

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

QUALITIES OF BEING THE BEST TEACHER

How to be a good teacher

Boboyeva Sarvinoz

Jizzakh State Pedagogical University Student

ANNOTATION

Role of teacher is importance not only in the classroom but also in society. The teacher is responsible to obtain and give the knowledge and skills from their generation to give to the generation coming. Doing so, the teacher ensures the survival of human and its life. In fact, by their training and dedication, teacher becomes the key to quality education.

This article provides information about the role of teachers in society and education today, their duties and responsibilities. A good teacher's character, knowledge, behavior and attitude towards students are also discussed. In addition, some tips and opinions of scientists are shown for teachers to reach the level of the best teachers.

Keywords: successful teacher, comprehensive school, Experienced teachers, EFL teacher, 'rough-tune', selfless, general rules, instructions, experiences or attitudes, good teacher, mastery of the subject, eye contact, interviewees.

Not only today, but also in the past, being a good teacher was a very difficult task. Because it is known from the past that young people who are the owners of the future receive education and upbringing from the hands of teachers and apply it in life. Therefore, the quality of education and education of young people depends on the skills of the teacher. On the one hand, if a teacher is able to discipline the class and can reach out to students by using a variety of teaching methods, they would be motivated and would less likely to cause trouble in one's teaching. On the other hand, the weaker student has no desire to learn because they may have tried to understand or that they do not have the discipline to study. As a result, they don't feel like to study and they don't do their homework. Worse still, parents at home do not have the time to look after and discipline them. Their teachers are too busy and have no time for them. In this way, they do not learn in school as well. And finally, they drop out from the school. And unless their parents and teachers have the heart for them, they would remain as weak students. Therefore, it is very important that the teacher is willing to help these students for they need encouragement, inspiration, guidance and most of all, discipline to study. The good



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

fit is essentially vital. That willingness, that heart and soul to teach, in a person makes a good or successful teacher. It builds the confidence, the enthusiasm and the excitement of a teacher. It also creates much passion to teach, coach and guide one's students well. The teacher should thus have 'a loving heart', doing what the heart is set on (The Analects, Chapter V, verse 26; also cited in Low, 2010).

To be a teacher is really not about just getting a job, earning a living or scoring Brownie points with the principal in raising the school's key performance indicators (KPI). The willingness to teach and serve must indeed be underscored. And with that comes the serving and caring of the students and looking after their interests and needs, the very reason for the existence of the teachers. And when it comes to preparing the course, a good, ever willing teacher, that willingness or even good service fit leads the teacher to duly consider the abilities and interests of his or her students – the teacher would ask: "How much will students know about the subject matter?"; "How interested will they be in the material?" and "What experiences or attitudes might students have that you can use to draw them into the subject?" (Davis, 2009: 139). And the great teacher is often interested in his or her students, and this helps to build the teacher's rapport with students.

Many different people were asked the question, almost always with a tape machine there to record their answers. There were teachers of English in the UK, in Spain and from Finland. Some of the respondents were teacher trainers and methodologists. Last - but by no means least - I interviewed students of different nationalities studying at private language schools in Britain, and secondary school students studying at a Cambridge comprehensive school.

The following answers are representative of the many that were given.

- They should make their lessons interesting sJ you don't fall asleep in them. This was said by an adult student at a private language school in England.
- A teacher must love her job. If she really enjoys her job that'll make the lessons more interesting. This was also said by an adult student in England. Teachers who look fed up or unhappy with what they are doing tend to have a negative effect on their students. When you observe good teachers you will notice that, even when/if they are feeling terrible (outside the classroom), they put on a good 'teacher's face' when they enter the classroom.
-



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

- I like the teacher who has his own personality and doesn't hide it from the students so that he is not only a teacher but a person as well - and it comes through the lessons. Students tend to be interested in their teachers - at least at first. The ones who share their personality with their classes often have better results than those who don't

- I like a teacher who has lots of knowledge, not only of his subject. The preoccupation with the teacher's personality is reflected here too: teachers should not be afraid to bring their own interests and lives into the classroom (within reason, of course).

