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STRUCTURE AND CONTENT OF PREPARATION OF TEACHERS FOR PROFESSIONAL ACTIVITY IN THE PROCESS OF PRACTICE

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***Abstract:** This article aims to define the methodological basis of the formation of professional competence in teacher in the process of professional practice, to define the essence of the concept of “professional practice” and to improve its theoretical model. The study resulted in the development of a ‘model for the formation of professional competence of teachers in the process of internships’. From this model, it is clear that at each stage of the internship, the student-practitioner aims to acquire certain professional competencies, and to achieve this, certain tasks are set. It also outlines the tools for developing these competencies and the expected outcomes. It is recommended that the proposed model be used effectively by pedagogical higher education institutions in the process of developing, conducting and evaluating the professional practice of students.*

***Key words:** practice, competence, competency, competence, competent, future teacher, principal, practice at school.*

INTRODUCTION

Pedagogical universities of Uzbekistan have their own experience and program for training qualified specialists who have mastered the competence, in which professional practice plays an important role. Internship is an integral part of the basic curriculum in pedagogical higher education and it ensures that the theoretical preparation of students is combined with practical pedagogical activity. The internship allows the student to gain a fuller understanding of the laws and principles of teaching and educating, acquire professional skills and practical work experience, and is considered one of the most important stages of education in teacher formation.

In the process of theoretical classes, educational and practical activities of students on the acquisition of pedagogical knowledge, skills and abilities are organized in accordance with the content of science. In the process of qualifying practice, theoretical knowledge is used in new educational situations, in solving specific practical problems. The unity of formation of knowledge, skills and competencies in the process of teaching and practice means that theoretical knowledge is applied in the practical activity of the teacher and pedagogical activity itself includes the interdependence of theoretical and practical component, synthesis of theory and practice.

MATERIALS AND METHODS

Practice in a broad sense is written in the analyzed sources, which emphasizes that the question of the connection between theory and practice is one of the main issues of philosophy. The importance of practice in the acquisition and development of knowledge in the field of science is enormous. This can be seen in the views of modern philosophers, from Hegel, who introduced practice into the theory of knowledge. The problem of the relationship between theory and practice is one of the most important problems of philosophy, in which practice is seen as a central category.

In philosophy, practice is seen as a criterion for the reality of material, tangible, objective, goal-oriented human activity, the results of cognition [2, 44-46]. Marx describes it as “the active, industrious activity of the social person”. This is the beginning of the whole process of cognition, the point of departure, the natural end. Practice in the broadest sense serves as a source of knowledge, a driving force for knowledge and the foundation of all human life. This justifies the objectivity of the content of knowledge. The ultimate goal of knowledge is not the emergence of knowledge on its own, but the transformation of them into practical reality, their embodiment in real life. “Everything that has become the object of theoretical knowledge overtime becomes the object of practical consciousness, and then of the practical action of man” [8, 69] - this is the essence of the unity of theory and practice.

Philosophy considers theory and practice to be inextricably linked, and practice plays a leading role in this relationship. However, in the narrow sense, qualifying practice is a specific form of professional training in higher education,

which is based on professional knowledge, based on certain theoretical foundations, provides practical knowledge about the laws and principles of professional activity, methods of its organization. The peculiarity of this activity is that it is determined by the professional activity of the teacher. The internship is conducted in an environment conducive to independent pedagogical activity and is characterized by a variety of functions and relationships, such as the work of a teacher. Experts suggest taking into account these rules of philosophy and psychology in studying the role and importance of pedagogical practice in the system of training future teachers. The future as a means of formation of professional competence of teachers' professional practice opportunities for the country's system of higher education in the history of the formation of the practice experience of the organization, it is through the following target in the name:

1) to express an opinion on the possibility of effective application of historical experience in modern conditions;

2) to prevent the recurrence of common mistakes and shortcomings, such as the use of inefficient forms of practice. Such an analysis of the practice helps to develop an optimal form (model) of its organization.

