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Article



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## ORGANIZATION AND CONDUCT OF PEDAGOGICAL PRACTICE WITH THE USE OF WEB-TECHNOLOGIES

**Abstract:** In this article a described issue associated with the Web 2.0 and Google services, the role of pedagogical practice in developed foreign countries, continuous pedagogical practice carried out at all stages of higher education, its role in the system of methodological training of modern competitive personnel and methods of organizing and conducting this practice using web technologies.

**Key words:** technology, social network, internet, pedagogical practice, electronic calendar, Google Calendar, account, Web 2.0, Web technologies.

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### Introduction

World experience requires the introduction of network resources, modern programs and technologies in education, their reform and improvement of mechanisms for training teachers, the development of new organizational forms and methods, their immediate implementation in practice. In particular, the recommendation of the Parliamentary Assembly of the European Union to expand the use of the Internet in educational and cultural institutions became the basis for the organization of a modern education system based on Web technologies and the training of personnel competent to use them. [1]

UNESCO documents state that information and communication technologies, in particular Web-technologies, can serve as modern technologies for education, while Web-technologies should be rationally introduced into the educational process and used in conjunction with new models of education. Training of competent, competitive personnel capable of using Web-technologies in professional activity, creation of modern educational system in higher education institutions, inclusion of Web-technologies in existing forms, methods, means of teaching and creation of methods of their effective use, definition

of competencies of Web-technologies, its conditions, the improvement of its content remains relevant.

In order to develop the field of education and science, “further improve the system of continuing education, increase the capacity of quality educational services, continue the policy of training highly qualified personnel in line with modern needs of the labor market; Improving the quality and efficiency of higher education institutions through the introduction of international standards for the assessment of the quality of education and training” [2]. Informatization of the education system requires the training of professional computer science teachers who can use Web-technologies in their professional activities.

According to the results of the analysis of a comprehensive study of the education system of the Republic of Uzbekistan in January-June 2017 by a group of leading foreign experts involved in cooperation with the UN Committee on Education, Science and Culture (UNESCO) and the consulting organization (DGP Research & Consulting) Due to the lack of integrity of theory and practice, the inefficient organization of student internships in manufacturing enterprises, the majority of graduates re-learn their profession after employment, as well as the mechanism of quality control of education meets

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modern requirements. shortcomings such as lack of qualified teachers and management staff in educational institutions, insufficient cooperation with foreign educational institutions [3].

Qualification (pedagogical) practice is also one of the most important factors for the development of students of pedagogical universities as mature, qualified specialists. Internship means that students participate in a period aimed at strengthening the theoretical knowledge acquired during the study process, as well as the acquisition of new skills and abilities along with the practical application of this knowledge [4].

In the Federal Republic of Germany, special attention is paid to practice. Internships in Germany have different meanings for students and schoolchildren. If high school students go through an internship to choose more careers or majors, students go through more to consolidate their theoretical knowledge, apply it in practice, and choose their next job. For businesses, internships, as noted above, hire young professionals to select the best professionals during the internship. This is why internship is considered a necessary process for both businesses and practitioners. Due to the importance of internships for graduate students in the German education system, compulsory internship semesters are used in German universities. In particular, graduate students from the University of Economics and Politics (HWP) in Hamburg (HWP) must devote the last semester to writing a diploma and undergoing an internship that must last at least 3 months. This internship institution is usually the first place of work for students. The internship, which has its place in the rules of the university (Pruefungsordnung), must be carried out in the field of study. According to these rules, the study is considered incomplete until the internship is completed and no diploma is awarded. At the end of the internship, a report (Praktikumsbericht) should be written. The report will be used to assess how well students are able to apply their theoretical knowledge in practice during the internship, including to eliminate shortcomings in the learning process and bring it closer to practice [5].

Qualification (pedagogical) internships of students are conducted in educational institutions, basic organizations and enterprises to ensure the integrity of theory and practice in accordance with the general requirements for the content of the working curriculum and science programs of the bachelor's degree program "5110700 - Methods of teaching computer science" Tashkent State Pedagogical University. According to him, it is necessary to provide internships for students to acquire professional skills. 6-12% of the total training period is allocated for qualification (pedagogical) practice.

Qualified pedagogical practice (MPA) plays an important role in the system of methodological training of future teachers of computer science. The

effectiveness of the MPA depends to some extent on how it is organized and the professional competence of the Methodist teacher who leads it. We recommend that the mechanism for organizing and conducting MPA on the basis of Web technologies be divided into organizational, operational and control blocks.

