

## Organization and Improvement of the Internship Process for Philology Students

*Ismadiyorova Nafisakhon Ibrokhimjon qizi*

*Andijan State Pedagogical Institute, Lecturer at the Department of "Uzbek Language and Literature"  
(PhD)*

**Abstract:** This article provides information on the purpose, content, and essence of the student internship process. Additionally, recommendations are presented for organizing dual education and ensuring a regular, high-quality, and proper implementation of the practical training process.

**Keywords:** Philology, education, practice, theory, "4+2," dual education, competence, skill.

Ensuring the implementation of the tasks outlined in the Decree of the President of the Republic of Uzbekistan No. PF-73 dated April 28, 2025, "On Measures for Further Improvement of the System of Training Pedagogical Personnel," and the Order of the Minister of Preschool and School Education No. 301 dated August 20, 2025, "On Improving the Mechanisms for Organizing Educational Processes in the Form of Dual Education and the System of Assessing Students' Knowledge in the Training of Pedagogical Personnel," has become the primary objective of the pedagogical higher education system. To ensure the implementation of these decisions, educators are required to organize their work effectively.

In the works of researcher A. Madjitov, a definition of dual education is provided. "Dual" means "duality," "bilateral," or "single organizational integrity." The dual education system is a type of training in which a student acquires theoretical knowledge in an educational institution and practical skills at an organization in the workplace. The dual learning model is applied in vocational and higher educational institutions and is jointly financed by commercial organizations and government agencies interested in specialists. Researcher Z. Umurov proposes: "We suggest that the distribution of theoretical and practical classes in the dual education process at state higher educational institutions of the Republic of Uzbekistan be as follows: For 3-year higher education programs, the proportion of theoretical and practical classes: 1st year: 80% theoretical, 20% practical 2nd year: 50% theoretical, 50% practical 3rd year: 30% theoretical, 70% practical The main goal of this model is to deeply master theoretical knowledge in the initial stage and strengthen practical experience in subsequent stages. For 4-year higher education programs, the proportion of theoretical and practical classes: 1st year: 80% theoretical, 20% practical 2nd year: 40% theoretical, 60% practical 3rd year: 30% theoretical, 70% practical 4th year: 20% theoretical, 80% practical This model demonstrates a gradual increase in the proportion of practical training. This facilitates students' adaptation to real work conditions."<sup>1</sup> N. Mirzakulova emphasizes that "One of the main competencies developed by students during their professional internship is professional competence. Professional competence is the combination of knowledge, skills, and personal qualities necessary for effective performance of professional tasks. It also includes the ability of intern students to apply knowledge on the subject in various situations. During the internship, students learn to analyze problems, make decisions, and take responsibility for work results, which is considered important for their future professional activities. Additionally, professional internship helps students develop personal competencies such as communication skills,

<sup>1</sup> Umurov Z.I. dual ta'lim va ishlab chiqarish uyg'unligi zamonaviy ta'lim konsepsiyasi // Inter education & global study, 2025, B – 185-192.

teamwork, and critical thinking.”<sup>2</sup> “The organization of pedagogical practice began to be implemented as a distinct form of education in the 1930s and 1940s. Initially, it was organized in the form of excursion research, methodological-pedagogical practice, and trainee teaching. Later, it was widely applied as socio-pedagogical practice, summer pedagogical practice, and educational practice. Currently, educational and pedagogical practice is being systematically implemented in pedagogical higher education institutions. In numerous research works related to the training of pedagogical personnel, attention has also been given to the organization of pedagogical practice. Specifically, the scientific research of scholars from our republic, such as N.N. Azizkhodzhaeva, M. Kuronov, Kh. Ibragimov, Sh. Mazhitova, F.R. Yuzlikaev, N. Muslimov, U.Sh. Begimkulov, B.Kh. Rakhimov, N.M. Egamberdieva, E.R. Yuzlikaeva, B.M. Turdibaeva, D.Kh. Nasriddinova, G.A. Makhmutova, and R. Yarmatov, has highlighted the potential of pedagogical practice in training future teachers.”<sup>3</sup> This information can be found in the scientific works of B. Urazimbetova.

Internship is a crucial component of the educational process that helps students reinforce theoretical knowledge with practical skills and prepares them for professional activities. Particularly for philology students, this process provides an opportunity to apply the nuanced aspects of language and literature in practice and enhance their skills in pedagogical, translation, or editorial work. Therefore, the issue of effectively organizing and improving internships is of paramount importance. Today, the concept of “dual education” is gaining increasing popularity in the global education system. This system, which originated in Germany, is based on combining theoretical knowledge acquired in educational institutions with practical experience at enterprises or companies. The primary goal of dual education is to prepare young specialists to fully meet market demands. Great attention is being paid to implementing this system in Uzbekistan as well. Dual education has its own unique advantages and possesses several benefits compared to traditional education systems. These include: students gain professional experience and are exposed to a real work environment during their studies. This allows them to apply theoretical knowledge in practice and helps them acquire practical skills required for employment. As a result, graduates become valuable personnel for employers. If a student performs effectively, they have a higher likelihood of securing employment. Many educational institutions are ready to hire dual education graduates who have completed internships with them, as they have trained these students as specialists they need. This significantly reduces the problem of finding employment for graduates. Dual education fosters a strong connection between educational institutions and industrial enterprises. Institutions help improve curricula based on modern requirements, which enhances the quality of education. Taking this into account, various measures are being implemented in Uzbekistan to introduce a dual education system. Based on the decrees of our President Sh. Mirziyoyev, cooperation between higher and secondary specialized educational institutions is being established. The success of this process depends on:

1. Increasing the participation of enterprises. To attract enterprises to this system, they can be provided with tax benefits or other types of incentives. This will lead to their more active involvement in the educational process.
2. Strengthening the legal framework. It is necessary to clearly define the legal basis of dual education, curricula, and student rights. This ensures the transparency and effectiveness of the process.
3. Development of the mentoring system. It is important to establish a system of experienced mentors at internship sites who will provide students with proper guidance. Mentors help reinforce students' knowledge with practical skills.

