



HOW TO BE A GOOD TEACHER

Nazarqosimova Ozoda Sobirovna

Student of Jizzakh State Pedagogical University

E-mail address: nazarkosimova@mail.ru

Abstract:

This paper discusses the qualities of good teachers in relation classroom teaching. The paper highlighted how to become a good teacher. It also offers suggestions how good teachers can be produced. It concludes that a good teacher or one, who want to be, should have all the general attributes and qualities of a good professional classroom teacher so that they can excel and have good and effective performance in the classroom.

Keywords: teacher, student, school, target, knowledge.

INTRODUCTION

The term “teacher” or “teachers” embrace all those persons in schools who are responsible for the education of pupils or students. Teachers are responsible for carrying out teaching. Teaching means a social process involving communication and interaction between the teacher and the students with the aim of improving the standing of the students in the cognitive, affective and psychomotor domain areas of learning. It may be easy to get into the profession of teaching, but being a good teacher is not easy. Normally, it takes a long time to acquire the characteristics of a good teacher. Sadly, experience does not make everyone a great teacher. However, it is important for everyone in the teaching profession to try to excel, as civilization could not sustain itself in the absence of good teachers. Great teaching demands many things from professional educators including subject knowledge, caring attitudes, classroom techniques, commitment, and desire to make a difference in the lives of young people. No wonder it is hard to find great teachers.

The aims of this paper are:

- To summarize most of the characteristics of good teachers in relation to classroom teaching.
- To highlight the general professional characteristics of a good teacher.
- To illustrate how to become a good teacher and offer some valuable suggestions.





THE MAIN PART

The traits of good teachers. Good teachers come in a variety of sizes, shapes, colors, genders, and backgrounds. Some are old, some young, some serious, some funny. Despite this broad range of individuals, there are some characteristics that are common to them all. There are countless views on what is involved in being good at teaching. Excellence in teaching is not inherited and teachers may be born but they are also made.

Emotional and Mental Stability. This is shown in the teachers' sense of affection; security and self-respect. The emotions of the teachers have a bearing on their teaching effectiveness. Teachers that can control their emotions tend to be very effective. A teacher who loses his or her temper is showing wickedness rather than strength to children. It is indeed, fatal for the children because it could lead to their maladjustment and prevent their proper emotional, mental and behavioural development. Good teachers are good learners. They are always eager to learn new things, expand their knowledge base, experiment with better ways to achieve success. They are lifelong learners and they produce lifelong learners. In other words, the best teachers are always students.

Knowledgeable of the subject. Good teachers possess a deep knowledge of the subject matter and are able to manipulate, simplify, and individualize this data more easily because they are a master of it.

The ability to teach and explain the lesson in a different way The good teachers are ones that are able to teach to different learning styles. If students don't understand a subject, they teach it in a different way. In the teaching - learning situation, the teacher's exposure to principles and methods of teaching will enable him acquaint with variety of methods to choose from. Ability to move from concrete to complex is a technique/skill to be learned.

Good teachers try to see things through their students' eyes as well as their own. By asking wide-ranging questions, good teachers implore their students to probe things further, analyze matters more critically, and look beyond the obvious.

Good teachers are well organized and have clear ideas about their daily teaching plans, assignments, and grading policies. Their structured lessons and assignments offer many opportunities for students to learn new skills. Competence in teaching is the result of a clear objective and focus.

For great teachers, all students are equal. They work hard to be fair, empathetic, and encouraging. They maintain consistent behaviors and distance themselves from partiality. As humans, students possess an ingrained sense of fair play. Whenever they were dealt in a manner that violates what constitutes fairness in the situation, they





react negatively. Any semblance of favoritism, or lack of fairness, can leave scars that last a lifetime.

Good teachers try not to be cynical or negative about their students. Instead of complaining about students' lack of abilities and manners and teachers' long work hours, good teachers accept all of these as challenges. They know that humiliating students or intimidating them is not in their students'—or their— best interests. They help each student find areas of interest to explore and master.

