

**EFFECTIVENESS OF THE "4+2" PRACTICE FOR STUDENTS STUDENTS IN PEDAGOGICAL EDUCATION AND THE ACTIVITY OF THE PRACTITIONER****Fayziyev Anvar Isoqulovich***Tashkent University of Applied Sciences, Teacher, Department of  
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**Annotation:** This article discusses the role of pedagogical practice in the professional training of a future teacher and the formation of professional skills, qualifications and the tasks of pedagogical practice.

**Key words:** PQ-289, pedagogical practice, skills, qualifications, professional training.

**INTRODUCTION.** The Resolution of the President of the Republic of Uzbekistan No. 289 "On measures to improve the quality of pedagogical education and further develop the activities of higher educational institutions training pedagogical personnel" stipulates that weekly training sessions for students of 2-4 levels studying full-time in higher educational institutions training pedagogical personnel will be conducted in the "4 + 2" order, including 4 days of classes in a higher educational institution and 2 days in general secondary educational institutions.

Pedagogical practice is a mandatory part of the undergraduate educational process and is aimed at the formation of professional training, practical skills and competencies of students. Pedagogical practice is a process that connects the student's theoretical education and future independent activity.

The purpose of pedagogical practice is to prepare future teachers for professional activity, test the theoretical knowledge they have gained in practice, develop a sense of responsibility for pedagogical activity and the ability to work on themselves, as well as study the work activities of experienced teachers.

The tasks of pedagogical practice are as follows:

- To cultivate interest in the teaching profession in students;
- To form a holistic understanding of pedagogical practice in students;
- To familiarize students with advanced pedagogical experiences and the use of modern technical means (kundalik.com, electronic boards, etc.)
- To form pedagogical skills and qualifications;
- Creating experience in pedagogical activity.

The effectiveness of pedagogical practice is reflected in:

1. Student independence
2. Student activity
3. Creative approach to work.
4. Ability to independently analyze the lesson.  
guruhi bilan mustaqil ishlay olishi.
5. Talaba sinf dars tizimida o'quvchilar

Professional training is interpreted as a specific form of social competence of a person, which arises on the basis of the acquisition of the necessary professional knowledge, skills and qualifications.

Professional knowledge is a combination of information and acquired theoretical knowledge necessary for the work performed within the framework of specific labor activity.

Professional skills and qualifications are an automated method of transforming a person's acquired professional knowledge into conscious work actions that arise in the process of practical activity.

Pedagogical and qualification practice is intended to acquire the skills of studying pedagogical psychological resources in general secondary educational institutions, conducting practical exercises within an educational group, improving pedagogical skills, determining the student's thinking, using methods to improve his abilities, and creating a program for pedagogical work.

The student-practitioner must be well aware of the content of the educational process that he must directly implement during the practice process, as well as the ways to implement it, because if the student-practitioner has sufficient information about the purpose, content and final tasks of the practice, the practice process will be effective. At the same time, observing and analyzing the lesson also plays an important role. As is known, a lesson is a purposeful activity carried out together by the teacher and students at a specified time.

When observing a lesson, it is advisable for the student-practitioner to pay attention to and study the following:

1. Setting goals and objectives for the lesson.
2. Organizational analysis. Attention should also be paid to the readiness of the room where the lesson is held, the cleanliness of the classroom, the provision of modern educational tools, and the appearance of the teacher.
3. Didactic analysis. The scientific nature of the topic, its orientation from simple to complex, and its instructiveness.
4. Methodological analysis. How many hours the topic is designed for according to the curriculum, what methods and techniques should be used to deliver it, taking into account the age and individual psychological characteristics of the student.
5. Psychological analysis. First of all, it is necessary to study the student's mood, his health, a healthy environment in the team, the student's stability of attention and interest in science, the student's resourcefulness, cognitive and logical thinking.
6. Pedagogical analysis. This type of analysis is quite complex and responsible, and in addition to the teacher's appearance, the ability to get along with the class, his culture, manners, how he can impart the components of universal education to the student during the lesson, and the teacher's speech culture are taken into account.

**Conclusion.** Pedagogical practice consists in developing the intellect and logical thinking of students based on the specifics of the chosen specialty, and on the basis of fulfilling this task, the professional training of students is ensured. The “4 + 2” practice system implemented in our republic serves as a basis for students to become mature specialists by combining their theoretical and practical knowledge. In this way, students' interest in their profession increases and they understand that they need to approach their profession responsibly as future teachers from their student days.

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