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PSYCHOLOGICAL PREPARATION OF STUDENTS FOR PEDAGOGICAL PRACTICE

Abstract: students' teaching practice is a complex process. They should not only be given lessons, but also take into account some psychological aspects of teaching: getting to know students, building communication with them, building constructive communication with classroom teachers and teachers, preventing conflict situations, stress prevention; in order to interact with university methodologists, students need to properly organize their time. All this requires a certain psychological culture from the student. This article provides the main points of preparation for the passage of pedagogical practice.

Keywords: pedagogical practice, psychological training, students, preparation.

Аннотация: прохождение студентами педагогической практики процесс сложный. Им надо не только дать уроки, но учитывать некоторые психологические аспекты педагогической деятельности: знакомство с учениками, построить с ними общение, построить конструктивное общение с классными руководителями и учителями, предотвращать конфликтные ситуации, профилактика стресса; с целью взаимодействия с методистами университета студентам необходимо правильно организовывать свое время. Все это требует от студента определенной психологической культуры. В этой статье дается основные моменты подготовки к прохождению педагогической практики.

Ключевые слова: педагогическая практика, психологическая подготовка, ученики, подготовка.

Pedagogical practice is an important part of the educational process in the training of future teachers and lecturers. Teaching practice is organized in isolation from training sessions for several weeks. Students complete internships in general education schools and pre-school educational institutions. Internship places are distributed among students by the Deputy Director for educational and practical work. But sometimes students can choose their own educational institution. During the final years, students have the right to practice at their place of residence. Depending on the future specialty, students-interns can perform the duties of teachers or teachers of individual subjects, educators. During practice, students write lesson plans, conduct them together with the teacher and the methodologist or independently, organize leisure activities for children, conduct class hours, accompany children at various events.

There is also a summer teaching practice where students work in rural, urban, and rural recreational facilities for schoolchildren, playgrounds, sports, or labor camps. Here, students work as counselors, tutors, physical education teachers, and leaders of clubs and sections. The main objectives of pedagogical practice are: Fostering students' interest in the teaching profession, Formation of a holistic picture of pedagogical activity, — formation of pedagogical skills, Creating a teaching experience. At the end of the internship, students write a report on their work and defend it in front of their teachers and classmates. Thus, the internship period for each student is very demanding, requiring a lot of strength, creativity, self-discipline, and strong-willed qualities. All this can lead to loss of strength, and as a result, to stress. To avoid this, it is necessary during the training practice. to teach students basic ways to relieve tension and anxiety.

The first lesson of the training practice is devoted to stress management, namely management, they should be able to manage their internal state, they should be psychologically healthy, first of all, because they work with children. When developing a stress management class, the emphasis is on the types of stress, the stages of stress development, and ways to relieve stress. Students should know that there is psychological stress and physical stress, there is positive and negative stress. Physical stress occurs as a result of a person experiencing pain, hunger, thirst, heat, cold, infection, severe physical exertion, etc. Psychological stress is the result of severe nervous overexertion caused by any experience. Any strong emotion, both positive and negative, is stressful for a person, especially if it affects him for a long time, since it is accompanied by a number of physiological processes, including the release into the blood of substances that affect the functioning of internal organs. "Good stress" can also serve to build self-confidence and such people feel that they can control the situation and have enough personal resources and abilities to cope with difficult situations and the increased demands of the environment.

Negative stress is also referred to by the word "distress" (according to Selye). This is an experience of a stressful event that is accompanied by a sense of loss, failure, a sense of the work being done as too hard or too long, experiencing criticism and/or loss of control. And in order to know how to deal with stress, we equip students with some stress relief techniques. For example; The Icicle exercise is aimed at managing the state of muscle tension and relaxation. Stand up, close your eyes, and raise your arms up. Imagine that you are an icicle or an ice cream cone. Tighten all the muscles of your body. Remember these feelings. Hold this position for 1-2 minutes.

Then imagine that you are slowly melting under the influence of the sun's heat. Gradually relax your hands, then the muscles of your shoulders, neck, legs, etc. Remember the sensations in a state of relaxation. Perform the exercise until you reach an optimal psychoemotional state. This exercise can be performed lying on the floor. Exercise "Balloon" Purpose: to manage the state of muscle tension and relaxation, stand up, close your eyes, raise your arms up, take in the air. Imagine that you are a big balloon filled with air. Hold this position for 1-2 minutes, straining all the muscles of your body. Then imagine that a small hole has appeared in the ball. Gradually start releasing air, while relaxing the muscles of the body: the hands, then the muscles of the shoulders, body, legs, etc. Remember the sensations in a state of relaxation. Perform the exercise until you reach an optimal psychoemotional state.

With strong nervous and mental stress, you can perform 20-30 squats or 15-20 jumps on the spot. In order not to be stressed during the internship, the student must be able to allocate his time. During the lesson, students get acquainted with the concept of time management. In the course of practice, students should learn how to identify the main business in time. When organizing this kind of lesson, quotes from philosophers, psychologists, and well-known time managers are used. By completing a number of practical tasks, students form a general idea of time and the management of such a resource as time. An analysis is being done on the causes of the lack of time, and it is becoming clear that watching TV shows and social media gatherings only steal their time. Through this analysis, the student comes to the conclusion that only by learning how to manage their time can they prevent stress at work and conflicts as a result of this stress. After all, the person who has managed to master his time is truly great.

Hesiod Exercise "Importance/Urgency". Divide all your cases according to the criteria of importance and urgency into 4 groups:

1. Important and urgent.
2. Important, but not urgent.
3. Urgent, but not important.
4. Not important or urgent.

Recommended procedure for completing tasks:

1. "Important and urgent" are matters that should be given top priority. They should be at the top of your agenda.
2. "Important but not urgent" are matters that usually relate to your long-term goals (business development, personal and professional development, etc.). Ignoring these matters can adversely affect the achievement of goals. Therefore, it is advisable to do them first.
3. "Urgent but not important" - these are current affairs (calls, correspondence, paperwork, etc.). These things cannot be done immediately and completely - they will always be there. Therefore, it is better to write yourself a certain amount of these cases for the day, and postpone the rest until tomorrow.
4. "Not important and not urgent" - these cases can be put at the end of the priority list.

The analysis of the problem and experimental work carried out within the framework of this study indicate the undoubted relevance of the issue of students' psychological preparedness for teaching practice at school. This relevance is determined by the increased public interest in the problems of ensuring and evaluating the quality of specialist training, the need for qualitative renewal of higher pedagogical education in new socio-economic conditions, and the search for guidelines for its innovative development.

A brief overview of the theoretical issues in the field of studying this problem clearly indicates that the reform of the education system is fundamentally impossible without reforming the system of assessment and monitoring of educational outcomes. The creation of a system for studying the psychological readiness of students, which is a universal generalized criterion for the quality of professional and personal training, will provide educational institutions with the means to monitor the quality of the educational process, and will also contribute to the professional self-development of future teachers. The developed set of methods made it possible to conduct a comparative analysis of the components of psychological preparedness of students of different departments of the pedagogical university in accordance with the proposed model, as a result which revealed both similarities and differences between them, manifested in educational and pedagogical activities.

Students are aware of the high importance of psychological and pedagogical skills for the success of pedagogical activity, however, the real degree of influence of psychological disciplines taught at a pedagogical university on the success of students' educational work in pedagogical practice at school is relatively low, which confirms the data of other researchers and indicates the need to correct the content of curricula and methods of teaching psychology to students at a university in accordance with modern requirements.

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