Good teachers want the best from their students and themselves. They don't settle for poor grades, knowing it reflects upon their ability to teach just as much upon a student's ability to excel.

The best teachers are those that manage their teaching very well. They hold extra lessons. They reach out to students after class. They know that some need extra attention or assistance, and they don't act like it's not their job

In practice, to become a good teacher you must employ certain attitudes; be flexible, be accommodative, be willing to change for better. You should exercise and follow the following advices:

Have a sense of purpose You can't be good in a general sense; you have to be good in a particular area. As a teacher, this means that you know what your students expect, and you make plans to meet those expectations. You, too, have expectations about what happens in your classroom, based on the goals you're trying to achieve. If you want the best out of your students, encourage them to attend and be punctual. And if you want your students to become better, more involved readers, you allow time for reading and provide access to books.

Be curious, humble, honest, accurate and open-mindedness You should always want to learn and know new things. It is a strong desire for new facts. This is the quest for more knowledge. Be humble at heart and willing to learn from any body irrespective of his position or status. A good teacher is respectful and sober and has good reflections on issues. Adhere to absolute honesty.

Enjoy your work and students This may seem obvious, but it's easy to lose sight of its importance. Teachers who enjoy their work and their students are motivated, energized, and creative. Notice, too, that enjoying your work and enjoying your students may be two different things. Focusing too much on content may make students feel extraneous, misunderstood, or left out. Focusing exclusively on students, without an eye to content, may make students feel understood and appreciated, but may not help them to achieve their educational goals as quickly as they'd like. Achieving a balance between the two extremes takes time and attention; it demands that you observe closely, evaluate carefully, and act on your findings.





CONCLUSION

Professional training and academic training should be imbedded concurrently to maintain a high degree of versatility in teaching-learning process. It is these qualities that place the good teachers above other teachers in the different fields. We have new opportunities to become better teachers every day; good teachers are the ones who seize more opportunities than they miss. Everyone knows that it is difficult to define and practice good teaching, but at the same time, we must realize that no society can progress without it.

REFERENCES:

- [1]. JABBAROVA, A. The Importance of Using Advanced Pedagogical Technologies in Teaching the Social Sciences. PROCEEDINGS E-BOOK, 40.
- [2]. Ulugbek, J., & Anora, J. (2020). Difficulties In Teaching Essay Writing In English. International Journal of Advanced Science and Technology, 29(08), 3072-3080.
- [3]. Anora, J. (2020). Methodology And Methods Of Cultural Linguistics. In International Engineering Journal For Research & Development, 5 (CONGRESS) (pp. 3-3).
- [4]. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 No 802 "On approval of the State Standard of Preschool Education and Upbringing";
- [5]. Zinchenko G.P. Prerequisites for the formation of the theory of lifelong learning// Soviet pedagogy, 1991. N 1.
- [6]. Konstantinovsky D. L. Social and Humanitarian Education: Orientations, Practices, Resources for Improvement ./ [Voznesenskaya E.D., Dimarskaya O.Y., Cherednichenko G.A.]. –Moscow: SSP, 2006. – 264 p..
- [7]. Kalinnikova N. G. Lifelong Pedagogical Education as a Paradigm// Knowledge. Understanding. Skill, 2005. – №3. – p. 186–189.
- [8]. Arnautov V. V., Sergeyev N. K. History and current state of continuing teacher education // Educator. 2001. – № 2. – P. 4–11.
- [9]. Maslov V.I. Lifelong learning: approaches to the essence / Maslov V.I., Zvolinskaya N.N., Kornilov B.M. // Works of scholars GSOLIFKA: 75 years: Yearbook. – M., 1993. – P.102–117.
- [10]. Petryaevskaya D. G. G. Continuing Education as a Prerequisite for Overcoming Crises in Teachers' Professional Development: PhD. Candidate of Pedagogical Sciences.. – SPB., 1994. – p.24.

