

## FOUNDATIONS FOR IMPROVING THE PREPARATION OF FUTURE TEACHERS FOR PRACTICAL ACTIVITIES

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**Annotation:** This article highlights the pedagogical and psychological foundations for preparing future teachers for practical activities in the modern education system, the methodological advantages of the activity-based approach, and the potential of the dual education model. The author analyzes contemporary demands on the preparation of pedagogical staff within the framework of educational reforms and discusses the forms of practice and their role in the educational process. Proposals are made for the effective implementation of the dual education system, the mentoring model in pedagogical practice, and the use of digital technologies. The article integrates practical, psychological, and methodological approaches aimed at developing the professional competence of future teachers.

**Keywords:** Pedagogical education, practical activities, activity-based approach, dual education, professional competence, psychological preparation, pedagogical practice, mentoring, innovative methods.

In the 21st century, reforms in the field of education have become a decisive factor in the socio-economic development of each country.

In the Republic of Uzbekistan, the modernization of the education system, enhancing its efficiency, and training pedagogical staff with modern knowledge has become a priority direction of state policy. In this regard, new and pressing requirements are being placed on the teaching profession and the process of training pedagogical staff.

A teacher is seen not only as a knowledge provider but also as an educator, leader, innovator, and guide for personal growth. The following requirements are considered relevant for teachers:

**Professional competence:** Deep knowledge of their subject and the ability to apply modern pedagogical technologies.

**Personal competence:** Social-emotional intelligence, communicative skills, and cultural etiquette.

**Innovative thinking:** The ability to use digital tools, creativity, and problem-solving skills.

In recent years, the higher pedagogical education system has undergone reforms in the following key areas:

**Modernization of educational programs:** Aligning professional training with practice and introducing modular-based curricula.

**Implementation of the dual education system:** Combining theory with direct work in schools.

**Professional development and retraining:** Offering continuous development courses for teachers every three years.

**Use of information technologies:** Preparing teachers and aligning them with modern trends through electronic textbooks, online platforms, and distance learning.

The new requirements for pedagogical staff are outlined in the following laws and decrees:

The "Education Law" (new edition, 2020).

Presidential Decree PF-6108 (November 6, 2020) – "On measures to raise the quality of education and upbringing to a new level."

The development strategy of the Republic of Uzbekistan for 2022–2026.

During the education reform process, the teaching profession has acquired significant and strategic importance in society. Special attention is paid to modern approaches, continuous development, and the formation of professional competencies in the preparation of pedagogical staff. Teaching is not just a profession; it is a lifelong path that demands constant change and growth.

As the modern education system continues to develop rapidly, pedagogical staff are required to possess not only theoretical knowledge but also high levels of practical preparation. For this reason, preparing future teachers for professional-practical activities is considered one of the priority areas in pedagogical education. This process requires a distinct pedagogical-psychological approach.

Practical Training is the process of developing knowledge, skills, and qualifications specific to teaching activities in a real pedagogical environment. It includes:

Teaching methodologies

Engaging in psychological communication with students

Skills for assessment and analysis

Using developmental games and methodological techniques

The pedagogical approach aims to develop professional competencies in future teachers and is based on the following principles:

Activity and subjectivity: Students are taught to make independent decisions and form their own pedagogical stance.

Modularity and integration: Theoretical knowledge is harmonized with practical exercises.

Systematic approach: Practical activities are progressively complicated in stages.

Utilizing innovative methods: Clusters, practical laboratories, STEAM, and project-based education are introduced.

The psychological approach takes into account the individual's internal state, interest in the profession, level of self-awareness, and emotional readiness:

Reflection: Students analyze their activities, identifying strengths and weaknesses.

Motivation: Developing a sense of commitment to the profession and social responsibility.

Empathy: Understanding the psychological state of children and connecting with their inner world.

Stress resilience: Preparing for the demanding and stressful environment of the teaching profession.

Stages of Pedagogical Practice:

Initial teaching practice – Observation of lessons and performing small assistant tasks.

Specialized practice – Teaching subject-specific lessons and managing a class.

Final practice – Conducting independent lessons and preparing innovative projects.

Mentoring system – Working in pairs with experienced teachers (master-apprentice model).

