



Research Article

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Practice in function of change, a factor for the development and training of students

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Abstract

Being organic and institutional, the connection between theory and teaching practice is at the same time a daily, concrete, useful connection, therefore, there is a wide theoretical, practical, and critical reflection. The professional practice is not only a simple exercise of the student, but it is also a deep test for the theoretical problems and their application in practice, it is an attempt to recognize the profession in the educational activity.

There is a horizontal and vertical connection between theoretical knowledge and their application in teaching practice. In this context, the objective of the internship is for the student to get to know the secret of the profession closely and face the teaching strategy before starting work. The experience so far has shown that pedagogical practice is a valuable experience not only as the best way to learn and verify knowledge, but also as an important element of promoting the pedagogical development and professional career of the student. On the other hand, the quality realization of the practice is closely related to the increase in teaching effectiveness during his preparation for the teaching profession. So, the practice does not only aim at exercises, but also at introducing the student to work tactics and teaching strategies.

Main objective of the paper is how does practice influence the development and training of students. The first argument is the functional connection of specific theoretical knowledge with concrete practical situations. The second one has to do with matching theoretical values with practical ones and the third argument with the verification of creative and professional skills. In this way, the relations between theory and practical activity should be understood as interconnected; while theory enables to express the intellectual processes, practice enables the concretization of the theory, so its generalizing force is its superiority. Theoretical knowledge without its proof in practice is empty, just as practical work without theoretical support is worthless.

Keywords: teaching practice, theoretical knowledge, teaching strategy, development, professional career.

1. Introduction

How do theory and practice influence student training for creative and competent work? How is the individual student experience created? How and how much does theoretical knowledge influence the behavior of the new practice? How many different forms of practical exercises are reflected in the quality training of the student?

It is said that practice has an advantage over theory, that it enables the student to better express everything that he fails to do in theory. Pedagogical theory and practice must go hand in hand, and practice is understood as a factor that benefits the growth of individual student initiative. The teaching practice carried out in concrete conditions has the function of discovering the student's inclinations for the profession and explaining, concretizing and predicting.

Parallelism between theory and teaching practice is necessary, one shows what should be done and the other how it should be done.

The connection between theory and teaching practice presents the hypothesis of creating a strategy with a work character to achieve the objective of training students for teaching and serve as an example for the affirmation of theoretical thought (systemic knowledge, strategies and teaching technologies) in conditions and different learning situations. And in order to be realized, the selected application of knowledge and the necessary introduction of teaching strategies in concrete teaching cases should be foreseen. Any attempt to remove practice from theory weakens and paralyzes its active and transformative force.

The role and mission of teaching practice in the preparation and training of students for future teachers has priority. Theoretical thinking and theoretical knowledge are put in front of practice, their materialization begins. And as specific objectives of practice can be the improvement of theoretical knowledge levels and their concretization, the reevaluation of theoretical knowledge in concrete teaching situations, the promotion and creation by the student of a creative system of work and efficiency in learning, which will be achieved through the definition and creation of work systems and the practical training of the student, the initiation and implementation of initiatives for innovation of practice, defining learning models with individual student interventions, the activation of students in practical situations including activities outside of learning as well as the creation of a teaching strategy, thus focusing on two main aspects: in the peculiarity of teaching practice and in the character of the connection of theoretical knowledge with practical processes.

Through the student's work, mainly through different forms of their engagement, they apply the acquired theoretical knowledge in teaching practice. The theoretical preparation and practical training of the student for teaching is better realized in concrete forms of action. They are directly confronted with concrete teaching situations through the preparation of plans, analysis of lessons, pedagogical practice. During their internship, students experience problems of different natures, such as the pessimism and optimism of the teaching profession, the advantages and disadvantages of this profession, contrast with hopes and disappointments, with the teachers' perspective, with his status and position in society, etc.

The connection of theoretical knowledge with teaching practice puts the student in working roles, in the role of exercising the profession for which he is preparing.

