

Improving the Methodological Model for Organizing Teaching Practice

To'liqinjon G'ofurov

Independent Researcher, Chirchik State Pedagogical University, Uzbekistan

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Abstract: This article analyzes issues related to improving the methodological model for organizing educational internships. It highlights effective mechanisms for preparing students for professional practice, integrating theoretical knowledge with practical skills, and developing pedagogical competencies during the internship process. Furthermore, the article examines opportunities to enhance the effectiveness of educational internships through the use of modern pedagogical technologies, innovative approaches, and a collaborative educational environment.

Keywords: Educational internship, methodological model, pedagogical competence, professional preparation, professional mobility, innovative approach, pedagogical technologies, reflection, practical skills, quality of education.

Introduction: Today, significant efforts are being undertaken to improve the quality of teacher education, enhance the education and training system in accordance with international standards, and increase public access to higher pedagogical education. These initiatives are aimed at elevating the education system to a new stage of development while ensuring the preparation of highly qualified pedagogical personnel. Students' engagement in pedagogical activity is continuously fostered during teaching practice through profession-oriented seminars, specialized courses, training sessions, and educational programs. These activities enable teacher educators and methodology instructors to model various pedagogical situations. As a rule, this allows every student to assume an active and reflective position and to develop the adaptive skills necessary for effective pedagogical interaction. Furthermore, teaching practice conducted in innovative educational institutions, such as general secondary schools, academic lyceums, and gymnasiums, may become a platform where future teachers implement their socio-

pedagogical projects and apply their own pedagogical technologies.

The priority requirements for organizing teaching practice include the following:

1. Effective utilization of opportunities to fulfill the methodological and innovative requirements specified in the practical training curriculum.
2. Compliance with the requirements related to the design and implementation of pedagogical practice.
3. Fulfillment of the requirements concerning the outcomes of teaching practice.

The development of the pedagogical thinking and professional culture of future teachers is possible only through modern psychological and pedagogical knowledge and through their readiness to apply contemporary principles and procedures of quality management in their professional activities.

Furthermore, motivation for future professional pedagogical activity is formed on the basis of various motivational factors. Professional motives include

mastering effective strategies for achieving success in pedagogical activity, acquiring pedagogical skills, and adhering to professional ethics. These components constitute the foundation of professional activity. They are closely associated with students' interest in the teaching profession and encourage them to achieve their professional goals while striving for creativity in their future careers. Personal motives inspire students to establish themselves within the teaching profession and devote themselves to educational work. Such motives are directly connected with the content of educational activities and rely on students' accumulated knowledge and experience. Consequently, students develop the knowledge, skills, and competencies required to solve various real-life situations and professional problems encountered in pedagogical practice.

During higher education, the effective application of various teaching methods, educational technologies, and instructional tools within the teaching and learning process stimulates students' active participation and enables them to acquire practical skills during teaching practice. From the perspective of monitoring pedagogical activity, the purpose of teaching practice is to obtain a reliable understanding of the teacher's professional performance. The following aspects may be identified as the major professional tasks of a teacher: adopting a creative approach to pedagogical activity, demonstrating readiness to search for innovative teaching methods, willingness to cooperate and exchange professional experience, understanding the significance of interdisciplinary approaches, possessing the ability to improvise in pedagogical situations, and recognizing the importance of the teacher's creative role.

First, students acquire additional knowledge across various academic disciplines and develop interdisciplinary (meta-subject) competencies, which constitute one of the principal objectives of pedagogical activity. Nevertheless, the teacher's professional work cannot be based entirely on such projects. Teachers follow established curricula and educational programs that incorporate a variety of instructional forms and teaching methods.

Second, within the process of organizing and conducting teaching practice, teachers master diverse forms of educational activity, including those extending

beyond the formal instructional process. The ability to move beyond conventional duties and responsibilities, together with a creative approach to teaching, represents one of the essential characteristics of a modern teacher.

Third, this process creates favorable conditions for cooperation between teachers and students, as well as among students themselves. Ultimately, such cooperation contributes to strengthening the teacher's role and significance in both teaching and educational processes.

The general functions of preparing future teachers for professional pedagogical activity during teaching practice include the following:

- promoting the development of trainee teachers' methodological culture by enriching the pedagogical knowledge they have acquired through the study of educational sciences;
- clarifying the professional responsibilities of trainee teachers, including assigning lesson topics and extracurricular activities, organizing remedial instruction for low-achieving students, supervising club activities, checking students' notebooks, and preparing educational software and instructional materials;
- assisting trainee teachers in preparing calendar-thematic plans, approving these plans, and monitoring their implementation;
- helping trainee teachers prepare for classroom instruction by reviewing and approving lesson plans for subsequent classes;
- analyzing and evaluating every lesson conducted by trainee teachers;
- monitoring trainee teachers' attendance and their attitude toward assigned responsibilities during teaching practice, while promptly informing the practice supervisor about any identified shortcomings;
- providing an initial evaluation of trainee teachers' professional performance;
- participating in meetings organized by educational institutions concerning teaching practice, as well as attending the opening and final university conferences devoted to teaching practice.