In preparing future teachers for practical activities, pedagogical and psychological approaches must be harmonized. Only teachers who are not only knowledgeable but also emotionally stable, culturally communicative, creative, and proactive can meet the demands of modern education. Therefore, the content of pedagogical education must be learner-centered, integrated with practice, and rich in motivation.

Modern pedagogical theory emphasizes that the activity of the individual, rather than the individual itself, is at the center of the teaching process. This idea forms the foundation of the activity-based approach, which holds particular significance in pedagogical education—i.e., the training of future teachers. This approach ensures that teachers are not only theoretically knowledgeable but also possess skills developed through active engagement in activities.

The activity-based approach (Russian: *деятельностный подход*) is a methodological approach aimed at shaping the student as an active participant and independent subject in the learning process, rather than a passive recipient of knowledge. This approach is based on the scientific research of scholars such as Vygotsky, Leontiev, Galperin, and Davydov. Its core principles include:

Gaining knowledge through practical actions.

Structuring the teaching process around problem-based tasks and activities.

Developing initiative, critical thinking, and reflection in the individual.

Encouraging learning rather than mere teaching, making it the primary goal.

The Activity-Based Approach:

Prepares students to solve professional tasks.

Connects theory with practice, modeling real classroom situations.

Develops teaching-specific skills such as decision-making, lesson planning, assessment, and communication.

Builds psychological confidence and professional motivation during practice.

Practical Exercises and Training Sessions include discussing real pedagogical situations, analyzing lessons;

Role-playing and simulations – such as holding class meetings or parent-teacher conferences;

Project-based learning – preparing practical projects on a specific topic (e.g., "Innovative Lesson Methods");

Reflective approach – analyzing one's activities after practice.

These elements help to:

Build the chain of knowledge – skills – proficiency – competence;

Strengthen intrinsic motivation through activities;

Ease the adaptation process to the teaching profession;

Uncover the creative potential of the teacher.

The activity-based approach is rightly considered the heart of modern pedagogical education. It serves as the main driving force in preparing students for practical activities and brings professional-psychological preparation closer to real life. Today, consistently applying this approach in teacher training is one of the most critical conditions for improving the effectiveness of pedagogical education.

The main requirement of the modern education system is preparing specialists with practical knowledge and skills aligned with labor market demands. One globally adopted innovative approach in this regard is the dual education system, which is gradually being introduced into Uzbekistan's education system. This model has proven particularly effective in preparing students in pedagogical fields for practical activities.

Dual Education System

Dual education is a teaching system that combines theoretical education (in higher education institutions) with practical exercises (at workplaces or educational institutions).

Key Characteristics:

Students receive theoretical knowledge in the classroom and consolidate it in practice.

Education is based on the principle of “learning on the job.”

Employers actively participate in the educational process.

Every student receives training not as simple skill enhancement but as if performing real professional duties.

Advantages of Dual Education:

Accelerates professional adaptation: Students enter the pedagogical environment early.

Gains real experience: Skills such as teaching lessons, class management, and assessment are developed.

Strengthens connections with employers: Collaboration with schools becomes an integral part of the educational process.

Enhances confidence and professional motivation.

Ways to Effectively Apply Dual Education in Pedagogical Training:

a) Adapting curricula and syllabi:

Maintain a balance between theoretical lessons and practical work.

Include practical projects, lesson developments, and micro-teaching sessions in the curriculum.

b) Strategic collaboration with schools:

Students should not merely observe during practice but participate fully.

Each student is assigned to a school matching their specialization (working alongside a mentor).

c) Introducing a mentoring system:

Each trainee is assigned an experienced teacher as a mentor.

Mentors guide, assess, and provide feedback to the students.

d) Enhancing the evaluation and monitoring system:

Assess student activities based on a portfolio (lesson plans, class observations, reflections, etc.).

School teachers and university instructors work as a joint evaluation group.

Online monitoring: School-based practices are supervised through electronic platforms.

Video lesson analysis: Students review and analyze recordings of their lessons.

Virtual practice simulations: Conducting sessions through interactive programs that mimic real conditions.

Dual education is one of the most modern and effective approaches to preparing students for practical activities. Broad implementation of this model in pedagogical education ensures that future teachers enter their profession confidently, competently, and creatively. This, in turn, significantly improves the quality and outcomes of education.

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