RESULTS AND DISCUSSIONS

Although local studies do not cover the history of the emergence and formation of professional practice in the education system of Uzbekistan in certain periods, we can conditionally divide it into the following stages: 1) the period before independence; 2) the period from independence to the transition to a “credit-module system” of education; 3) The current period of entering the “credit-module system or competency-based education system” in higher education in Uzbekistan.

It was considered inappropriate to dwell on the first period, before the independence of our country, as there were no separate systems in the education of the CIS countries, and the education system of Uzbekistan was not excluded, and we could not recognize that system as our national system.

Phase 2 Law of the Republic of Uzbekistan “On Education” [3] and the National Training Program Is directly related to the adoption of[4]. The Regulation of the Republic of Uzbekistan “On professional practice of students of higher education institutions” adopted in 1998, still serves as a normative basis for the

organization of professional practice in all higher education institutions on the basis of certain requirements. In addition, in accordance with the decision of the Ministry of Higher and Secondary Special Education, Public Education and Preschool Education dated March 5, 2019 No 10-k / k-13-4 “On the procedure for organizing qualified pedagogical practice of students in the field of pedagogical education” No. PP-3151 of July 27, 2017 of the President of the Republic of Uzbekistan “On measures to further expand the participation of sectors and industries in improving the quality of higher education” and “On measures to improve the quality of education in higher education and their comprehensive reforms in the country”. In accordance with the Resolution No. PQ-3775 of June 5, 2018 “On additional measures to ensure active participation”, the procedure for conducting on-the-job pedagogical practice of undergraduate education in higher education institutions is established in the organization of internships in higher education institutions. 1998 “Higher education institutions are students on the qualifying practice of bees”. These documents complement each other in content. Although they cover aspects such as the organization of the internship, its management, the rights and responsibilities of interns, the stages of the internship, its completion, its funding, what skills/ competencies, in modern language, competencies do students have in the internship? there is no thought of mastering it.

Analysis of the history and current state of professional practice in the higher education system of Uzbekistan has allowed to form a “clear, integrated” view of this problem in science and practice. In modern conditions, there is a need for certain corrections and changes in the form and content of students' qualifying practice for the future teacher.

The content of teacher training in a particular specialty is presented in the qualification characteristics, i.e. in a normative model that reflects the scientifically based content of professional knowledge, skills and competencies. Every graduate of higher education - in accordance with the requirements of the State Education Standard - must be ready to perform the following types of professional practice in accordance with their level of education and specialization:

- teaching;
- organizational and educational;

- corrective-developing;
- cultural and educational;
- consultative;
- socio-pedagogical;
- research;
- management.

Respect for the honor, dignity and business reputation of the participants of the educational process as the duties of pedagogical staff in the SES; quality organization of training sessions; use of information and communication technologies, advanced and innovative forms and methods of teaching and education; take into account the psychological and specific characteristics of students, physical and mental health, physiological development, pay attention to the creation of conditions for the training of persons with physical, mental, sensory (sensory) or mental disabilities; conduct educational work with juvenile learners in collaboration with their parents or other legal representatives.

Practical skills and abilities are based on psychological-pedagogical, methodical and special (on disciplines) knowledge. In-depth theoretical knowledge, on the one hand, and the experience gained by the practitioner-student, on the other hand, helped to significantly increase the effectiveness of specialist formation in the pedagogical practice process. Abdullina, Arxangelskiy, Russian scholars such as Slastenin have scientifically substantiated the structural principles, tasks, and functions of qualifying practice.

Pedagogical practice has its own characteristics. It depends on the main content of the learning process, i.e. pedagogical principles. The principles of the pedagogical process reflect the basic requirements for the organization of pedagogical activity, indicate its direction and, finally, promote a creative approach to the pedagogical process.

