



PEDAGOGICAL EXPERIENCE AND THE QUALITY OF TEACHER EDUCATION INTERNATIONAL EXPERIENCES AS A CONTRIBUTOR

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Abstract: The article discusses worldwide educational experiences and the quality of teacher education, particularly in the United States. It is unknown how programs analyze their success or how they use this knowledge to make program improvements. Few programs are considered poor performers in terms of quality assurance at the state level, with the majority of programs obtaining passing grades. Although the state reports offer useful information regarding the state of teacher education in general, it is impossible to assess what future teachers have learned or whether they are actually prepared to teach an increasingly complicated curriculum to traditionally poor children. Despite the yearly work that goes into reporting, it is also unclear how it serves the nation.

Key words: knowledge, experience, Council of Chief State School Officer, No Child Left Behind Act, Higher Education Act, Professional Teaching Standards.

Introduction

Higher education has changed as a result of several developments in contemporary life. To satisfy the needs for teacher education, we need contemporary higher education institutions. Faculty members should guarantee that science and practical instruction are integrated, with science evolving in accordance with shifts in scientific theory and teaching incorporating these shifts into its own structure. The study of teaching faculties includes professional development in terms of academic and scientific accomplishments on the one hand, and the research of didactic-pedagogical content, techniques, and models of educational practice on the other. (Koteva-Mojsovska-Tatiana 2008.)

Future educators pick up information and abilities appropriate for the career they have chosen. When training the right people, theoretical knowledge is crucial but not necessarily adequate. The right practical skills and knowledge must be used to support theoretical knowledge. The practical training has the capacity to give theoretical knowledge suitable practical reinforcement. Future educators have the opportunity to participate in the practice of teaching through practical experience. Evidence shows that teacher learning is improved in school practice environments that function as professional communities, where teachers get along and regularly communicate professionally, have effective leadership, and have access to appropriate teaching resources (Caena, F., 2014.). Future educators have the opportunity to participate in the practice of teaching through practical experience.

Main Part. The fulfillment of educational experience involves classroom demonstrations, pedagogical practice, and theoretical knowledge. Pedagogical experiences are the kinds of educational activities in which students take part. Students' activities are organized and arranged in line with a previously established plan. As pedagogical experience, students' involvement in the partner institution's regular classes or educational activities planning and

carrying out is recognized. pupils who took part in after-school programs held at the partner institution at that time. Through the use of pedagogical practice, students can achieve performance of the complete framework of life and work in the kindergarten/school. In certain educational systems, it is referred to as professional integration. (Sacilotto-Vasylenko, M., 2010.). Students take part in classes and activities that their mentors have already taught. In order to complete the practical training process with appropriate involvement in the kindergarten/educational school's activities, the experience is put into practice. Throughout the pedagogical experience, students take part in all educational activities, such as the various sections, parent meetings, events, preparation of extracurricular activities, classes, and so on. During the educational process, students acquire a wide range of skills, including observation, thinking, comprehension, planning, reflection, discussion, assessment, etc.

The U.S. teacher education environment has evolved significantly during the past 10 years as a result of numerous significant public efforts. One was the development of the Common Core State Standards (CCSS), an initiative launched in 2009 by state leaders from 48 of the 50 states with significant leadership from the Council of Chief State School Officers and governors. The CCSS successfully reformed and to some extent attempted to centralize the K-12 system of assessment and curriculum in several core subjects with a special emphasis on English Language Arts and Literacy (including literacy in history, social studies, and science). The CCSS's introduction made it easier to connect graduation requirements, assessments, and accountability systems more broadly. Although there had been standards in the U.S. prior to CCSS, the universal extent of the standards challenged the decentralized nature of the system of education that had been the norm in the country up to that point. The standards' declared purpose was to offer students clear and consistent learning objectives to aid in preparing them for college, careers, and life. Every parent and teacher can understand and support their pupils' development since the standards clearly outline what they should learn at each grade level.

Although the standards were divisive, they were implemented in the majority of the states throughout the country and had an impact on teacher preparation in addition to the school curricula. While several states are now working to update their curriculum requirements, it would be difficult to say that there has been a significant divergence from the CCSS. Prior legislation, known as the No Child Left Behind Act (NCLB) (2002-2015), which strengthened government authority over all facets of education, helped make the CCSS more widely adopted.

Title II of the Higher Education Act of 1965, as amended in 2008, requires states to report annually on key components of their teacher preparation programs and requirements for initial teacher credentialing, for kindergarten through 12th grade. This is true even though the federal government's role in regulating teacher education was reduced in early 2016. A count of the traditional and alternative teacher preparation programs, as well as quality assurance indicators utilized by all programs, were among the additional criteria that were added in 2013. Title II is covered by the ESSA. Funding is allocated under Title II Part A expressly for hiring, training, and assisting teachers. A thorough database is the product of the Title II reports. While data is still being gathered, the most recent official report was written under President Obama's administration (U.S. Department of Education 2016), and it contains details on (a) demographics, (b) enrollment and graduation rates, (c) the types of programs that provide preparation, (d) the standards and policies that guide program development and

evaluation, (e) requirements and assessment criteria for initial teacher credentialing, (f) and whether future teachers are also included in the report.

The database compiled under Title II (U.S. Department of Education 2017) exposes significant ongoing challenges for the U.S. system of teacher education, even though it lacks the much-needed detail regarding the topic knowledge that teachers gain as a result of teacher preparation. First, different programs take different tactics to policing the caliber of aspiring teachers. The subject requirements for entry into and exit from programs, as well as the extent to which programs have appropriate mechanisms to assess formatively how well future teachers are learning the knowledge and skills needed to be successful school teachers in their subjects, are just a few examples of the variability that exists in these areas. Second, there is a great deal of variation in the sorts of knowledge and skill summative exams that teachers must pass in order to be credentialed. These studies do not provide information on how well new teachers do after they are working in classrooms. Although the majority of programs claim to give aspiring teachers the chance to learn how to work with students who are disadvantaged, from diverse cultural backgrounds, have special needs, or are learning English as a second language as well as how to incorporate technology into curricula and instruction, it is unclear how programs are evaluating these crucial outcomes, especially given how these outcomes affect how different subjects are taught. During the COVID-19 epidemic, deficiencies in these areas have become quite obvious.

Since many years ago (Kennedy 2016; Smith and Ingersoll 2004), the United States has prioritized teacher professional development, and it continues to get significant attention and public money (1.5 billion in federal funding under Title II, Part A to state education agencies, local education agencies, and state agencies for higher education among others). By raising the caliber of instructors and administrators, these monies are anticipated to have an influence on student learning. Despite recommendations from the federal government and illustrations of strong induction programs like the Teacher PLUS program in Illinois and professional development programs like the ABQ-NBCT a project of the Albuquerque Public Schools (ABQ) and the National Board for Professional Teaching Standards (NBPTS), the decentralized nature of the system serves to create isolated efforts that, while they may be successful, tend to be short-lived and non-cumulative. 2019 (Garcia and Weiss)

Conclusion. In conclusion, it is unclear how programs assess their effectiveness or how they make use of this information to implement program adjustments. Few programs are deemed to be bad performers in terms of quality assurance at the state level, with the majority of programs receiving passing grades. Although the state reports contain valuable information about the state of teacher education generally, it is impossible to determine what future teachers have learned or whether they are truly prepared to teach an increasingly complex curriculum to traditionally underprivileged students. Despite the yearly effort that goes into reporting, it is also unclear how it benefits the nation.

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