The goal-oriented component of university students' teaching practice is to acquire experience in implementing a holistic educational process under real

professional conditions. In this context, the student's self-development tasks during teaching practice include the following:

- conducting pedagogical diagnostics of students during adolescence;
- monitoring the effectiveness of students' mastery of the educational curriculum, identifying their achievements and difficulties, and determining appropriate ways to overcome these challenges;
- selecting and applying diagnostic tools to study the individual characteristics of school students during the learning process in different academic subjects;
- cooperating with parents, teachers, and the administration of educational institutions to solve professional pedagogical problems;
- identifying areas of professional interest, recognizing difficulties encountered in professional activity, and determining effective strategies for solving these problems;
- analyzing students' attitudes toward the educational process;
- establishing effective interaction with other participants in the educational process, including partner educational institutions;
- designing and implementing professional self-development;
- designing the pedagogical process aimed at solving contemporary educational problems at a specific educational level, within a particular educational institution and subject area, through the application of appropriate pedagogical diagnostic methods;
- implementing compulsory and elective educational programs by applying various teaching methods, instructional forms, educational technologies, including information and communication technologies, appropriate to the level of education;
- applying different methods for assessing students' educational achievements according to the characteristics of the educational level;
- making effective use of the educational environment and its available resources to ensure the quality of education;

- evaluating personal educational achievements and identifying existing problems;
- determining the need for further professional education and continuous learning.

Solving these tasks during teaching practice enables students to develop and strengthen the competencies required of a modern, effective, and successful teacher. These competencies include providing pedagogical support for the individual and personal development of children, fostering their abilities, and promoting their spiritual, moral, and ethical qualities.

Future teachers should also be capable of implementing an educational strategy aimed at raising spiritually mature, competitive, socially responsible, and patriotic citizens. They should be able to design the content of education and upbringing in accordance with contemporary social and professional demands as well as current knowledge of child psychology. Furthermore, they should develop and implement innovative educational technologies that contribute to improving the quality of teaching and learning, thereby becoming promoters of new educational practices. According to this Concept, a future teacher capable of demonstrating these competencies should be formed not after graduation from the university but throughout the period of higher education. The renewed system of teaching practice has therefore become an educational environment specifically designed for the formation and development of a new generation of teachers, making a comprehensive contribution to this process. Before commencing teaching practice, students receive guidance from the department's methodology instructor regarding the practice plan, the maintenance of the practice diary, and the content of the activities to be performed. They study the recommended literature and instructional materials, receive consultations from the practice supervisor, prepare the required documents, and make comprehensive preparations for teaching practice.

Improving technological processes based on innovative approaches in organizing teaching practice is determined by the necessity of modernizing education in response to the new tasks associated with preparing students for pedagogical activity. At the same time, improving the methodological aspects of teacher preparation during teaching practice requires the rapid

development of an innovative sector aimed at preparing students for scientific research, professional creativity, and pedagogical activity within an innovative educational environment.

To improve the content of the methodological model for preparing students for pedagogical activity, particular attention should be paid to developing the future teacher's culture of professional relationships, professional behavior, and professional thinking, including critical thinking, civic identity, spirituality, morality, mobility, personal and professional self-development, commitment to lifelong learning and self-education, professional competence and readiness, creativity, responsibility for the results of one's work, the ability to work independently, and effective communication and cooperation within a team. A teacher can become a true subject of professional activity only when he or she possesses well-developed personal and professional thinking. Such thinking enables teachers to recognize their strengths and limitations, realize their personal potential, and design and implement professional activities based on professional values.

The development of the future teacher's personal and professional qualities during teaching practice is facilitated through solving authentic professional tasks while effectively utilizing the educational environment, including information technologies, to ensure the quality of education.

The proposed methodological model is characterized by the following key features:

1. **Integrity** in constructing the content of professional activity;
2. **Integration** of the methodological, theoretical, instructional, and practical components of professional pedagogical training;
3. **Predictive orientation**, ensuring continuous professional development and improvement.

In essence, this model serves as a practical guide for preparing and making effective management decisions, developing methodological recommendations for organizing teaching practice, evaluating achieved outcomes, and formulating recommendations for improving the objectives and mechanisms of teaching practice implementation.

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