The analysis of a number of studies shows that the formation of teacher competence in the process of professional practice in pedagogical universities should be based on the following principles:

- **The humane principle of the process of qualifying practice is the guiding principle** of education, which reflects the need to unite the goals of society and the individual. The implementation of this principle requires that all

educational work be combined in order to form a comprehensively developed personality;

- **Scientific principle**- implies that the knowledge offered for study is consistent with the latest achievements of scientific, social and cultural development. Arxangelskiy, Based on the research of Slastenin et al., We can say that most teachers today are not sufficiently prepared for the scientific analysis of their professional activities. In addition, many teachers do not feel the need for such an analysis at all, so they can only partially improve the learning process. At this point, the scientific approach becomes a priority;

- **The principle of unity of theory and practice** - this principle is implemented at all stages of training: the acquisition of fundamental knowledge and practical application of theory, the accumulation of pedagogical truth / reality in practice, its understanding in theoretical lessons, as well as the effectiveness and quality of education practice, that is, based on practical activity.

- **The principle of continuity, consistency and continuity** - the content of the practice should be organized in the logic of the idea of continuous pedagogical education, the formation of pedagogical knowledge, skills and abilities of students on the basis of a clear program for their consistent development. is expected to be improved. Pedagogical practice is an integral part of the system of continuous pedagogical education;

- **The principle of integration** - this includes, first of all, the analysis of psychological and pedagogical, methodological and scientific knowledge and skills that can be used to solve practical problems[2, 50-55].

Based on these principles, the main functions of professional practice are defined as a means of shaping the professional competence of the specialist.

Abdullina notes the following practical functions in the system of professional and pedagogical training of teachers: *teaching* (acquisition, in-depth study and application of theoretical knowledge in special, methodical, psychological and pedagogical disciplines, formation of pedagogical skills and abilities), *developmental* (knowledge and creative activity of future teachers, pedagogical development of thinking, teaching/shaping of scientific research), *upbringing* (formation of professional and pedagogical qualities of the teacher, the need for independent learning, self-development, self-education), *diagnostic*

(checking the level of professional training and pedagogical fitness of students) [1, 8]. According to Kryukova, the adaptive function of practice should also be kept in mind. “It is not only the student's acquaintance with the organization of various educational activities in educational institutions, but also the adaptation of students to the pedagogical process, the beginning of their participation in the internal relations of the school. The future teacher will be in touch with the families of the students and will be able to truly imagine all the difficulties and joys of teaching” [2, 55].

The main content of the professional practice is a pedagogical activity, in which the main components, from the point of view of the approach to the activity can be considered the initial situation, purpose, means, conditions and results.

Researchers focusing on the content of qualifying practice “practice should activate and deepen students' theoretical knowledge, form their pedagogical skills and abilities, contribute to the development of pedagogical thinking and creative activity” [5, 34] and believe that the content of pedagogical practice should determine the most important features of the pedagogical process [7, 134].

The analysis of existing research shows that the content of qualifying practice is determined by the educational work with students at all stages of pedagogical practice from the point of view of a comprehensive approach and a system of tasks to ensure students' participation in solving practical problems of school life. At the same time, the student systematically carries out practical and educational-research lessons of the head of practice, masters them, and also actively participates in educational work with students independently and on initiative.

The results of the analysis of the actual state of professional practice in the system of training future teachers allowed to consider pedagogical practice as an independent system aimed at training professionally competent specialists, as well as to identify a number of shortcomings:

- 1) the existing inconsistency / contradiction between modern approaches to the organization of the educational process and the real state of the education system, acquired by students during theoretical classes;
- 2) the difficulty of students joining the teaching staff of educational institutions;

3) insufficient theoretical training of students and their connection with practical activities;

4) lack of mutual integration of students' training in the field of psychological and pedagogical, methodological and disciplines;

5) insufficient use of opportunities for professional practice to develop the creative abilities of students, to demonstrate and develop their individuality;

6) Insufficient coordination between the actions of practice managers, teachers, psychologists, organizers of professional practice appointed from universities and schools, lack of integrated pedagogical management / guidance.

As described above, and based on the priorities of the educational institution of higher education teacher preparation aimed at target vocational education specialist competence that in mind, the operation follows the purposes of diagnosis, can work: The main goal is to develop the student teaching pedagogical theory and practice in accordance with the professional qualities of the teacher is the need to form. This goal also determines the content of the qualifying practice.

The above-mentioned principles of organization of practice and modern education of today confirm that professional practice in school as a whole process should contribute to the joint formation of all components of a teacher's professional competence (motivational, cognitive, activity-oriented, reflexive).