<sup>2</sup> Mirzakulova N.I. Talabalarida 4+2 malakaviy amaliyot davrida rivojlanadigan kompetensiyalar // Theoretical aspects in the formation of pedagogical sciences, B – 211-218.

<sup>3</sup> Urazimbetova B. Talabalarning uzluksiz pedagogik amaliyotini tashkil etishning ayrim dolzarb masalalari // STARS international university B – 173-182.

The current state and challenges of organizing practical training for philology students are primarily characterized by internships conducted in schools, colleges, or higher education institutions. During these internships, students engage in tasks such as teaching, performing educational and methodological work, and managing literary clubs. However, these practical experiences often face several issues. The main problem is that students often approach their internships with a formalistic attitude. In some institutions, students attend internships merely to fulfill requirements, limiting their opportunities to gain genuine professional experience. Furthermore, due to insufficient supervision, students struggle to organize their practical training effectively. In some cases, students receive inadequate attention; they lack consistent monitoring and guidance from teachers or specialist supervisors throughout the internship period. The low utilization of modern technologies diminishes the quality of the internship process. The limited use of information technologies, digital resources, and contemporary methodologies during internships hinders future specialists' ability to adapt to the demands of the digital era.

Taking into account the aforementioned problems, we will examine ways to improve the practical training. To enhance the effectiveness of philology students' internships, the following proposals can be implemented:

Develop individualized internship programs. It is necessary to create tailored internship programs that consider each student's interests and future career plans. For example, a student interested in literary studies would benefit more from an internship at a museum or publishing house.

Enhance the effectiveness of internship supervision. It is crucial to assign experienced specialist-supervisors who can provide constant guidance and assistance to students throughout their internship. Using digital technologies (such as online platforms), a system for maintaining regular communication with students can be established.

Harmonize theory and practice. It is essential to link theoretical lessons taught in higher education institutions with practical tasks.

Integrate digital technologies into internships. Students need to be trained in skills such as using modern software for text editing and proofreading, creating web content, working with online publishers, and compiling electronic dictionaries. This ensures an approach to internships that meets contemporary requirements.

## Conclusion

Dual education is an effective system that not only enhances students' professional preparedness but also contributes to the development of the country's economy. For Uzbekistan, properly implementing this system will be a crucial step in training highly qualified specialists. Dual education, by integrating theory and practice, creates bright prospects for future generations. Organizing and improving the practical training process for philology students not only strengthens their professional preparation but also serves to produce highly skilled specialists in various sectors of society. A systematic approach and openness to innovation are required to transform practical training from a mere formality into a genuine source of hands-on experience. This, in turn, lays the foundation for cultivating personnel who meet market demands.

## LIST OF REFERENCES USED:

1. Law of the Republic of Uzbekistan "On Education."
2. Resolution No. 466 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2020 "On Approval of Regulatory Legal Documents Governing the System of Continuous Primary, Secondary and Secondary Specialized Vocational Education in the Republic of Uzbekistan."

3. Resolution No. 163 of the Cabinet of Ministers of the Republic of Uzbekistan dated March 29, 2021 “On Measures for Implementing Dual Education in the Vocational Education System.”
4. Resolution No. 647 dated December 7, 2023, “On Amendments and Additions to Certain Decisions of the Government of the Republic of Uzbekistan in Connection with the Introduction of a System for Admitting Students to Vocational Educational Institutions in the Form of Dual Education Throughout the Year.”
5. Resolution No. 411 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 28, 2022 “On Measures to Organize Distance and Evening Education in Secondary and Secondary Specialized Vocational Educational Institutions.”
6. Madjitov A.A. Important regulatory documents for implementing dual education and their content // Interpretation and researches, pp. 122-129.
7. Umurov Z.I. The concept of modern education in the integration of dual education and production // Inter education & global study, 2025, pp. 185-192.
8. Mirzakulova N.I. Competencies developed in students during 4+2 qualification practice // Theoretical aspects in the formation of pedagogical sciences, pp. 211-218.
9. Urazimbetova B. Some current issues in organizing continuous pedagogical practice for students // STARS international university pp. 173-182.
10. Aliev I.T. Organization of Pedagogical Practice. Tashkent: “Science and Technology,” 2014, p. 56.
11. Rozov V. K. Pedagogical Practice. Tashkent, 1985, p. 24.
12. Ruziev Kh.R. et al. Organization of pedagogical practice in vocational colleges. Study Guide. Tashkent. 2001. p. 61.
13. N.I. Mirzakulova. Development of students' pedagogical skills during the internship period // Theoretical aspects in the formation of pedagogical sciences. International scientific online conference. 06.2024.