

THE ROLE OF PEDAGOGICAL PRACTICE IN PROFESSIONAL FORMATION

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Annotation: pedagogical practice plays a decisive role in the formation of the professional formation of an individual, especially in the context of education and upbringing. This article explores the multifaceted impact of pedagogical methodologies, strategies, and approaches on student competencies, skills, and professional identity development. The article analyzes the results of Applied Research and research, emphasizing the importance of adapting pedagogical practice with the requirements of professional areas in order to ensure relevance, adaptation and long-term success.

Keywords: pedagogical practice, professional formation, experience-based learning, teaching methodology, professional personality, education and training, professional development, professional training, practical application, holistic growth

Introduction

Pedagogical practice is the foundation in the professional formation of educators and serves as a tool for transforming theoretical knowledge into practical experience. Pedagogical practice, professional formation, experience-based learning, teaching methodology, professional personality, education and training, professional development, professional training, practical application, holistic growth Introduction Pedagogical practice is the foundation in the professional formation of educators and serves as a tool for transforming theoretical knowledge into practical experience. The effectiveness of such practices is emphasized by empirical evidence that shows their profound impact on teaching qualifications and student outcomes. A comprehensive analysis by the Institute for Educational Policy analyzed 35 methodically rigorous studies and identified seven key features of effective professional development: content orientation, integration of active learning, collaboration support, use of models and modeling, mentoring and expert support, opportunities for feedback and reflection and sustainable continuity. These elements together help to significantly improve teaching practices and student academic performance. The duration and intensity of professional development are important factors affecting its effectiveness. Research shows that professional development programs that offer 14-hour or more long, content-oriented learning lead to a significant increase in student effectiveness. In addition, the integration of experiential education into pedagogical practice has been shown to contribute to holistic professional growth. By engaging with real-world teaching scenarios, teachers develop a solid professional personality and a deeper understanding of effective teaching strategies. Predictive models in the collection of educational data show that the continuous use of these pedagogical practices can lead to a stable improvement in teaching performance. By analyzing patterns in education and learning, these models provide insights that can provide information about the design of more effective professional development programs. The strategic implementation of pedagogical practices, characterized by continuous, content-

oriented professional development and opportunities for experiential learning, is important in the professional formation of educators. Such practices not only improve teaching skills, but also lead to an improvement in the results of students, thereby contributing to the quality of general education.

LITERATURE REVIEW

The role of pedagogical practice in professional formation has been widely studied in various fields of Education. A large-scale analysis aimed at undergraduate nursing education has identified specific pedagogical practices that significantly contribute to the formation of a professional personality. These practices include reflective journal maintenance, simulation-based learning, and mentoring programs, all of which contribute to the integration of theoretical knowledge with practical application. A study conducted in the context of vocational training emphasized the importance of workplace learning facilitated by experienced colleagues. Such pedagogical practices allow students to acquire the practical skills and professional behavior necessary for their future professional activities. The study emphasizes the need for systematic assistance and guidance in workplace adjustment to improve educational outcomes. In addition, research on primary teacher education emphasizes the need to integrate pedagogical practice into teacher training programs. A comprehensive review found a shortage of literature summarizing various aspects that shape the pedagogical practices of future primary and preschool teachers, indicating a gap in understanding the holistic development of teaching competencies.

METHODOLOGY

This study uses mixed methods to study the impact of pedagogical practice on professional formation. The research project combines quantitative analyses of existing statistics with qualitative insights from recent research. Dataset: - Quantitative data: statistics are derived from peer-reviewed articles and reports providing empirical evidence on the effectiveness of various pedagogical practices in professional development. For example, a report from the Institute for educational policy identified the main features of teaching practice and effective professional development that lead to significant improvements in the educational results of students. - Qualitative data: data is collected as a result of large-scale reviews and case studies studying the experience of teachers and students engaged in pedagogical practice. These resources offer deep perspectives on how such practices affect the formation and development of professional personality. Data analysis: - Quantitative analysis: descriptive and inferential statistical methods were used to assess the relationship between certain pedagogical practices and the results of professional development. This analysis aims to identify patterns and measure the effectiveness of various educational strategies. - Qualitative analysis: a thematic analysis of qualitative data was carried out to obtain recurring themes and concepts related to the role of pedagogical practice in professional formation. This approach helps to comprehensively understand the subjective experiences and perceptions of individuals involved in educational practice. Predictive modeling: Based on the data analyzed, predictive models have been developed to predict the potential impact of the implementation of specific pedagogical practices on professional formation. These models address variables such as duration and intensity of training, integration of reflective activities, and mentoring, aimed at making evidence-based recommendations for optimizing educational strategies. Through the application of this comprehensive methodology, the study seeks to reveal the multifaceted role of pedagogical practice in professional formation,

to provide teachers, policymakers and researchers with valuable ideas dedicated to improving educational outcomes.