One of the important goals of the professional practice is to form a system of professional and pedagogical skills, features and qualities of the teacher's personality; The main direction of pedagogical practice is the formation of a holistic, professionally competent person. The acquisition of theoretical knowledge in the chosen specialty is carried out simultaneously in close connection with the formation of practical skills and abilities, as well as the personality of the future teacher, so qualifying practice is an integral part of the whole educational process.

The integral nature of qualifying practice as a whole process has a complex effect on all aspects that are formed in the personality of the future teacher and is manifested in it. One of the challenges facing the organizers of qualifying internships is the preparation of all types of tasks and assignments aimed at developing all components of the professional competence of the teacher.

Qualification practice at each stage of professional training requires a gradual complication from course to course, depending on the goals and objectives

of teaching, the level of theoretical knowledge, the level of readiness and participation of students in independent learning processes and individual characteristics. At each stage of practical training, the student is engaged in pedagogical activities (classroom teacher, science teacher, etc.), so the internship should be organized as a pedagogical system in which students gradually master the educational process. According to Kryukova, this should be done in three areas: personal (confidence in the passion / desire for pedagogical activity), scientific-pedagogical (mastering the scientific basis of its organization), practical (mastering the skills and competencies of its organization) [2, 67].

During the internship, we can see that the student becomes a specialist in the process from the formation of psychological and pedagogical diagnostic skills to the development of skills of planning, implementation and analysis of educational work.

The organization of such practical training requires the integration of all subjects taught in pedagogical higher education institutions, as it is during the internship that there is an opportunity to analyze knowledge in psychology, pedagogy, science and its teaching methods.

The content of the internship is schematically described in Russian sources as follows (Figure 1):

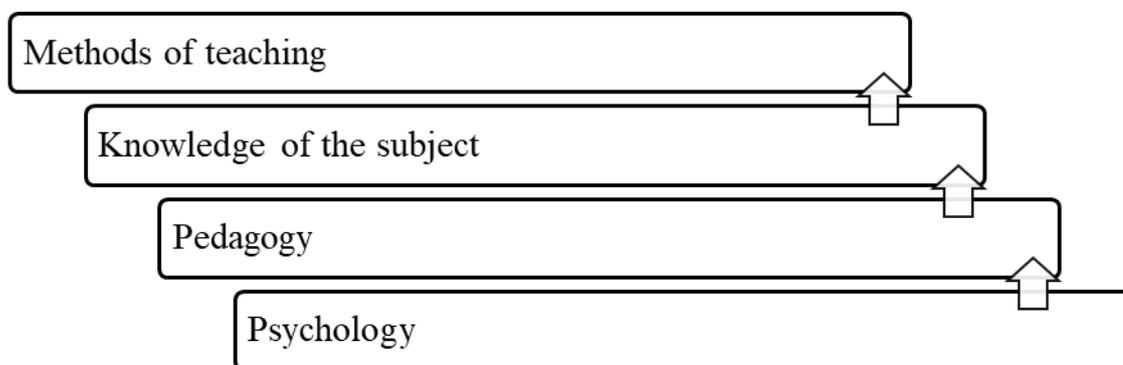


Figure 1. Model of the content of professional practice (Kryukova, 2004)

Qualification practice prepares the student for systematic pedagogical activity and aims to shape the professional competence of the future specialist as a process of continuous concentric development. This is manifested in the gradual complication, development and expansion of knowledge, skills and competencies.

At each stage of education, students master not individual groups of pedagogical skills, but its system, but different content and level.

When learning a profession, it is advisable to strive for the practical application of all the subjects studied, if possible. It should be explained that it is expedient to apply the knowledge acquired in the teaching of theoretical disciplines in the teaching and education of schoolchildren. Every teacher should know the “stages of development as a specialist (teacher)”, always be aware of what practical tasks students perform in the current internship, and strive to work on their subject to solve these problems. To do this, it is necessary to: conduct lessons using methods that students can apply in qualifying practice; creating learning situations where the student can not only learn on their own, but also teach (justify their point of view, put forward a problem, discuss, etc.); development of pedagogical thinking; work together, practice building relationships; wider use of ways to improve the general culture of students; future teachers, educators and Kazakhstan as the development of students' individual aspirations and abilities, and so on.

