**REPUBLIC OF UZBEKISTAN**

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS**

**UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**

"APPROVED"

Vice-Rector for Academic Affairs

\_\_\_\_\_\_\_\_\_\_\_\_ M. Chutpulatov

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2023

**EDUCATIONAL-INTRODUCTORY PRACTICE**

**PROGRAM**

**(72 hours)**

(2nd year)

Field of knowledge: 100 000- Humanities

Field of education: 110 000 - Pedagogy

Educational direction: 60111800 - Foreign Language and Literature (English)

 (For full-time and evening students)

**TASHKENT - 2023**

The practice program was developed in accordance with the curriculum agreed upon by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, order No. 744 dated August 25, 2018.

The subject program was approved by the Council of Uzbekistan State World Languages University on August 28, 2023, protocol No. 1.

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**INTRODUCTION**

Ensuring the integration of theory and practice is one of the proven methods to increase the effectiveness of higher education in international experience. Any type of practice is considered an integral part of training qualified specialists. This program outlines the procedure for conducting educational-introductory practice scheduled for second-year students studying in the 60111800 – Foreign Language and Literature (English) direction in full-time and evening departments, in accordance with the academic schedule.

**Objectives and tasks of the educational-introductory practice**

The objectives of the educational-introductory practice are as follows:

* To teach students to effectively apply their acquired knowledge of foreign languages (4 competencies of language learning) in daily and professional activities;
* To develop, strengthen, and form skills from the general professional and specialized subjects;
* To familiarize with the normative documents related to the educational process in educational institutions:
	+ - State Education Standards
		- Curriculum
		- Lesson plan
		- Calendar-thematic plan
		- Used literature
		- Assessment system
* To familiarize with methods of conducting practical lessons, mastering and reworking methods of teaching foreign languages, and forming skills;
* To acquire initial practical skills necessary for future professional activities.

**Tasks of the practice**

* To form pedagogical abilities in students (organizational, communicative, exploratory, constructive design, developmental);
* To develop professional qualities characteristic of the teacher's personality;
* To teach the necessity of constant self-improvement in pedagogical activities and increase interest in the future profession;
* To strengthen the knowledge gained from general professional and specialized subjects and teach how to use them in solving pedagogical problems;
* To form and develop professional competencies;
* To closely acquaint with the current state of educational and upbringing activities in educational institutions;

**Duration and objects of the practice**

According to the academic schedule, the educational-introductory practice for second-year students studying in the 60111800 - Foreign Language and Literature (English) direction lasts 4 weeks (72 hours). In the current academic year, the practice will continue from February 26 to March 23, 2024. The university's information-resource center, specialized departments, and relevant general education schools are considered practice objects. During the practice, the following tasks will be carried out:

* Providing instructions for lesson observations conducted in relevant general education school institutions;
* Introduction to important educational programs and materials for practice by professors and teachers of the university's specialized departments;
* Conducting lesson observations in relevant general education school institutions;
* Collecting documents for the portfolio, discussing knowledge, skills, and impressions.

**Distribution of tasks to be carried out during the practice period**

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| **Date** | **Tasks to be performed** | **Hours** | **Remarks** |
| **First week** |
| 26.02.202402.03.2024  | Provide instructions on the procedure and objects of the practice. Introduce students to the documents required for the practice. | 8 hours | Class scheduleand practice teacher |
| Familiarize with the normative documents used in organizing education (DTS, curricula, requirements set at A1, A2, and B1 levels according to CEFR). Select an observation chart for lesson observation, prepare for observation.Organizing lesson observation correctly – seminar training |
| 26.02.202402.03.2024 | Familiarize with the lesson process at the assigned school. Create a plan for observation lessons and observe the lessons | 10 hours | General education school teachers and practice teachers |
| **Second week** |
| 04.03.202409.03.2024 | Familiarize with and analyze the literature and resources used at the practice objects (grades 1, 2, 3) | 8 hours | Class scheduleand practice teacher |
| 04.03.202409.03.2024 | Visit relevant general education school institutions, observe lessons, and fill in records based on lesson observation; | 10 hours | Contract-based schools |
| **Third week** |
| 11.03.202416.03.2024 | Familiarize with and analyze the literature and resources intended for primary grades used at the practice objects(grades 4, 5) | 8 hours | Class scheduleand practice teacher |
| 11.03.202416.03.2024 | Lesson observation and filling in records based on lesson observation | 10 hours | Contract-based schools |
| **Fourth week** |
| 18.03.202423.03.2024 | Familiarize with and analyze the literature and resources intended for primary grades used at the practice objects. Discussion of lesson observations, filling in the Portfolio | 8 hours | "Guess what" textbook, 1, 2, 3, 4, 5.DUET Session;26 and 29Observation for Developmental Purposes |
| 18.03.202423.03.2024 | Analysis of lesson observationLesson observation – seminar training | 10 hours | Class scheduleand practice teacher |
| **Total** |  | **72 hours** |  |