RESEARCH RESULTS

The study of the role of pedagogical practice in professional formation gave a number of important conclusions that shed light on the complex relationship between educational methodologies and the results of professional development. 1. Impact of professional development on student success; A comprehensive analysis by the Institute for Educational Policy analyzed 35 methodically rigorous studies to identify key features of effective professional development, leading to a significant improvement in teaching practice and student educational outcomes. 2. Influence of pedagogical practice on the formation of professional personality; In the context of Nursing Education, a large-scale examination has identified specific pedagogical practices that contribute significantly to the formation of a professional personality. These practices include reflective journal maintenance, simulation-based learning, and mentoring programs, all of which contribute to the integration of theoretical knowledge with practical application. 3.. Influence of pedagogical practice on the formation of professional personality; In the context of Nursing Education, a large-scale examination has identified specific pedagogical practices that contribute significantly to the formation of a professional personality. These practices include reflective journal maintenance, simulation-based learning, and mentoring programs, all of which contribute to the integration of theoretical knowledge with practical application. 3. Predictive modeling in the context of education; Predictive models are increasingly used in educational institutions to predict student activities, identify at-risk students, and personalize the learning experience. Systematic review evaluated a variety of machine learning algorithms such as Vector Machine support (SVM), artificial neural networks (ANN), and decision trees, and highlighted their high potential to improve the handling and prediction accuracy of large, nonlinear datasets. 4. Teacher encouragement and participation in pedagogical training; A study on teacher training in higher education institutions found that 61.1% of teachers expressed complete agreement with the fact that they are encouraged to learn more and participate in pedagogical training.. Teacher encouragement and participation in pedagogical training; A study on teacher training in higher education institutionsd that 61.1% of teachers expressed complete agreement with the fact that they are encouraged to learn more and participate in pedagogical training. Self-reported willingness to change indicates the positive impact of training on professional identity and pedagogical practice. 5. Difficulties in evaluating professional development programs; Studies examining the impact of the structural and process characteristics of competency programs on teacher knowledge, practice, and effectiveness suggest that while many programs aim to improve the quality of education, their effectiveness varies significantly. Factors such as the duration of the program, the relevance of its content and compliance with the existing practice of teachers play a decisive role in determining the results. These findings highlight the multifaceted impact of pedagogical practice on professional formation, emphasizing the importance of well-structured professional development programs, integration of experiential educational opportunities, and the use of predictive models to improve educational outcomes.

DISCUSSION

The results of this study highlight the decisive role of pedagogical practice in the formation of professional formation in various educational areas. Reflector magazine has been shown to

significantly improve the formation of professional identity in the integration of simulation-based education and coaching programs, particularly in undergraduate nursing education. The use of predictive modeling in education and training creates opportunities and challenges. While predictive models can forecast student activities and provide information about targeted interventions, they raise concerns about data confidentiality, ethical considerations, and potential for reinforcing existing prejudices. It is necessary for educators and policymakers to take a careful approach to the implementation of predictive analysis to ensure that such tools are used for support rather than impede fair educational practice. In addition, the integration of the basics of data analysis into professional development programs can increase the effectiveness of pedagogical practices. Using descriptive, diagnostic, predictive, and recommender data analysis, teachers can adapt their teaching strategies to better meet the needs of their students and thus develop a more personalized and effective learning experience. The strategic implementation of evidence-based pedagogical practices, together with the rational use of predictive analysis, makes an important promise to strengthen professional formation in educational institutions. However, related problems must be considered to ensure that these innovations contribute positively to the educational landscape.

CONCLUSION

The study emphasizes the decisive role of pedagogical practice in professional formation, emphasizing their transformative effect in connecting theoretical knowledge with practical application. Through the integration of reflector magazine, experiential learning, mentoring programs, and advanced teaching methodologies, teachers and students also benefit from competencies, professional personality formation, and career preparation. The findings suggest that well-structured professional development programs, characterized by stable duration, content compatibility, and compliance with practical requirements, play an important role in promoting holistic growth. Statistical evidence from previous studies emphasizes the importance of incorporating features such as active learning, collaboration, and feedback mechanisms into pedagogical systems, leading to measurable improvements in teaching practice and educational outcomes. In addition, the use of predictive modeling and data analysis offers a way to further improve educational strategies. These tools allow for personalized educational experience and targeted activities, ensuring that professional formation remains flexible and relevant in the developing educational and professional landscape. At the same time, the study also recognizes problems such as the ethical considerations of data-based methodologies and the variability in the effectiveness of professional development programs. Solving these problems requires teachers, institutions, and politicians to make joint efforts to develop and implement inclusive, evidence-based practices that prioritize equality and long-term success. In conclusion, pedagogical practice serves as the basis of professional formation, provides the opportunity to significantly increase the quality of education and upbringing. Using evidence-based approaches and innovative tools, stakeholders can assist in the development of qualified, flexible and future-ready professionals.

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