These roles force him to submit to the logic of school life, the rules of its internal organization.

2. Practice, factor for theoretical orientations

The practice enables the elaboration and inculcation of theoretical concepts, verifies the knowledge. But in fact, the pedagogical practice has a double role: raising the professional experience and theoretical maturation of the student through the promotion of knowledge from different fields of scientific disciplines in the professional role.

The practice serves as an arena of theoretical and professional preparation of the student. Faced with new conditions and circumstances, practice in most cases requires different knowledge from learning technology, from learning and teaching strategies. It aims to form a complete student to respond to the growing demands of the quality of learning such as the organization of contemporary learning, the application of innovations in learning, the transformation of theoretical knowledge and the transfer of knowledge through contemporary means of communication. Practice objectives and interconnection of theory with practice are realized through the initiative of their students according to the teaching tasks, practicing the realization of the practical activity, the extension of the practical activities in the entire learning process and with the evaluation of the activities achieved to see the effect of the practical work (Murati, 2004).

The school, in order to efficiently realize the practice of students, must compile the work program and the concrete possibilities of such an action. The orientation and promotion of their professional skills in the interest of learning progress on the one hand, and their professional and pedagogical training on the other is realized through the integration of students in the educational learning process (Murati, 2001).

The influence of the theory on the activity in the school also has a place in other segments of the teaching – educational work. But practice proves that this influence is not always positive. Therefore, the question arises: To what extent can the influence of teaching practice be positive? When does this influence become harmful? Practice is necessary for every student who aspires to be part of an education to be “formed” with security and proper professional skills. Through practical learning, students connect and enrich the knowledge they receive with practical experience under the guidance of a mentor. Students integrate experiences from observations and practical work and create personal attitudes and beliefs regarding learning theory and approaches to pedagogical methodology. Practical learning in schools is of particular importance in preparing students for independent work and with critical reflection, it enables students to see, experience and test their knowledge and skills and thus develop their competences as teachers. Students should be encouraged to reflect on their work and learn from their experience.

The task of pedagogical practice is to consolidate the knowledge gained by students in the process of studying disciplines, to master the methodology of preparation and development of various forms of lesson development. During the teaching practice, the student must master the skills of implementing methodological work by conducting independent psychological and pedagogical research.

3. Inquiry learning as a higher form of activation

Research learning means predicting, planning, discovering connections and new facts, it enables the control of the learning process and different ways of getting new scientific facts and their verification in practice, implying the analysis of a scientific teaching problem based on research projects, the necessity of orientation and use of pedagogical resources and student skills as well as the direct participation of the student in the research learning process through an active, interpretive and creative approach to pedagogical problems and educational situations.

Research learning is characterized by analytical skills, the ability to think critically and independently, learned by solving problem situations. With such approaches to the study work, the student creates several advantageous opportunities: the acquisition of the rules in the study of pedagogical activity, the adaptation of the lesson to the interests and individual needs of the student, recognition of theoretical and practical teaching problems and the functional connection of education and education, the development of scientific research skills to pedagogical problems.

Research learning as the highest form of student activation in learning is also a relatively difficult phase, therefore help from the subject teacher is necessary. Even though the teacher is in the background, he becomes a consultant, gives the initiative to the student, encourages, stimulates, guides, supports and encourages in the realization of research projects. The cooperative role of the teacher is manifested in establishing communication with all students, revealing their interests and curiosity for research work, motivating them for serious work in changing themselves and school. What pedagogical problems can be the object of research teaching? Any problem related to education and learning, school and individual development factors can be the object of study, object of analysis in research teaching.

The choice of pedagogical problems depends on various factors. It can be imposed by the circumstances and conditions in which the pedagogical process is organized, but it is also imposed by the function of the institution as well as by the motives, interest and preparation of the student.

The affirmative dimension of research teaching in the students pedagogical work is essential for his preparation, especially for training him in independent and creative work. Through this learning activity, the students professional potential is developed on the one hand, and on the other hand practical experiences and theoretical knowledge are concretized and justified.

