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materiallar to'plami

CHALLENGES IN MULTI-LEVEL TEACHING PRACTICES IN TEACHING HIGHER EDUCATIONAL INSTITUTIONS

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The given article is devoted to the problems of continuous professional and pedagogical training of teachers of a technical university and the requirements of the professional activities of scientific and pedagogical personnel.

Keywords: *challenges, training, multilevel system, professional and pedagogical competence, education.*

Nowadays, education plays a key role in a person's life, since with its help people can achieve incredible heights, build a career for themselves, and be in demand and professional specialists in their field of activity. Education is a very important factor that determines a person's standard of living. It affects his profession, status in society, income. We can say that the level of education of people also affects the economic, social, and cultural level of the country.

Furthermore, in modern conditions of modernization of higher education professional education, the urgent task is to prepare a competitive university graduate who is in demand in the labor market, who is able to solve professional problems, who strives to self-improvement and self-development. The training of such specialists in higher education is primarily assigned to teachers who provide the educational process. In order to prepare graduates who meet the needs of society, increased demands are placed on teachers related to their readiness to design and implement competency-based educational programs.[1]

For a start let's look through what is Multi-level teaching practice. Multi-level teaching refers to a teaching situation where one lesson is taught to an entire group of students coming from different levels while also catering to the individual needs of each student. The teacher's role is to guide and engage each student in the area of their grade level curriculum, while encouraging them to share information and work together. Questioning, critical thinking, creativity, collaboration, and listening are key contributors to making this learning environment work. One of the most promising and successfully used in a number of developed countries is the multi-level education system. With reasonable adaptation to our conditions, it can remove many of the fundamental difficulties facing education.[2]

Let's look through the challenges of multi-level classroom. We can divide them into several parts.

Challenges of Multi-level classrooms:

- Finding appropriate teaching resources and material.
- Organizing appropriate groupings within the class.
- Building an effective self-access center in the classroom.
- Determining the individual needs of each student.

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- Ensuring that all students are challenged and interested.[3]

Moreover, the system of teaching practice for students with multi-level training is aimed at developing in future teachers the skills, abilities, and professional abilities that will enable them in the future to successfully carry out the educational process at the institute.

In accordance with the problem, object, subject and purpose of the study, the following tasks are solved:

- using a comparative analysis of various educational systems, identify a set of conceptual provisions that act as the main postulates that determine the theoretical and methodological foundations of multi-level university training of teaching staff;
- based on studying the current experience of universities in training teachers, develop a structure of models for training teaching staff at different levels at universities in accordance with the initial postulates;[4]
- determine the invariant part that forms the core of professional pedagogical training and its content at different educational levels;
- based on the results of the study, as scientific and practical recommendations, develop educational and professional programs with examples of relevant specific curricula (coordinated with training in specialties), implementing the training of teachers of different levels and types at institutions.[5]
- formulate requirements for the minimum content and level of professional and pedagogical training of graduates of various educational programs. The methodological basis of the study is a general philosophical systematic approach, based on the search and finding of holistic characteristics of the phenomena being studied, their transformation in particular cases, integrating scientific-theoretical, psychological-pedagogical and practical training of the future teacher, and based on the works of progressive thinkers and teachers on issues of university education .[6]

On the whole, thematic analysis showed ‘multi-level learning‘ in general practices has benefits and challenges to learners and the practice. Learner benefits included knowledge exchange, the opportunity for vertical peer learning, a positive learning environment.

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