

TWO TEACHERS IN ONE GROUP: DOUBLE PROBLEM OR DOUBLE SUCCESS?

Juraeva Maftuna Bakhtiyor qizi
doctoral student , NamECI

Abstract: *This article suggests collaborative learning often occurs in inclusive groups. In a co-teaching group, teachers work together to plan lessons, teach, monitor student progress, and manage the group.*

Key words: *teacher, teaching English, teach and help, parallel learning, teach and observe, differentiated learning.*

Introduction

Although knowledge about the factors associated with teacher well-being has increased significantly in recent years, burnout appears to remain a common problem in teacher work¹. A heavy workload coupled with a lack of commitment to the job, as well as ever-changing job demands, have even been identified as one of the most important reasons why teachers consider leaving the profession². On the other hand, certain resources in the workplace have been found to increase work engagement and, conversely, prevent burnout³. Interprofessional collaboration as an opportunity to share responsibilities and use common knowledge with other professionals⁴ may be one of these important resources. However, we need empirical research that examines the possible relationship between teacher well-being and interprofessional collaboration in higher education institutions. In addition, a teacher's sense of efficacy related to his experience of organizing functional situations in a group and supporting students in a group⁵ has been associated with teacher well-being and therefore a joint study of teacher well-being and⁶ interprofessional collaboration seems relevant.

Mixing two co-teaching models: In a group of two adults, not using both teachers or not having a plan for which teacher does what. Below are some different models of collaborative learning. Try using each of them in your group. Different models perform well at different training times. Look at your lesson plan and discuss with your colleague how you think you can best use your teaching skills.

Also note that it is important to ensure that both teachers fulfill all roles throughout the year to gain the trust of the students.

- **Model One: Teach and Help**

In this design, one instructor leads the activity while another instructor moves around and assists individual students.

- **Model two: Parallel learning**

In this model, students are divided into two groups based on the abilities or needs of the students. Each instructor takes half the group and teaches the same lesson. This model is a good option for small group discussions, labs, and situations where students need a smaller class group and more individual attention.

- **Model Three: Teach and Observe**

When using the teach-and-observe principle, one instructor teaches the lesson while the other instructor observes and takes notes. This model helps the team gain invaluable data that will enhance

¹ Pyhältö et al., 2021 ; Richards et al., 2018 ; Salmela-Aro et al., 2019 ; Upadyaya & Salmela-Aro , 2020 .

² Räsänen et al., 2020; Also Amitai & Van Houtte , 2022; Juvonen & Toom , 2023.

³ Bakker et al., 2008; Hakanen et al., 2006

⁴ Edwards , 2012; " Thistlethwaite ", 2012

⁵ Tschannen-Moran & Hoy , 2001

⁶ for example Skaalvik & Skaalvik , 2007 ; 2010 ; _ Zee & Koomen , 2016

their learning. Be sure to discuss with your partner in advance what you think will be critical to observe, such as student behavior or learning patterns. Be sure to take time to discuss the observation soon after class.

- **Model four: station training**

Each teacher customizes a lesson plan with different content. Students spend half of the lesson with one teacher. Halfway through class, students switch to a different teacher, and each teacher repeats the lesson for a new group of students. This is a good strategy that allows teachers to teach in an area of their strength or interest. It also allows students to get two mini-lessons and break up the unit.

- **Model five: differentiated learning**

One teacher teaches the main lesson while another teacher takes a few students aside for differentiated instruction. This is usually a good model to use if you have students with IEPs or education plans. The teacher in a smaller group still has the same learning goal, but may change the process, product, or content to help students achieve it.

- **Model Six: Tag Team Cooperative Learning**

Two teachers in a team teach the whole class. This model requires the most time for collaborative instructional planning and may even require you to develop a lesson pacing guide and script early on. If done incorrectly, this model can cause chaos as teachers interrupt each other or try to go in different directions. Make a clear plan about who and what will be responsible for leading and how you will move from instructor talk to modeling.

Reflect together: Once you find your rhythm, be sure to reflect together often. Share student successes and what you have done as a team to help them succeed. Talk about students' challenges and what you can do together to meet their needs. Having a thinking partner will deepen your own thinking process and make you more accountable. Your partner may also notice something you missed. Together you can help each other become better people. By combining your teaching skills, you can create a student-centered classroom!

References:

1. Jurayeva M.B. Work with english corpus and analysis of the information provided by them // Экономика и социум №5(96) 2022, -С 3.
2. Jurayeva M.B. Main features of corpus linguistics // Экономика и социум №5(96) 2022, -С 4.
3. Жураев, Э. С., & угли Сиддиков, С. С. (2023). АНТИКРИЗИСНЫЕ МЕРЫ ПО ОБЕСПЕЧЕНИЮ РАЗВИТИЯ МАЛОГО БИЗНЕСА. *Educational Research in Universal Sciences*, 2(2), 515-523.
4. Юлдашев, А. Я., & Жураев, Э. С. (2023). УЙ ХЎЖАЛИКЛАРИ МОЛИЯСИНИ ТАШКИЛ ЭТИШ ВА УНИ ТАКОМИЛЛАШТИРИШ. *IJODKOR O'QITUVCHI*, 3(29), 158-164.
5. Жўраев, Э. (2002). КИЧИК БИЗНЕС ВА ХУСУСИЙ ТАДБИРКОРЛИКНИ РИВОЖЛАНТИРИШДАГИ МУАММОЛАР. *ИЛМИЙ-ТЕХНИКА ЖУРНАЛИ*.
6. Юлдашев, А. Я., & Жураев, Э. С. (2022). НАЛОГОВАЯ ПОЛИТИКА И СПОСОБЫ ЕЕ СОВЕРШЕНСТВОВАНИЯ. *Экономика и социум*, 1084.
7. Жураев, Э. С. (2022). ТЕОРЕТИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ВИДОВ, СТРУКТУРЫ, ЭФФЕКТИВНОСТИ И УПРАВЛЕНИЯ РЕАЛЬНЫМИ ИНВЕСТИЦИЯМИ. *Экономика и социум*, (5-2 (92)), 434-439.
8. Yakubovich, Y. A., & Sobirjon o'g'li, J. E. (2021, December). TAX POLICY AND WAYS TO IMPROVE IT. In *Conference Zone* (pp. 167-170).