**Assessment and evaluation of students' knowledge and skills in practice**

**Criteria for monitoring**

The assessment of students' knowledge is carried out according to the "Regulations on the system of monitoring and evaluating students' knowledge in higher education institutions" approved by the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan No. 19-2018 dated August 9, 2018, using a 5-point system.

The students' practice is evaluated over a period of 1-4 weeks. During the practice period, students prepare a report based on the lessons they observe. All documents are accepted and evaluated by the practice supervisor. The final assessment is based on the students' participation in seminar trainings and lesson observations and report results during weeks 1-4. Students who successfully complete the practice are awarded 4 credits.

**Assessment Criteria**

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| 1. Lesson observation reports (Observation log, Filled observation forms, Report on observations)2. Pedagogical practice diary (Pedagogical diary)3. Master class (Microteaching materials+Feedback)4. Reflective writing (Reflective writing) |

**Lesson Observation Reports (Observation report)**

To complete this task, students are required to observe 36 lessons and write reports during the practice period. For this, the student must:

* observe the lesson of the assigned mentor-teacher;
* fill out and upload the Observation Form to the portfolio;
* write a report of at least 250 words based on 18 of the observed lessons.

**Pedagogical Practice Diary (Pedagogical diary)**

To complete this task, students must keep a pedagogical practice diary during their teaching practice. During lesson observation, the student should describe the lesson process. This includes the arrangement of classroom furniture, the number of students, the availability of technical equipment in the classroom, the presence of visual materials, the students' level of preparation for the lesson, their emotions, motivation, mood, the teacher's level of preparation for the lesson, and the teacher's attitude and interaction with the students. The student must write the diary based on 15 lessons (15 lessons can be selected from 36 observed lessons).

**Mastery Lesson (Microteaching materials+Feedback)**

To complete this task, the student must conduct a mastery lesson for their groupmates. In organizing the mastery lesson, the student should appoint an observer from among their groupmates and provide them with an observation form. The observer's goal is to fill out the observation form during the mastery lesson and write an analysis (Feedback) based on it. The mastery lesson should last 10-15 minutes and be planned based on topics from English textbooks for grades 1 to 5, conducted with the student's creative approach. For this, the student may modify the materials within the topic, considering the language level, and may include or create handouts and interactive game-like exercises.

**Reflective Writing**

To complete this task, the student should present their observations and experiences gained during the passive practice period in a reflective writing piece. The reflective writing should not exceed 1000 words or two A4 pages. The reflective writing should include the following:

* initial impressions before the lesson;
* achievements and shortcomings of the lesson;
* knowledge and skills learned during the passive practice period;
* challenges faced during the passive practice period.

**List of educational and methodological literature:**

1. Law of the Republic of Uzbekistan "On Education". Tashkent, Uzbekistan, 2020.
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On the approval of the state educational standard for foreign languages in the continuous education system". Tashkent, Uzbekistan, 2013.
3. Development for Uzbekistan English Teachers (DUET) 1/2 British Council, Uzbekistan, 2009
4. Chiesa David L., Azizov U., Khan S., Nazmutdinova K., Tangirova K. Reconceptualizing Language Teaching: An In – Service Teacher Education Course in Uzbekistan. Baktria press. T:-2019
5. Alimova K, Mukhammedova N, Brewerton B. Becoming a teacher. Trainer’s book. T: -2016