

The roles of teachers to teach young pupils at school

**Samatova Nafisa Samadovna¹, Shokhruzjon Bozorov Askarjon ugli²,
Kholova Mavluda Karimjon qizi³**

¹*Teacher of Samarkand region Kattakurgan city, school №2*

²*Teacher of Samarkand state medical institute*

³*Student of Samarkand state institute of foreign languages*

ABSTRACT: this article is devoted to explore basic peculiarities of teachers at school, as well as enhancing the regular abilities. Furthermore, some particular wrong actions have been emphasized which teachers should pay attention in teaching process.

Key words: teacher, role, experience, classroom, activity.

Introduction

A teacher can change the teaching and learning into a game with his teaching styles. Teaching is not only an activity of the mind but also a function of the heart. If we suppose that teacher is a magician who helps to dream of success in life. The good teacher tells his story to give new experiences to his students. There is a need to focus on learning strategy and to support the learner by innovative ideas. According to Marzano (2007) past studies gives quantitative information about the influence of effective teacher and democratic school on the academic achievement of a learner, therefore the role of a teacher as well as school is entirely directionally proportional. A teacher must prepare his lesson according to different techniques so that students may enjoy the study.

Traditionally, teaching was a mixture of information-dispensing, custodial child care and separating out students from those who were academically inclined. An education factory was the underlying model for schools in which adults, paid hourly or daily salaries, kept young people of the

same age always sitting for standardized lessons and exams. The teachers were told what to teach, where and how. They had to teach and student in precisely the same way and were not held accountable because many were unable to learn. They were required to teach using the same techniques as previous generations, and supervisors were prohibited from any deviation from conventional methods or banned by myriad education laws and regulations. Therefore, several teachers simply stood in front of the class and year after year, taught the same lessons, growing gray and tired of not being able to change what they were doing.

However, many educators today are motivated to adapt and accept innovative approaches that understand both the art and the science of learning. They recognize that a close relationship between an informed, loving adult and a safe, motivated child is the essence of education. In order to understand his or her specific needs, learning style, social and cultural context, interests, and skills, they understand that their most important function is to get to know each student as a person.

As America continues to become the most pluralistic nation on Earth, this commitment to personal attributes is all the more important. Teachers must be dedicated to young people from many backgrounds, including young people who through conventional teaching, may have fallen out of the education system or been pushed out of it.

Their role is to advise students as they grow and mature—to enable them to incorporate their social, emotional and intellectual growth—so that the combination of these often distinct dimensions gives them the opportunity to seek, appreciate, and use knowledge; to make better choices in their personal lives; and to contribute to society with meaning.

At any time and in any way, they must be trained and allowed to intervene to ensure that learning happens. Instead of seeing themselves merely as masters of subjects such as history, math, or science teachers realize more and more that a love of learning must also be inspired.

In reality, this new relationship takes the form of a different concept of instruction between teachers and students. Tuning into how learners actually learn allows many teachers to dismiss teaching that is solely focused on teaching in favor of teaching that encourages learners to take an active role in learning.

They no longer see their primary role as being the classroom king or queen, a benevolent ruler determining what is best in their treatment for the helpless underlings. They have found that if they follow the role of instructional guides, facilitators, and co-learners, they achieve more.

By offering project-based, participatory, educational adventures, the most esteemed teachers have discovered how to make students passionate participants in the instructional process. They recognize that the curriculum must apply to their lives, learning experiences must engage their natural interest, and tests must quantify real achievements and be an essential part of learning in order to get students to really take responsibility for their own education.

When teachers give them a part in defining the type and content of their education, students work harder—helping them develop their own learning plans and choosing how they can prove that they have really mastered what they agreed to learn.

Instead of broadcasting content, the day-to-day role of an instructor is becoming one of designing and directing students through engaging learning experiences. The most important role of an educator is to search for and create meaningful educational experiences that empower students to solve real-world problems and demonstrate that they have mastered the big ideas, powerful skills, and mind and heart behaviors that meet agreed-on educational standards. The consequence is that when they engage in the development and expansion of new knowledge, the abstract, inert knowledge that students used to memorize from dusty textbooks comes alive.

New Professional Responsibilities

In addition to rethinking their primary responsibility as student learning directors, teachers often carry on other roles in schools and in their field. They collaborate with peers, family members, leaders, educators, members of the community, employers, and others to set specific and achievable expectations for the information, skills and values that we should expect the children of America to learn. They engage in day-to-day school decision making, work side-by-side to set goals, and deal with organizational challenges that impact the learning of their students.

Many educators often spend time studying different instructional efficiency problems that extend the understanding of learning dynamics. And more educators spend time mentoring new members of

their discipline, ensuring that graduates of education school are fully prepared for the diverse challenges of today's classrooms.

Within and outside the classroom, reinventing the role of teachers will lead to dramatically better schools and better educated students. But even in today's schools the roots of such improvement are taking hold, they need to continue nurturing to develop and fully transform the learning environment of America. The rest of us, politicians and parents, superintendents and members of the school board, employers and faculty of education, must also be willing to reconsider our educational roles in order to give teachers the encouragement, independence, and belief they need to do the vital job of educating our children.

Every teacher should start his lesson by the real example and must finish it by teaching the use and application of it. Today it is needed to insert understanding with an ability for application of knowledge. The real teacher evaluates achievement of his student using formative approaches. Therefore, the continuous and comprehensive evaluation (CCE) is the proper tool for interactive evaluation. According to Bloom "If there is no interaction in the classroom, no any type learning and teaching can take place." So what should do a teacher? A teacher is a reformer who reforms the education system, an instructor who instructs the learner, a maker who makes the future of learner, a driver who drives the curriculum, a generator who generates the knowledge and many things more. The teacher converts teaching in the transformational process. He transmits the knowledge to the learner to generate ideas. Teacher grants some special power to develop the capacity for self-monitoring and selfdirecting the ideas. Therefore, a teacher can make some changes by some new implementations.

Implementations in classrooms

The teacher is the main knowledge resource as well as for the students in the classroom where the teacher implements some new features of teaching and learning. For example, walls of the classroom may be painted colourful or with formulas, trees, forest, statements, etc. Classrooms must be well ventilated and airy so that student can be breathing easily. Schools must be free from crowded area and away from cities to provide a peaceful environment for teaching and learning.

Constructive approach

An instructor should be a good professional practitioner of their profession. There are so many developments in the field of teaching and learning taking place today. The teacher who taught on the blackboard now teaches on the screen where vivid images of three-dimensional vision appear in several ways. Thanks to the accessibility of the internet, You tube and other social media, the instructor is now present everywhere for a day.

Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the [community](#).

Conclusion

Conclusively we found that the education that cannot help to the learner to prepare for life must be removed from the curriculum. According to Dewey, a teacher should know the ways and techniques to motivate the learner and to create interest for learning. The teacher must teach with the proper planning. Our view suggests that the experiences of the learner should be planned so that he can use in future when need. The teacher encourages pupils at any time. Without teachers the education around the world was not shaped.

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