

The Main and Important Stage in the Life of a Teacher is Teaching Practice

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ABSTRACT

An article about a student's teaching practice is a very difficult and important stage on the path to the teaching profession. On the problems of student professional development in the process of teaching practice. That teaching practice is the link between theoretical training and future independent work.

Teaching practice for a student is a very difficult and important stage on the path to the teaching profession. The problem of a student's professional development in the process of teaching practice is complicated by the fact that one thing, still incomplete (educational), overlaps another (pedagogical), which has fundamentally different means.

Pedagogical practice is the link between theoretical training and future independent work. For many students, this becomes an "open door" to a profession. During teaching practice, the student does not agree with the "model" of the ideal teacher and the "real" one, and the image of the "optimal" teacher is formed by a specific person.

It is known that the formation of professional interest contributes to a positive attitude of students towards their chosen specialty, its gradual and painless inclusion in independent educational activities. If a student has chosen a profession and fell in love with it, then, of course, he will strive to acquire and develop his knowledge, improve his skills in this area, and in the future he will try to apply them in his work.

A student who comes to school without love for his profession becomes a teacher for whom the student's personality is in the background. Such a teacher will not be able to lead the spiritual and

moral education of the younger generation. It is in the process of teaching that a student can become a teacher, demonstrate his professional and creative abilities, and make sure that he chooses the right profession.

How do students themselves feel about their learning goals?

Most students believe that the purpose of teaching practice is to provide an opportunity to “try out” the role of a teacher.

For some students, teaching practice is an opportunity to apply theoretical knowledge in practice.

There are those who note that the meaning of teaching practice is to acquire communication skills with children.

Students very rarely believe that the purpose of school practice is to give students knowledge.

Over the course of several years of working with student interns, the difficulties they encounter during teaching practice at school have been identified:

- Establishing discipline in the classroom;
- Problems of psychological preparation for the lesson;
- Selection of educational material for the lesson;
- Lack of contact with the class.

Students with generally good theoretical knowledge in the field of pedagogy, psychology and methodology face serious difficulties in applying them in the educational process.

Conversations with beginning teachers indicate that they themselves positively assess their education as a subject teacher, much lower than that of an organizing teacher or teacher educator. This is practical knowledge and a deep understanding of the conditions and significance of teaching activity, the lack of psychological readiness among students.

How to establish discipline in the classroom, for example? How to attract students' attention during class? How to learn not to be afraid of children? What to do not with a generalized child, but with a specific child? It is these and many similar problems that students face in the learning process.

Many years of supervising the teaching practice of students, observing their work at school, and analyzing the results of the study allow us to draw the following conclusion. In pedagogical practice, it seems initially there are factors that impede the creative activity of the future teacher. Such factors include:

- Students' low self-confidence;
- Strong attachment to certain schemes, installation on a given method of organizing the educational process;

Fear of control from the department methodologist, subject professor, classmates;

- Fear of making mistakes and being misunderstood in this regard;
- Increased anxiety, excessive concentration of attention on experiences.

It is necessary to teach students to neutralize these factors. Pedagogical practice should be student-oriented, creative in nature and contribute to the development of an individual style of teaching activity. Its main result should be the firm conviction of students in the correctness of the choice once made - to become a teacher, to devote themselves to the most humane profession on earth - human education.

Tips for the teacher:

Call the children to the board

According to the tradition of the old Soviet school, try to call the student to the board and give him the opportunity to develop his answer into a short monologue. What works in this case? The child develops confidence when working with an audience, gains some experience in such work, speech activity is assessed by the teacher and students (and you should not be afraid of this!). It is through a clear assessment that he will understand how to develop further. In this case, the teacher must make correct comments on working with voice, tempo, and ability to act in front of an audience. All this works for the student. The teacher and students, when assessing a communicative situation, should note the strengths of a short speech and point out what can be improved. The more specific the advice, the better the feedback. This will be the point of development of one or another speech skill.

Have discussions

It is useful to create models of students working in pairs or groups to develop dialogue culture skills. At the first stage, this may be a small discussion for a few minutes. You can also organize entire lessons-discussions under the guidance of a teacher with mandatory reflection: what worked and what needs to be adjusted in future work.

Analyze speeches

To develop expressive reading skills, you can take video excerpts from television news, analysis of the speech behavior of certain radio and television presenters, and use materials from central newspapers and magazines for independent work. You can record short student performances and then analyze them independently or in a group. The main thing is to reduce the threshold of fear, give comments correctly, be able to respond to them correctly and develop skills.

Set a good example

The teacher himself must be a model of speech behavior and broadcast this in the classroom. By the way, this applies not only to Russian language teachers. All teachers, from historians to physicists, should have public speaking skills, including from the point of view of working with intonation.

Organize competitions and activities in clubs Exam assignments, models, and work algorithms can be successfully used in additional elective classes. This will help the teacher and students focus on important skills and calmly practice them to improve. The result of such work could be a “Young Speakers” competition - it can be easily created based on the materials of the oral interview tasks: expressive reading of certain passages from journalism (the “Young TV and Radio Presenter” competition), descriptions of paintings or photographs (the “Young Tour Guide” competition), the ability to participate in dialogue (the game “An interesting meeting with ...”). Surely every teacher has a whole bank of methodological developments aimed at implementing and developing oral communication skills.

Teach to read expressively

The ability to read expressively is necessary for a child not only during an oral interview, but also in life in general. Working with a literary work, the student learns to notice the sensations and reflections that fill artistic work, and to convey his own assessment of the author’s work. Expressive reading is communication, working with listeners. As a creative act, the child draws certain images presented in the text to others (one might say, he works more with the eyes than with the ears). By performing various tasks in the process of learning expressive reading, the student learns express your emotions, impressions of situations, works. This practice is a good basis for developing emotional intelligence. Teaching expressive reading is a long, thorough process. It is better to start developing the skill of reading aloud long before the exam, in different classes.

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