When studying the relevant sources that the gambling activities may not only knowledge of the science of anger, but to deepen them during the qualifying practice of the school to teach the use of professional and pedagogical processes. It is advisable to link the content of the lessons not only to the content of the subject, but also to the goal of becoming a specialist in a pedagogical institution. This general approach should be implemented in teaching all subjects to students.

The analysis of the literature shows that the set of qualities that reflect the readiness to perform professional activities independently and the professional qualities and personal characteristics formed during the internship include:

- have psychological and pedagogical, general scientific and methodological knowledge and skills;
- formation of pedagogical skills;
- development of motivation for pedagogical activity;
- development of pedagogical thinking;
- development of pedagogical reflection.

An analysis of the practice shows that skills vary not only in function but also in scope of action - many are complex, so it is difficult to form such skills and identify them.

Based on the characteristics of the professional competence of the teacher, the structure of (motivational, cognitive activity, Finally tendency components, such as monolithic as a whole), as well as the content of the operation from the experts during the qualifying practice in the process of formation of professional competence of students in three stages: 1 -stage - professional-value-oriented, 2nd stage - career-oriented and 3rd stage - professional-creative. The analysis of the characteristics of each stage allows to determine the priority of one or another component of the teacher's professional competence at each stage. In stage 1, the motivational component, in stage 2, the cognitive and activity-oriented components, and in stage 3, the reflexive component take the lead.

The interconnection of the components of a teacher's professional competence indicates their hierarchical relationship, in order to master one component, it is necessary to master the previous ones[6].

Based on the results of the analysis of research on the stages of formation of such professional competence, the model of formation of professional competence in student-practitioners during the internship can be described as follows (Figure 2):

Stages of formation of professional competence of a teacher		
<i>Step 1: Understand the dignity of the profession</i>	<i>Phase 2: Orientation to professional activity</i>	<i>Phase 3: Introduction to professional and creative activities</i>
Purpose to be poured		
formation of motives and values for future professional activity, creation of conditions for «students to enter the teaching profession»	formation of cognitive and activity-oriented components of professional competence in the teacher	professional skills approach Finally, through the process of educational and professional activities opportunities
Assigned tasks		
- General professional orientation of students in the process of real professional activity and their adaptation; - Improving the skills of	- the formation of skills of individual and group work with students in certain situations, as well as the acquisition of organizational skills for	- formation of pedagogical reflection skills (individual analysis and self-assessment of professional activity, the ability to combine personal communication

psychological and pedagogical diagnosis of interpersonal relationships in the classroom, trends in the development of the class community, attitudes to values, needs and individual abilities of the student;

- Increasing motivation for pedagogical activity (formation of professional motives in students and values related to the pedagogical activity of teachers and educators);
- formation of skills of self-assessment, self-analysis of the pedagogical activity.

planning their educational and practical activities;

- courses, training methods, methods and means of learning, in accordance with the age and the individual characteristics of students at the school teaching management skills to assimilate;
- To teach the creative application of knowledge in the study of psychological and pedagogical disciplines, the development of pedagogical thinking in practice;
- development of research skills;
- formation of skills of self-management, analysis and evaluation as important professional components of pedagogical activity.

methods with social professional experience, the ability to identify their strengths and weaknesses);

- development of pedagogical thinking (such qualities as flexibility, efficiency, mobility, consistency, creativity, independence);
- Increasing motivation for professional activity: the desire to master the latest technologies, the desire to learn best practices, to focus on achieving pedagogical skills, the motives for success in professional activities, the desire to gain prestige in their teaching community, recognition;
- Deepening of scientific knowledge as an integral part of the scientific activity of pedagogical activity and its use on this basis in the development of independence, creative individuality of the future teacher.