The purpose of the internship in the organizational block of the MPA was to train Methodist-teachers with the competence to use Web-technologies, as a task to develop the competence of students to use Web-technologies in the organization and conduct of pedagogical practice. The activity block of the MPA is divided into two activities: Methodist-teacher and practitioner-student. In this case, the Methodist-teacher develops electronic documents of MPA (electronic; calendar, diary, lesson analysis, lesson plans) based on Web 2.0 / 3.0 technologies, remotely controlled by computer or mobile technology, and provides for the management, observation and study of student-practitioner activities. is done. The intern completes electronic documents and submits them to the Methodist-teacher, depending on the scope of his activity. The control block is assessed by observing the electronic documents collected during the MPA period and the test lessons of the student-practitioners. The MPA will result in a future teacher with the competence to use Web technologies.

The use of the Google Calendar service of the Google network, which is one of the largest networks in the organization and management of MPA using Web 2.0 services, helps to properly and effectively organize pedagogical activities for the MPA era. The effectiveness of pedagogical practice depends on its proper organization and management.

Of course a simple (printed on paper) calendar can also be used. Such a calendar is always in our hands, we can carry it with us, open it, see it when needed, enter new information. However, reminders of meetings, recurring events, dates, holidays, birthdays, and class schedules can only be recalled by an electronic calendar, which can control the repetition of these events.

Google Calendar allows users to organize different events, manage multiple calendars, and share calendars with groups. They can view their daily, weekly or monthly calendars. Assignments and tasks that need to be completed each day on the calendar can be assigned in a specific time schedule. This will help not only educators but also students to distribute their daily work properly during their studies or MPA, to make the most of their time.

Students can get information about the activities included in the calendar "Qualification (pedagogical) practice", but do not have the opportunity to change the activities included in the calendar. Users can also be allowed to change events through the calendar setting.

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It should be noted that the effectiveness of the MPA in a sense depends on how it is organized and the content of activities carried out in it, the distribution of time is highly prepared by the pedagogical leader. This means that the Google calendar should be used as the most modern tool in the organization and planning of various projects, activities, including pedagogical practice. A number of legal documents will be required to establish and manage the MPA. The main documents are the Charter of pedagogical practice, the plan of pedagogical practice, the program of pedagogical practice and the diary of pedagogical practice. From these legal and regulatory documents, the Charter, plan and program of pedagogical practice are prepared in advance, and the diary is regularly replenished during the internship and fully reflects the activities of the student during the internship.

Web-based management of students' activities in MPA ensures transparency of communication between the head of the qualification (pedagogical) practice and the student-practitioner. Today, the use of home Internet or mobile Internet by the Methodist teacher to transfer new assignments and instructions to students and the daily report of students on the completion of these tasks and instructions to the Methodist teacher (of course, the time limit for each task report) provides freedom in the matter. Students-practitioners must have a personal account on Gmail.com in order to fully use the electronic calendar created on the basis of web-technologies. Students who have their own account will not only be aware of the assignments provided by the MPA leader, but will also be able to use e-learning resources based on Web 2.0 / 3.0 services as templates, independently create didactic materials relevant to the learning process and use them during practice.

In the first weeks of the MPA period, students get acquainted with the pedagogical activities of the school, academic lyceum or vocational college community. They organize educational work in

educational institutions, analyze educational hours, as well as observe lessons from several disciplines taught in it. Informatics classes Like other disciplines, classes can be followed for different purposes. For example, monitoring the teaching skills of a teacher with many years of experience, analyzing the lessons taught, providing methodological assistance to young teachers, learning how to identify and assess students' knowledge, studying teachers' work methods, and so on. Practitioner-students who aim to enter and analyze a teacher's lesson often face difficulties and challenges in clearly defining their actions during access to and analysis of the lesson. Below you can see the Web-based e-learning analysis application at [goo.gl/forms/QPFtz7TM0XDJSsnI2](https://goo.gl/forms/QPFtz7TM0XDJSsnI2) to prevent such cases.

One of the documents that will be the basis for evaluating interns-students on MPA is open and test course designs. An e-learning application based on Web technologies (<https://forms.gle/e3A4HBkanSR6NsEy8>) has been developed to provide the developed lesson plans to the Methodist teacher. should be presented to the Methodist-teacher. The Methodist-teacher reviews it and explains the shortcomings to the practitioner-students. This, in turn, helps to prevent scientific and methodological errors that students-practitioners may make during the internship, to educate them in a comprehensively methodologically mature way.

In general, Web-technologies are modern technologies that not only provide the educational process with meaningful teaching aids, but also allow the subjects of the educational process to actively communicate with e-learning resources and develop the competence of future computer science teachers to use Web-technologies. are listed. The introduction of Web-technologies in the educational process along with multimedia tools, along with the creation of opportunities such as virtualization, onlineization of the educational process, ensures the integrity and speed of the acquired knowledge.

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