



The Main Issues of Improving the Adaptation of Students to Pedagogical Activity in the Process of Qualifying Practice

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Abstract: This article discusses the main issues of adapting future teachers to their professional activities during their internship. Ensuring that students' theoretical knowledge is integrated with the practical process helps students to understand the many facets of the educational profession, the level of their ability, passion, ability, skill in this profession.

Key words: Students, professional practice, adaptation, professional competence, teamwork

Introduction

The reforms carried out in the country to update the content of education and increase the efficiency of educational processes are bearing fruit today. Over the past period, a large-scale work has been carried out in our country to create an effective system of preschool education aimed at bringing up the younger generation in a healthy and mature way, the introduction of effective forms and methods of education and upbringing.

One of the current issues is to radically improve the quality of training of teachers, to increase the attention to pedagogical practice, which is a necessary stage in the theoretical and practical training of university students in educational work. This is because ensuring that students integrate their theoretical knowledge with the practical process, students understand the many facets of the educational profession, the degree of their love for this profession - love, ability, passion, passion, ability, skill.

Literature Analysis

The theoretical knowledge acquired by students in higher education is strengthened in the process of pedagogical practice, in which the formation and development of skills and abilities in pedagogical activity. Qualification practice helps to reveal important and valuable aspects of pedagogical activity. The internship is organized in order to prepare students for the practical organization and management of pedagogical processes in future educational institutions, and in this process the level of readiness of students is determined. Understanding which subjects students have mastered and which they did not pay attention to, how to plan, design, organize and manage pedagogical processes and compile lesson plans and plan and organize various activities, develop visual aids, scientific and methodological recommendations, in general, creates opportunities for independent determination of the level of pedagogical skills.



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Methods

Experience has shown that students often have certain shortcomings in the application of theoretical concepts and practical skills during the internship, face various difficulties and problems in the organization and conduct of activities in the centers of activity and activities with students. The internship serves as a necessary educational environment for students to learn the causes of their shortcomings and problems and guidelines for their elimination, based on the necessary advice from the supervisors of the internship. As a result, not only the theoretical knowledge of students is strengthened, but also the practical skills and abilities necessary for educators are formed and developed.

In the process of internship, the activity of the team of educational institutions, the environment and the process of existing educational relations play an important role in accelerating the psychological adaptation of students to pedagogical activity and strengthening their theoretical understanding, development of knowledge, skills and abilities. Because in the first days of the internship, students learn about the history of the educational organization, its direction and the existing conditions; activities of heads of educational institutions and pedagogical staff and their work plans; educational organization community culture; the system of educational and pedagogical work with pupils; group rooms, center activities; get acquainted with the activities of collective management bodies and public organizations, as well as the work of parents, group educators and club leaders. This, in turn, means that the conditions in the educational institution and the existing educational environment affect the activity of students in the process of internships, as well as their perceptions and perceptions of future pedagogical activities.

Qualified pedagogical practice in this process manifests itself as a factor in the implementation of certain pedagogical conditions. Therefore, the impact of qualified pedagogical practice on the preparation of future educators for professional activity was interpreted as a process of systematic development of special pedagogical conditions and the use of objectively emerging conditions.

The study identified internal and external factors in the preparation of future educators for professional activities in the process of organizing qualified pedagogical practice. The following external factors of preparation of future educators for professional activity were identified: humane orientation of the educational process; student-centered focus on life activities; psychological and pedagogical support of the process of preparing future educators for professional activities. The "subjective living environment" created by the students themselves was identified as an internal factor: the student's ability to form and develop as a subject of pedagogical activity; the humane orientation of the individual; motivational readiness of the future teacher for pedagogical (practical) activity and personal-professional formation.

Pedagogical practice emerges as a leading factor based on the integration of the above-mentioned internal and external factors in preparing future educators for professional activity. This allows us to understand the interrelationship of the following components of the preparation of future educators for professional activity in the process of pedagogical practice: self-awareness, self-assessment, self-expression, self-management.

In order for professional pedagogical practice to become an effective environment for the training of future educators, it is necessary to take into account the following pedagogical



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conditions: updating the process and content of training future educators on the basis of an anthropocentric approach; acceptance by professors and teachers of higher education institutions as a system-forming component of professional training of students-future educators; assessment of the possibility of qualified pedagogical practice to stimulate the process of preparing future educators for professional activities.

Discussion

Planning and conducting educational work in preschool educational institutions for future educators during the period of adaptation of professional pedagogical practice: solving problematic issues in the upbringing of children with preschool children and their parents; the ability to comprehensively study and analyze the work of the preschool institution is formed.

The model has a goal-oriented, manageable description and includes goal-oriented, methodological, meaningful, evaluative-result blocks. The methodological block included an action-based approach based on the principles of professional orientation, axiological, creative activity, and communication. The substantive block covered the structural bases, functions of qualifying pedagogical practice, stages of preparation of future educators for professional activity. The assessment-result block reflected the criteria and levels of assessment of the level of professional training of future educators.

Below we briefly consider the forms of organization of qualified pedagogical practice.

Organizational conference. The main purpose of this form of organization of activities is to explain to students the goals, principles and objectives of qualified pedagogical practice. The program of qualified pedagogical practice is presented, the purposes and means of its realization, the work performed are stated in the generalized form.

Figure 1 focuses on students' self-awareness, content and values, and working with the future educator's "I" concept.

In Figure 2, professors were invited to express themselves from a specialist, expert, personal professional point of view (didactic, methodologist, educator, psychologist), not from the point of view of the supervisor.

In Figure 3, the student-practitioners were invited to take the position of methodologist, didact, psychologist.

In Figure 4, the functions of reference to experience, mastering of activity patterns were performed.

Seminar-meeting. Students who could not participate in the above forms (forms 1-3) for various reasons were involved in the organization of this activity.

Final seminar in the organization of preschool education. This form of activity was implemented as follows: first, the students presented the program of the next direction of professional activity, and secondly, the seminar participants summarized the proposals on the experience of cooperation.

Final conference at a higher education institution. Given that this form of work will have a formal character in the traditional version, it is planned to conduct it on the basis of an innovative approach. That is, based on project education, the following three ideas were implemented: The first idea is to summarize the main problems that students face during the internship. This is done in the form of "past-present-future": past (source of the problem) - now (generalization of content)



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- future (solution project); the second idea is to make a final reflection based on collaborative work; the third idea is to analyze the project implementation process as a whole.

Conclusion

The following principles were followed in determining the stages of the experimental work; coherence, scientificity, consistency, structure, logic, interdependence, and so on.

For each stage of the experimental work, clear goals and objectives were set and attention was paid to their full implementation.

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