Competency building tools

through integrated tasks in psychological and pedagogical practice, professional practice diary, educational assignments, classes, discussions, pedagogical and psychological games, trainings, modeling of pedagogical situations during practice, organization of meetings with school teachers

integrated tasks for educational practice, practical training, modular technologies, practice diary, educational tasks, pedagogical situations

integrated assignments for practice, practice diary, modular technologies, educational tasks, pedagogical-psychological games

Expected results

student-practitioners:
 - ok it caused the formation of the “personality” of his team to realize that they need to have a deep knowledge of the

intern-students:
 -master the course of teaching methods of this or that topic, fundamental knowledge, which is the theoretical basis of general

intern-students:
 -Achieve generalization, systematization, consolidation and deepening of knowledge, skills and competencies in special

development; - master the system of methods of psychological and pedagogical diagnostics and self-assessment of readiness for pedagogical activity (determining the level of development of professional and pedagogical skills, characteristics and qualities of a person); - learn a purposeful approach to the educational work of the class teacher, master the skills of choosing and applying the means of education and development of the "person"; - understands their place in pedagogical activity. As a result, the motivator component of the teacher-student professional competence is formed.	pedagogical skills; -the organization of teaching mazmun-the nature, structure, methods of theoretical and practical concepts of ownership transfers name; -master the methods of teaching students, designing, conducting and analyzing lessons, creating individual programs for self-development (goal setting, task development).	courses and seminars; -Understands that "school is a multi-purpose, multi-level socio-pedagogical system, a center of innovative creative research; -search of information, analysis and interpretation, educational activities for the use of modern scientific equipment, the skill of the teacher-researchers, as well as solid experience in the implementation of the educational process, in addition to design a holistic educational process and its objectives and tasks and the ability to select Be the name of the business.
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Figure 2. The model of formation of professional competence of the future teacher in the course of qualifying practice

CONCLUSION

This model shows that at each stage of a qualifying internship, the intern-student is expected to acquire certain professional competencies, and specific tasks are set to achieve this. It also clearly states the means of forming these competencies and the expected results.

Thus, the 1-year-practitioner students serve their students (2-year) the motivation for the future professional exchanges and dignity, professional honor (honor) the establishment is located. As a result, they lead it caused the formation of personality, and his deep knowledge of the development team to realize that they need to be convinced of this. At this time, students master the system of methods of psychological and pedagogical diagnostics and self-assessment of readiness for pedagogical activity (determining the level of development of professional and pedagogical skills, characteristics and qualities of a person). They participate in practical classes, undergo psychological and pedagogical practice at school, and participate in educational work in children's health camps. The student

learns a purposeful approach to the educational work of the class teacher, masters the skills of choosing and applying the means of education and development of the «person» and understands its place in pedagogical activity. At this stage, the primary goal is to form a motivational component of the teacher's professional competence.

2-step (3-course students learned) practitioner-student teacher's professional competence and cognitive activity-oriented components formed name. As a result, they have this or that topic alone course, the methods of teaching art items theoretical basis of fundamental knowledge development; acquire theoretical and practical understanding of the essence, structure, methods of organizing teaching activities. In the process of educational practice, future teachers master the methods of teaching students, designing, conducting and analyzing lessons, creating individual programs for self-development (setting goals, developing tasks).

3 stepat a practitioner students (students will be able to serve 4-year) professional approach Finally the formation of skills name, it is through the educational process and the professional activities of mutual achieved. As a result, student-practitioners achieve the generalization, systematization, consolidation, and deepening of knowledge, skills, and competencies in special courses and seminars. The school is understood as a multi-purpose, multi-level socio-pedagogical system, a center of innovative creative research. Student material information search, analysis, and interpretation and educational activities for the use of modern scientific equipment, the skill of the teacher-researchers, as well as solid experience in the implementation of the educational process, including the design and the ability to formulate goals and objectives.

The above model for the formation of professional competence of a teacher-teacher again shows that the following guidelines are required in the organization of internships:

- Lessons and other forms of teaching / learning should be reflected not as components of qualifying practice as its objectives, but as a pedagogical tool for shaping students' professional skills and abilities, as well as professional and personal qualities;

- creating a reflexive environment that develops students' professional and pedagogical reflection.

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