

THE TYPICAL PROBLEMS IN TEACHING

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Annotation: This article determines what kind of problems have in teaching that teachers are facing how problems during their lesson and work with pupils also solve this problems. Some question which are related to teaching were given to school teachers and they answered these questions according to their experiences.

Key words: teacher quality, aptitude, punishment, analysis, target

Introduction

Classroom-associated instructor issues arise while instructors are not able to attain their desires or fulfil what they need to do in their workplace. A trainer hassle is an instance of goal reaction interference taking place all through the route of a school-day. In order to understand trainer problems, it's miles vital to know trainer desires. Teacher desires come from two sources. First, instructors have the equal not unusualplace desires as all humans, on occasion referred to as standard human needs.

Literature review

Teacher quality concerns the inputs that teachers bring to the school, including their demographics, aptitude, professional preparation, and prior professional work experiences. Teaching quality refers to what teachers do to promote student learning inside the classroom. Teaching quality includes creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and employing varied instructional behaviors that help all students learn at higher levels. Teacher qualification may play important roles in how much students learn (Darling-Hammond 2000; Ferguson 1991; Haycock 1998, 2000; Wenglinsky 2000; cited in Kaplan & Owings, 2001

Numerous studies have shown that student teachers and the science teachers in their first years in the profession experience problems in transforming their subject knowledge to the form that students can understand (Canbazoglu, 2008; Simmons *et al.*, 1999; Veal, Tippins & Bell, 1998). The problems in matching theory and practice increases the importance placed to practice teaching course every day (Power, Clarke & Hine, 2002; Sinclair, 1997; cited in Bastürk, 2009). Dewey (1904) argued that the primary purpose of teacher education programs should be to help preservice teachers who reflect on problems of practice (cited in Mewborn, 1999). Therefore, determining

the problems that student teachers encounter in their classroom teaching skills, determining the quality of theoretical and practical education that candidates receive in the duration of their education, and analyzing the needs of candidates are important with respect to taking the necessary measures. Therefore, the purpose of the study is to determine teacher candidates' problems who attend teaching practice courses about teaching skills in academic years of 2005-2006 and 2006-2007.

Practice teaching is the most important part of this programme but inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills. (Anjali Rani, Assistant Professor, (dept. of Education), S.S.M.V, Shikarpur , Bulandshahar (UP))

Teacher problems have been studied since the early 1960s (Dropkin and Taylor 1963; Cruickshank and Leonard 1967; Cruick shank *et at.* 1968; Cruickshank and Broad bent 1968)

According to Cruickshank and Associates(1980) teacher problems can be grouped into five categories:

- (1) affiliation;
- (2) control;
- (3) good parent relationships and understanding home conditions;
- (4) student success;
- (5) time.

Classroom related teacher problems exist and cannot be ignored. They affect teacher performance and job satisfaction and contribute to teacher stress and burnout (Gold et at. 1992) As Bainer (1993) noted, teachers in different school localities have different kinds of problems and unless teachers are trained to prepare themselves for various kinds of work environment, new teachers will find themselves struggling to cope with the challenge of the workplace. A language can be defined as a foreign language when it is not commonly spoken in society, yet it is learned largely in the classroom (Moeller & Catalano, 2015). The language is not spoken in daily conversation, and used more for educational or professional purposes. Therefore, English is a foreign language in Indonesia as it is not used widely. English is only spoken mostly in the classroom during lessons. There are many studies that talk about the characteristics of effective EFL teachers. Brosh (1996) stated that effective EFL teachers are those that can handle the class well, attract the students' attention to the lesson, and let the students be independent at the same time. On the other hand, Sotto (2011) wrote that effective EFL teachers are those who can make students become more confident and thoughtful. Another research done by Al-Mahrooqi *et al.* (2015) in Omani, found out that effective EFL teachers are those who prepared for class, while

the students are those who speak audibly and clearly.

Research questions:

1. How can we control noisy pupils during the lesson?
2. What should we do if pupils do not do their homeworks?
3. How can we attract pupils to the lesson?

Methodology

In order to handle and find answers to this problems, school teachers are choosen that the number of participants are only 5. First one is I.D who teaches pupils at school also she is student of FarDU. I.D has 1 year experience and she teaches teenagers. The second participant is O.G who is also student-teacher at school also university. Her pupils are also teenagers. She has 2 monthes experience. Third one is R.D who works at school also student at university and has 1 month experience. Her pupils are elementary. Another participant is Sh.M who works at school and has 1 month experience. Her pupils are teenagers. Last one is M.Sh who works at school. She is student-teacher who has 2 monthes experience and pupils' age is teenagers.

Data collecting tool: Interview

Data: 17.10.2023 where: at university oral, face to face

Data analysis and discussion

As it's mentioned above, 5 participants gave their answers that are really different each others. According to first question, when their pupils noisy, they will punish and that pupil do not want to attand the lesson, she allows to go out. Second participant use groupworks or pairworks and collect noisy pupils also give them interesting tasks. In addition, they also use written materials that they think it will be useful. Other respondent utilize visual aids or activities in this case. According to second question, first participant answers that she gave extra homework if her pupils do not do their homeworks. since pupils fear do so many homeworks when we do more task for them they will their tasks next lesson. Second participant said that she gives them punishment like raising hands. In this case, their muscles pain and always do hometasks but for adults we it doesn't works as they cannot afraid of do this kind of tasks. Instead of this we need to use motivational talks that helps us to improve their range of doing homeworks. Another participant prefers to connect their parents. Last participant use challenge or competition for reward that is motivated other pupils and they try to get reward for doing hometasks. When it comes to third question, one of participant uses realia, handouts or musics in order to attract pupils to the lesson. They also use to give motivation for them by the help of showing their parent's workplace. Another way to attract the lesson is organizing warm-up activities that one participant considers like that. And last respondent use dancing for attract pupils to the lesson.

Conclusion

In conclusion, most of respondents prefer to use warm-up activities, realias,

handouts, songs, and dancing when pupils do not interested in to the lesson. Teacher problems are real and numerous.

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