychological and pedagogical characteristics of the student's personality or lesson, psychological and pedagogical analysis of extracurricular activities; a report on work in the graduation course; psychological and pedagogical characterization of the class community or psychological and pedagogical proof of any of the conducted activities; one or two lesson plans; classroom educational work plan; submit a synopsis of an educational event.

Students should analyze the work done in the internship report and justify the results of the internship. The main issues that students should explain in their reports are: to characterize the state of extracurricular educational work; characteristics of the class, school where the internship took place; analyze their own academic work; general conclusions (what knowledge, skills and abilities were acquired during the internship; suggestions for improving pedagogical practice). Pre-graduate students analyze the work of their educational work during the internship, reveal the types of lessons conducted during the internship, prove

their didactics and educational goals, explain the content and methods of organizing their educational work in the classroom.

The graduate student will present one of the course topics covered during the internship with evidence: in particular, to prove the objectives of the study of the topic, the volume of material on the topic, its division into individual lessons, the application of the selected teaching method for the study of all topics in individual lessons; in the process of practice they should reveal the main educational task solved by them, the system of educational work necessary to solve it, the methods and techniques of pedagogical influence on students. The analysis of the trainee's accounting documents also allows practice managers to think about the quality of their work during the internship, the level of understanding of their pedagogical experience, their attitude to their pedagogical experience.

The assessment of each student's pedagogical practice is inextricably linked with the review and reporting of his or her work and is of great educational importance. An important condition for the correct assessment of student work during the internship is: objectivity of internship supervisors, comprehensive consideration of the scope of work performed and the unity of internship supervisors and students in assessing its quality; taking into account the individual characteristics of each student. In assessing the work of students, first of all, it is necessary to take into account the level of theoretical and practical preparation of the future teacher for independent pedagogical activity, the degree of pedagogical skills and abilities, knowledge of the content and methods of the main educational tasks at the present stage. The overall assessment of each student's work is a complex assessment, as his performance during the internship is taken into account in all respects.

The overall assessment of the practice is not calculated by averaging the arithmetic result from the assessment of all types of work done, but it is determined by discussing and coordinating the views of practice leaders, methodologists, class teachers, psychologists, school administration.

The evaluation of teaching and extracurricular activities in the sciences is carried out in consultation with teachers of pedagogy, psychology and subject teachers, who lead the methodical practice in the specialty. Assessment is based on the analysis of lessons, extracurricular activities, extracurricular activities on the subject.

When evaluating the student's educational work as a class teacher, in agreement with the student's organizer of educational work, methodologist, teacher of psychology, the approximate criterion for assessing the student's various activities during the internship is given in the pedagogical practice program.

A student with an unsatisfactory grade must continue to work at the school in order to complete the internship program without leaving the institute.

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