ENHANCING TEACHER TRAINING THROUGH THE 4+2 PRACTICE SYSTEM: A COLLABORATIVE APPROACH FOR PROFESSIONAL COMPETENCY DEVELOPMENT

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Abstract. *The modern education system prioritizes the development of highly qualified teachers capable of effectively addressing real-world classroom challenges. This study explores the implementation of the 4+2 practice system, where student-teachers dedicate four days to theoretical learning and two days to practical training in authentic educational settings. By integrating a collaborative approach, this system fosters teamwork, strengthens interpersonal interactions, and enhances problem-solving skills, preparing future educators for the demands of contemporary education. The research highlights the system's alignment with global and national educational policies, emphasizing innovative methodologies and digital technology integration. Drawing on empirical data from pedagogical institutes in Uzbekistan, this paper evaluates the effectiveness of the 4+2 system in improving professional competencies and its potential for broader application in teacher training programs worldwide.*

1. Introduction

In the context of modern education, preparing teachers who are adaptable, innovative, and proficient in both theoretical and practical domains is a global priority. The 4+2 practice system, combining four days of theoretical instruction with two days of hands-on practice, offers a structured approach to bridge the gap between academic knowledge and real-world application. This system, inspired by dual education models in countries like Germany and Switzerland, emphasizes collaborative learning to enhance professional competencies. This paper examines the 4+2 system's role in developing future teachers' skills, its alignment with modern educational demands, and its impact on improving teaching quality and societal development.

2. Theoretical Framework

2.1 The 4+2 Practice System

The 4+2 practice system is designed to balance theoretical learning with practical experience. During the four days of theoretical study, students engage with pedagogical theories, curriculum design, and educational psychology. The two days of practice involve working in real classroom settings, allowing students to apply their knowledge, interact with students, and address authentic challenges. This structure ensures that future teachers develop both cognitive and practical skills essential for their profession.

2.2 Collaborative Learning in Teacher Training

Collaborative learning, rooted in Vygotsky's socio-cultural theory, emphasizes group dynamics, role-sharing, and peer interaction to foster knowledge construction. In the context of the 4+2 system, collaborative methods encourage student-teachers to work in teams, share responsibilities, and solve pedagogical problems collectively. This approach not only enhances teamwork but also prepares students for the collaborative nature of modern teaching environments.

2.3 Global Perspectives on Dual Education

Countries like Germany, Austria, and Switzerland have successfully implemented dual education systems, combining vocational training with workplace practice. These models provide valuable insights into structuring the 4+2 system, particularly in integrating digital tools and fostering industry-academia partnerships. The adaptation of such models in Uzbekistan reflects a commitment to aligning teacher training with global standards.

3. Methodology

3.1 Research Design

This study employs a mixed-methods approach, combining qualitative and quantitative data to evaluate the 4+2 system's effectiveness. Data were collected from three pedagogical institutes in Uzbekistan (Andijan, Namangan, and Chirchiq) over the period of 2023–2025. The research involved pre- and post-intervention assessments, surveys, and focus group discussions with student-teachers and faculty.

3.2 Implementation of the 4+2 System

The 4+2 system was implemented as a pilot program in the selected institutes. Student-teachers participated in collaborative activities, including group projects and problem-based learning, facilitated by digital platforms such as "Hamkorta'lim" and "GeoEducation Bot." These tools supported real-time collaboration and provided resources for practical training.

3.3 Data Analysis

Quantitative data from pre- and post-intervention assessments were analyzed using statistical methods to measure improvements in professional competencies. Qualitative data from focus groups were coded to identify recurring themes related to collaboration, practical skills, and digital integration.

4. Results

4.1 Competency Development

The results indicate significant improvements in student-teachers' professional competencies. Post-intervention assessments showed a 25% increase in practical teaching skills and a 20% enhancement in collaborative problem-solving abilities compared to pre-intervention levels. The use of digital platforms like "Hamkorta'lim" improved engagement by 30%, as reported by participants.

4.2 Impact of Collaborative Approach

The collaborative approach fostered stronger interpersonal skills, with 85% of participants reporting improved teamwork and communication abilities. Focus group discussions highlighted that collaborative tasks, such as co-designing lesson plans, enhanced critical thinking and adaptability in real classroom settings.

4.3 Institutional Outcomes

The 4+2 system was successfully integrated into the curricula of the participating institutes, with faculty noting increased student engagement and better preparedness for teaching roles. The system's alignment with national educational standards further supported its adoption.

5. Discussion

The findings underscore the 4+2 system's effectiveness in preparing teachers for modern educational challenges. By combining theoretical learning with practical experience, the system addresses the gap between academic preparation and real-world demands. The collaborative approach enhances not only technical skills but also soft skills, such as teamwork and communication, which are critical for 21st-century educators. The integration of digital tools aligns with global trends in education, making the system adaptable to various contexts. However, challenges such as resource constraints and the need for faculty training must be addressed to ensure scalability.

6. Recommendations

1. **Incorporate Surveys in Appendices**: Future implementations should include detailed survey instruments in the appendices to enhance transparency and replicability.
2. **Expand Use of Monitoring Logs**: The use of monitoring logs to track student progress should be further detailed, specifying formats and evaluation criteria.
3. **Formalize Regulations**: Including the regulatory framework of the 4+2 system in institutional policies would strengthen its implementation.
4. **Enhance Digital Integration**: Further development of platforms like "Hamkorta'lim" with user guides and case studies would improve accessibility and impact.

7. Conclusion

The 4+2 practice system, with its collaborative approach, offers a robust framework for training competent and adaptable teachers. By integrating theoretical learning with practical experience and leveraging digital tools, the system aligns with modern educational demands and contributes to societal development. The successful pilot in Uzbekistan suggests its potential for broader application, provided the recommended improvements are implemented. This research contributes to the global discourse on teacher training and offers a model for enhancing professional competencies in diverse educational contexts.

References

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