The school, with the aim of efficient realization of students practice, compiles a work program and the concrete possibilities of such an action (administrative and educational). The school must carefully integrate students into school life, engage them in the entire educational -learning process, orient and promote their professional skills in the interest of learning progress on the one hand and their professional training pedagogical on the other hand.

The influence of the theory on the practical activity in the school has a place in other segments of the teaching-educational work. But practice proves that this influence is not always positive.

From the point of view of fulfilling the teaching obligations, in the pedagogical practice

there is always a division of roles, where each student undertakes to carry out those tasks related to their professional training. In fact, pedagogical practice is a function of formation and knowledge. This is the degree of theoretical thinking in concrete practical conditions and situations. The pedagogic – methodical practice of the student has a polyvalent function: to open learning alternatives, to verify knowledge, to accept roles, to change the teacher and the school. And in this context, it enables the argumentation of views, results, theses, theories; the processing of theoretical concepts, the processing of problems, maintaining attitudes, reworking theses and the creation of a clear vision for the practical application of theoretical knowledge; seeing and addressing problems from different perspectives; the identification of special mechanisms for a concrete practical situation.

Pedagogical practice is realized through the theoretical analysis of various problems of science on education, school, the development of individuals and the like.

The student must actively be able to perform concrete actions. And this includes: concrete exercises in defining concepts, theoretical schemes, working hypotheses, methods and techniques for data collection, statistical processing and interpretation of results. Keeping learning activities practical in school is the direct way of implementing the knowledge system by applying certain methodical work procedures. This means holding lessons under the leadership of the mentor, stimulation of learning situations, implementation of lessons.

The observation of pedagogical situations and problems in groups of children, students in institutions or outside them, makes the purpose of tracking the phenomenon, their practical analysis in different groups of children. Observing social mini-groups (planned) is in function of recognizing the problems, preoccupations of their interests in order to anticipate their developmental problems (social actions, behavior patterns).

In order to realize the pedagogical-methodical practice of the students, certain conditions must be created: the school must be organized in order to enable the functional realization of the pedagogical-methodical practice; equipped with materials and have ample environment and space for teaching activities; an independent educational environment.

This participation in the pedagogical practice aims to develop habits and skills, to know the requirements of the pedagogical work, the training of new knowledge as well as the organization of the learning process to establish the communication and cooperation of the student with the teacher in order to implement concrete pedagogical tasks in practice.

4. Conclusion

The role of practice in student training is widely recognized in pedagogical theory. Practice puts the student in an active position, to search, track, use tools and methods, reformulate approaches and ideas in the education process. Therefore, practice is a function of change, if it is good, efficient, useful, functional and constructive.

The quality of practice depends on a number of elements such as: objectives, motivation, clarification, examples, enthusiasm, interviewees, acceptance, criticism, etc.

The role of professional practice also reflects in the development, improvement of the teacher, in the change of work capacities, in the creative approach to education. Sustainable practice reflects in the change of the student's behavior.

Pedagogical practice and student activity represent a special type of pedagogical research. There are applied pedagogical concepts, methods and techniques, methodological procedures, forms and relevant instruments through the use of which students enter the essential nature of problems – analysis, interpretation, comparison, generalization, explanation, observation, construction and reconstruction of pedagogical problems.

The practice should be extended to the organization and didactic, methodical procedures, the use of the didactic material base, the intensification of the educational learning process, the organization and effective direction of the work, the promotion and encouragement of students to become active in learning. Practice as a process of personal development identifies three elements: change, problem, solution. These elements imply the application of necessary knowledge in school practice and the teacher's decision-making in pedagogical work.

Pedagogical practice is a complex activity of students in the realization of certain pedagogical goals. The function and task of pedagogical practice, in this context, is establishing connections between theoretical knowledge and their application in practice, deep knowledge of essential issues, objective trends in the development of pedagogy and pedagogical thought (norms, facts, laws, directions, categories, theories, etc.), personal changes and school changes.

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