

RELEVANCE OF STUDYING PEDAGOGICAL CONDITIONS FOR PREPARING FUTURE TEACHERS FOR PRACTICAL ACTIVITIES

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Annotation: *This article addresses the issue of pedagogical conditions for preparing future teachers for practical activities. Pedagogical conditions are also defined as significant factors influencing the development of practical skills. It emphasizes the necessity of creating effective pedagogical conditions in the education system for training qualified teachers using modern educational approaches, including information technology, innovative methods, the STEAM approach, and integrated lessons. In teacher preparation, both theoretical knowledge and practical skills are essential, as they directly affect students' success. The study discusses the approaches of Uzbek and foreign scholars in the fields of education and pedagogy, as well as the methods and approaches used in preparing future teachers.*

Keywords: *future teachers, practical activities, pedagogical conditions, innovative methods, competitive knowledge, psychological-pedagogical personality, competence, modern educational technologies, STEAM, integration.*

One of the main tasks of today's education system is to train teachers with competitive, modern knowledge and skills. For this, it is necessary to not only provide theoretical knowledge but also to develop practical skills. Pedagogical conditions define the quality of this practical preparation process.

Mastering modern approaches such as information technology, innovative methods, the STEAM approach, and integrated lessons requires teachers to have high qualifications. This highlights the urgency of testing these approaches in practice and creating the necessary conditions for their implementation.

Future teachers need to develop the following competencies:

Planning and managing the educational process

Working with students individually and in groups

Solving psychological and pedagogical problems

Analyzing and improving their own professional activities

All of these are developed through specially organized practical pedagogical conditions.

While many pedagogical faculties provide good theoretical knowledge, the lack of practical training prevents students from being fully prepared for real-life challenges. Therefore, creating favorable conditions for the integration of theory and practice is critical.

The teacher is one of the most important professions in society. Hence, the preparation process should involve teaching aspects such as:

Moral and ethical education

Ethical norms

Social responsibility

Organizing appropriate pedagogical conditions for preparing future teachers for practical activities is a crucial factor for their future professional success, improving the quality of education, and fostering a healthy generation within society. For these reasons, this topic is relevant from scientific, practical, and social perspectives.

The issue of "Pedagogical conditions for preparing future teachers for practical activities" is one of the widely studied yet ever-evolving key directions in pedagogy. Numerous local and foreign scholars have conducted research on this topic.

Research by Uzbek Scholars:

✓ A. A. Abduqodirov studied the formation of professional competence in vocational college teachers, highlighting the influence of the environment and pedagogical conditions in practical training. [1]

✓ S. N. Ismoilov wrote scientific works on the integration of educational and practical activities in the formation and professional training of the teacher's personality. [2]

✓ X. T. To'xtayev conducted research on improving educational-practical training sessions to enhance the professional competence of future teachers. [3]

✓ M. Jo'rayev, G. G'ulomov, and M. Yuldashev carried out studies on the use of modern pedagogical technologies in the process of preparing for pedagogical activities. [4]

Approaches by Foreign Scholars:

- ✓ John Dewey (USA), in his work Experience and Education, substantiated the priority of practice in education, promoting the principle of learning based on experience. [5]
- ✓ Lev Vygotsky (Russia) studied the impact of social environment and pedagogical conditions on child development and introduced the concept of the "zone of proximal development." [6]
- ✓ Jean Piaget (Switzerland) emphasized the importance of practical skill development in educational activities based on the stages of cognitive development. [7]
- ✓ Linda Darling-Hammond (USA) advocated for clinical practice schools and emphasized the importance of the conditions created there in teacher preparation. [8]

Although there is extensive research on the topic, each era and region demands new approaches and conditions. Especially in the current era, with the emergence of digitization, inclusive education, and innovative methods, the study of this topic continues and deepens.

Research Methods in Studying "Pedagogical Conditions for Preparing Future Teachers for Practical Activities"

a) Theoretical Methods:

Analysis and synthesis

Comparison

Abstraction

Modeling

Studying the evolution of pedagogical ideas

b) Empirical Methods:

Surveys, questionnaires, tests (from future teachers)

Observation (during practice sessions)

Interviews (with educators, methodologists)

Experiments (based on pedagogical practices)

Diagnostics (to determine levels of competence)

c) Statistical Methods:

Result analysis (percentages, diagrams)

Assessing student achievements and competencies

Methodological Approaches:

Systemic Approach: All elements of pedagogical activity are studied in their interrelation.

Activity Approach: The professional-practical activity of future teachers is central.

Integrative Approach: Theoretical knowledge and practical exercises are combined harmoniously.

Person-Centered Approach: Individual needs and capabilities are considered.

Through research methodology, the most effective pedagogical conditions for preparing future teachers for practical activities are identified, scientifically substantiated, tested, and analyzed.

The Practical Significance of Pedagogical Conditions for Preparing Future Teachers for Practical Activities

The practical significance of pedagogical conditions for preparing future teachers is immense. Creating the necessary conditions not only enhances teachers' professional qualifications, improves the quality of education, and ensures effective teaching for students, but also develops teachers' practical skills alongside their knowledge. Below is an overview of the practical significance of this topic:

Effective pedagogical conditions for preparing future teachers for practical activities help develop their pedagogical competencies, contributing to the enhancement of education quality. Teachers must possess both theoretical knowledge and practical skills such as lesson delivery, student management, and the application of innovative technologies.

The process of preparing for practical activities places significant emphasis on equipping future teachers with professional competencies, which, in turn, help them perform their duties effectively. Professional competence encompasses theoretical knowledge, practical skills, and ethical norms.

Preparing teachers for practical activities also fosters the development of their psychological-pedagogical personality. Teachers learn how to interact with students, motivate them, and solve problems, which ensures self-management and professional growth.

The use of modern pedagogical technologies elevates teachers' practical activities to a new level by offering students interactive, innovative, and creative

processes. Technologies such as simulations, didactic games, and virtual platforms create new opportunities for both teachers and students.

The conditions for preparing future teachers for practical activities aid in enhancing pedagogical experience. Knowledge gained in lessons, practical sessions, and course work becomes part of the teacher's personal experience and finds application in practice, enabling effective professional activity.

During the preparation process, teachers are continuously encouraged to pursue self-improvement and lifelong learning. By teaching a wide range of methods and techniques, teachers are equipped to enhance their professional activities and stay in step with modern trends.

The preparation of future teachers also raises their social responsibility. Teachers not only improve students' knowledge but also contribute to their personal development. Practical conditions motivate educators to align their activities with societal needs.

The pedagogical conditions for preparing future teachers for practical activities integrate all aspects of the education system—improving education quality, fostering professional development of teachers, enhancing student success, and achieving societal educational goals. These elements collectively serve the professional and personal growth of teachers, ensuring the overall development of the educational field within society.

Here's the English translation of your list of references:

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