9. Yuldashev, A. A., & Jurayev, E. S. (2018). DIRECTION OF DEVELOPMENT LOCAL TAX-BUDGET POTENTIAL IN THE REGIONS. *Теория и практика современной науки*, (3 (33)), 111-115.
10. Zayliyev, A. A., Jurayev, E. S., & Muxammadjonov, B. B. (2018). TARGETING OF PROJECT FINANCING AND MONITORING IN CREDIT TERRITORIES. *Теория и практика современной науки*, (3 (33)), 116-120.
11. Juraev, E., & Juraeva, M. (2021). CURRENT ISSUES OF HIGHER EDUCATION SYSTEM DEVELOPMENT. *Интернаука*, (21-4), 62-63.
12. Juraev, E. S. (2018). Foreign experience in conducting financial policies for the development of small business. *Russia, Экономика и социум*.
13. Жураев, Э. С. (2017). Мировой опыт по кредитованию малого бизнеса. *Высшая школа*, 11, 14.
14. Juraev, E. S., & G'Ofurjon, K. (2020). INFLATION RISK. *Мировая наука*, (1 (34)), 29-33.
15. Juraev, E. S. (2020). INFLATION RISK. *Мировая наука*, (1), 29-33.
16. Razzakov, S. J., Juraev, B. G., & Juraev, E. S. (2018). Sustainability of walls of individual residential houses with a wooden frame. *Structural Mechanics of Engineering Constructions and Buildings*, 14(5), 427-435.
17. Juraev, E. S. (2018). Foreign experience in conducting financial policies for the development of small business. *Russia, Экономика и социум*.
18. Жураев, Э. С. (2022). ТЕОРЕТИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ВИДОВ, СТРУКТУРЫ, ЭФФЕКТИВНОСТИ И УПРАВЛЕНИЯ РЕАЛЬНЫМИ ИНВЕСТИЦИЯМИ. *Экономика и социум*, (5-2 (92)), 434-439.
19. Юлдашев, А. Я., & Жураев, Э. С. (2022). НАЛОГОВАЯ ПОЛИТИКА И СПОСОБЫ ЕЕ СОВЕРШЕНСТВОВАНИЯ. *Экономика и социум*, 1084.
20. Юлдашев, А. Я., & Жураев, Э. С. (2023). УЙ ХЎЖАЛИКЛАРИ МОЛИЯСИНИ ТАШКИЛ ЭТИШ ВА УНИ ТАКОМИЛЛАШТИРИШ. *ЎЗБОКРО О'ҚИТУВЧИ*, 3(29), 158-164.
21. Juraeva, M. B. (2022). Work with english corpus and analysis of the information provided by them. *Экономика и социум*, 5, 96.
22. Bulturbayevich, M. B. (2023). Increase The Share Of The Population In The Economic Sectors Through The Development Of Small Business And Private Entrepreneurship. *Journal of Survey in Fisheries Sciences*, 10(2S), 2937-2943.
23. Bulturbayevich, M. B. (2022). In Private Entrepreneurship Employee Incentives Issues. *Asia Pacific Journal Of Marketing & Management Review* Issn: 2319-2836 Impact Factor: 7.603, 11(04), 21-27.
24. Bulturbayevich, M. B. (2022). In Private Entrepreneurship Employee Incentives Issues. *Asia Pacific Journal Of Marketing & Management Review* Issn: 2319-2836 Impact Factor: 7.603, 11(04), 21-27.
25. Bulturbayevich, M. B. (2021). Development Of Innovative Activities Of Enterprises On The Basis Of Vertical Integration Processes. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(10), 5020-5031.
26. Bulturbayevich, M. B. (2021, February). Improving the mechanisms of strategic management of innovation processes in enterprises. In *Archive of Conferences* (Vol. 15, No. 1, pp. 130-136).

27. Mullabaev, B. B. Introduction of vertical integration processes in the development of innovative activities in the production sectors. Electronic scientific journal of economics and innovative technologies, 1-6.

28. Муллабаев, Б. Б. DEVELOPMENT OF LIGHT INDUSTRY BRANCHES IN UZBEKISTAN BASED ON VERTICAL INTEGRATION РАЗВИТИЕ ФИЛИАЛОВ ЛЕГКОЙ ПРОМЫШЛЕННОСТИ В УЗБЕКИСТАНЕ НА ОСНОВЕ ВЕРТИКАЛЬНОЙ ИНТЕГРАЦИИ. Научное обозрение: теория и практика,(8), 22-36.