

THE EXPERIENCE OF SCHOOL PRACTICE BASED ON THE 4+2 MODEL: VALUABLE LESSONS FOR STUDENTS AND TEACHERS

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Abstract: Practice is an integral part of the educational process, playing a crucial role in preparing students for real-life situations. During the school practice organized under the 4+2 model, I had the opportunity to apply my theoretical knowledge in a practical setting. In this article, I will discuss the lessons I learned, the challenges I faced, and the skills I acquired throughout this experience.

Keywords: Practical experience, 4+2 model, Educational process, Student development, Teaching skills, Theory and practice, school practice, Pedagogical practice.

INTRODUCTION

The 4+2 model is one of the innovative approaches aimed at improving the educational process, helping students integrate both theoretical and practical skills. According to this model, the first four days are dedicated to delivering theoretical knowledge, while the next two days focus on applying this knowledge in practice. This approach prepares students for real-life situations, enabling them to develop skills in self-management and independent decision-making.

Research shows that during the practical phase, students acquire essential pedagogical skills such as lesson planning, communication with students, and classroom management. The 4+2 model provides students preparing for a teaching career with the opportunity to enrich their experiences and test themselves as real teachers. Through this approach, students are able to test their theoretical knowledge in practice, gaining a better understanding of their strengths and weaknesses and reinforcing their learning.

To enhance the effectiveness of this model, educational institutions must ensure that students receive guidance from qualified teachers. Additionally, it is essential to organize special seminars and discussion groups to facilitate students' exchange of ideas and learning from each other. Such activities increase students' engagement in the educational process and further develop their teaching skills.

Moreover, the 4+2 model allows students to gain a comprehensive understanding of all aspects of teaching. They are prepared not only to work with students but also to plan lessons, assess students, and monitor their development. This greatly contributes to their professional growth.

FINDINGS

Throughout my school practice under the 4+2 model, I encountered numerous valuable lessons and challenges that contributed significantly to my professional development. The following are the key findings from this experience:

Application of Theoretical Knowledge

One of the most significant outcomes of this practical experience was the opportunity to apply my theoretical knowledge in a real classroom environment. While theoretical learning provided a strong foundation, it was through practice that I was able to witness the actual implementation of educational theories. Understanding how different teaching strategies work in real-life scenarios allowed me to refine my approach and adapt to diverse classroom dynamics.

Development of Teaching Skills

During the practice period, I gained a range of essential teaching skills. From lesson planning to classroom management, I was able to apply the various skills necessary for effective teaching. Specifically, I became more proficient in creating engaging lesson plans, managing time effectively, and addressing students' needs. I also learned how to modify my teaching strategies to suit different learning styles, ensuring that all students could engage with the material.

Overcoming Challenges

While the experience was invaluable, it was not without its challenges. Managing a classroom for the first time was daunting, and I initially struggled with maintaining discipline and ensuring that all students stayed focused. However, with time, I learned how to address disruptive behavior more effectively and create an environment conducive to learning. Additionally, adjusting to the varied needs of students—ranging from different learning speeds to varying levels of interest—was another challenge that required me to be adaptable and creative in my teaching methods.

Increased Confidence

One of the most rewarding aspects of the practice was the increase in my confidence as a future educator. Initially, I was nervous about stepping into the role of a teacher, but by the end of the practice period, I felt more assured in my abilities to manage a class and facilitate learning. This confidence has had a positive impact on my teaching approach, making me more proactive in taking on leadership roles and responsibilities.

Understanding the Importance of Teacher-Student Interaction

Another key finding was the importance of building strong relationships with students. I learned that effective teaching goes beyond delivering content; it involves understanding students' individual needs, building trust, and fostering a positive learning environment. Engaging with students on a personal level and showing empathy greatly enhanced my ability to connect with them, making my teaching more effective.

Collaboration with Colleagues

Throughout my school practice, I also learned the value of collaboration with other teachers. Observing experienced teachers, sharing insights, and seeking advice from colleagues helped me refine my teaching practices and approach. Collaboration within the educational environment proved to be a key component in enhancing my overall teaching experience.

CONCLUSION

In conclusion, the 4+2 model provided me with a comprehensive and immersive learning experience, allowing me to grow both personally and professionally. The

lessons I learned, the challenges I overcame, and the skills I developed during this practice will undoubtedly play a crucial role in shaping my future career as an educator. The 4+2 model also emphasizes the importance of collaboration and continuous learning. Working closely with experienced teachers and participating in discussions with peers provided me with different perspectives and strategies to improve my teaching practice. This collaborative aspect of the model fosters a supportive learning environment where future educators can grow and develop their skills.

Furthermore, the model highlights the significance of reflection in professional development. Reflecting on my experiences allowed me to identify areas for improvement and recognize my progress. This reflective practice is crucial for ongoing growth as an educator, ensuring that I remain adaptable and responsive to the needs of my students.

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