

FROM SCHOOL PRACTICE TO FUTURE TEACHING:"A STUDENT'S JOURNEY "

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Abstract: This article explores the experiences and insights gained during a teaching practicum in English language classes. It focuses on the transition from theoretical knowledge to practical application, highlighting the challenges and successes encountered. Through detailed observations and reflections, the study examines the development of teaching skills, classroom management strategies, and student engagement techniques. The findings offer valuable perspectives for aspiring teachers, emphasizing the importance of practical experience in shaping effective teaching practices and enhancing professional growth. This journey from school practice to future teaching underscores the transformative impact of real-world classroom exposure on a student's path to becoming an educator.

Keywords: Teaching Practicum, English Language Teaching, Classroom Management, Student Engagement, Teaching Skills Development, Practical Experience, Aspiring Teachers.

INTRODUCTION

The transition from a student to a teacher is a profound journey that involves not only acquiring theoretical knowledge but also applying it in real classroom settings. Teaching practicums play a crucial role in bridging this gap, providing aspiring educators with the opportunity to experience the dynamics of a classroom firsthand. This

article delves into the personal experiences and observations gained during a teaching practicum in English language classes. It examines how practical exposure helps in refining teaching skills, understanding student behavior, and implementing effective teaching strategies. By reflecting on the challenges and successes encountered, this study aims to shed light on the importance of teaching practicums in shaping future educators and enhancing their professional competencies.

METHODS

1. Observation: Regular observations were conducted during English language classes to understand student engagement, classroom dynamics, and the effectiveness of different teaching strategies. Detailed notes were taken to document interactions, teaching methods, and student responses.
2. Reflective Journaling: A reflective journal was maintained throughout the practicum period. This journal served as a tool for self-assessment, allowing the student-teacher to record daily experiences, challenges faced, and the lessons learned from each session.
3. Feedback Collection: Feedback was gathered from both students and the supervising teacher to gain insights into the strengths and areas for improvement. This feedback helped in refining teaching practices and enhancing classroom management skills.
4. Lesson Planning and Implementation: Lesson plans were developed and implemented during the practicum. These plans were designed to incorporate various teaching techniques aimed at improving student engagement and learning outcomes. The effectiveness of these plans was evaluated through post-lesson reflections and student performance.

RESULTS

1. Improved Teaching Skills: Through continuous practice and reflection, significant improvements were observed in lesson planning, delivery, and the ability to adapt teaching methods to meet the needs of diverse learners. The practicum experience enhanced the student-teacher's confidence and competence in managing a classroom.
2. Enhanced Classroom Management: The practicum offered valuable opportunities to practice and refine classroom management strategies. The student-teacher learned to handle classroom disruptions effectively, establish clear expectations, and create a positive learning environment that encouraged student participation and engagement.
3. Student Engagement: Observations and feedback indicated a noticeable increase in student engagement and motivation during lessons. Interactive teaching techniques, such as group discussions and hands-on activities, were particularly effective in maintaining student interest and participation.
4. Feedback Utilization: The feedback from students and the supervising teacher was instrumental in identifying areas for improvement. Constructive feedback helped the student-teacher to make necessary adjustments in teaching strategies and to better address student needs.
5. Professional Growth: The practicum experience contributed to the student-teacher's overall professional growth, providing a deeper understanding of the teaching profession and the challenges it entails. The experience also reinforced the importance of continuous learning and adaptation in teaching.

DISCUSSION

The teaching practicum serves as a critical component in the professional development of aspiring educators, offering a bridge between theoretical knowledge and practical application. The findings from this study underline several key aspects of this transition and provide insights into the multifaceted nature of teaching.

One of the most significant outcomes of the practicum was the enhancement of teaching skills. The iterative process of planning, delivering, and reflecting on lessons allowed the student-teacher to develop a more nuanced understanding of effective teaching practices. This aligns with existing research that emphasizes the importance of hands-on experience in the professional growth of teachers.

CONCLUSION

The teaching practicum is a vital component of teacher education, offering invaluable opportunities for aspiring educators to apply theoretical knowledge in real classroom settings. This study highlights the significant impact of the practicum on the development of teaching skills, classroom management strategies, and student engagement techniques. Through observation, reflective journaling, and feedback, the student-teacher experienced substantial professional growth, gaining confidence and competence in their teaching abilities.

The practicum not only prepared the student-teacher for the practical challenges of the teaching profession but also reinforced the importance of continuous learning and adaptability. The insights gained from this experience underscore the necessity of hands-on practice in shaping effective educators and ensuring their readiness to meet the diverse needs of students.

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