- A good teacher is an entertainer and I mean that in a positive sense, not a negative sense. Students enjoy being entertained and amused. However, a balance has to be struck between entertainment (which often gives teachers enjoyable feedback) and teaching/learning. Sometimes, the former can overwhelm the latter. Although, as we can see, the character and personality of the teacher is a crucial issue in the classroom, by far the greatest number of responses to the question 'What makes a good teacher?' were not so much about teachers themselves, but rather about the relationship between the teacher and the students. This is borne out in the following responses.

- It's important that you can talk to the teacher when you have problems and you don't get along with the subject. These are the words of an adult student. Teachers must be approachable.

- A good teacher is ... somebody who has an affinity with the students that they're teaching. Successful teachers are those people who can identify with the hopes, aspirations and difficulties of their students while they are teaching them.

- A good teacher should try and draw out the quiet ones and control the more talkative ones. Experienced teachers can tell you of classes which are dominated by bright, witty, loud, extrovert students. As this EFL teacher implies, it's easy to be captivated by such students. It takes more effort to ensure that the quiet, shyer students also get a chance. One of the secondary students I questioned said, 'A good teacher is ... someone who asks the people who don't always put their hands up.'

- He should be able to correct people without offending them. Explaining to students that they have made a mistake is one of the most perilous encounters in the classroom. It has to be done with tact. The teacher has to measure what is appropriate for a particular student in a particular situation.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

- A good teacher is ... someone who helps rather than shouts. Said by a secondary school student, this was one of the many comments about discipline. The people who resent bad behaviour most are not teachers, but other students who feel their time is being wasted. Learning how to manage students and how to control boisterous classes is one of the fundamental skills of teaching.

- A good teacher is ... someone who knows our names. Teachers can never be quite sure what their students think of them, however. The least predictable things can affect their pupils' perception. One 13-year-old girl was adamant that 'The teacher needs to have dress sense - not always the same old boring suits and ties!'

How should teachers talk to students'?

The way that teachers talk to students - the manner in which they interact with them - is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathise with the people they are talking to. One group of people who seem to find it fairly natural to adapt their language to their audience are parents when they talk to their young children. Studies show that they use more exaggerated tones of voice, and speak with less complex grammatical structures than they would if they were talking to adults. Their vocabulary is generally more restricted too and the attempt to make eye contact (and other forms of physical contact) is greater. They generally do these things unconsciously.

Though teachers and students are not the same as parents and children, this subconscious ability to 'rough-tune' the language is a skill they have in common. Rough-tuning is that unconscious simplification which both parents and teachers make. Neither group sets out to get the level of language exactly correct for their audience. They rely, instead, on a general perception of what is being understood by the people listening to them. Their empathy allows them to almost feel whether the level of language they are using is appropriate for the audience they are addressing. Experienced teachers rough-tune the way they speak to students as a matter of course. Newer teachers need to concentrate their focus on their students' comprehension as the yardstick by which to measure their own speaking style in the classroom. Apart from adapting their language, experienced teachers also use physical movement: gestures, expressions, mime. It becomes almost second nature to show happiness and sadness, movement and time sequences, concepts (e.g. 'heavy'



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

and 'drunk') using these techniques. They become part of the language teachers use, especially with students at lower levels.

How should teachers give instructions''?

This issue of how to talk to students becomes crucial when teachers are giving their students instructions. The best activity in the world is a waste of time if the students don't understand what it is they are supposed to do. There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? Which information do they need first? Which should come next? When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Where students all share the same mother tongue (which the teacher also understands), a member of the class can be asked to translate the instructions as a check that they have understood them.

A good teacher should indeed be selfless. This basically means that such a teacher should look after the weak students more than the good students. It takes a teacher more effort and energy to teach the weaker students. If a teacher has no love and patience for weak students, (s)he is not a good teacher and to the authors, (s)he is not fit to be a teacher. A good teacher should be giving all the time and energy to the student; (s)he should not expect any return or favor from the student. That is why one is a teacher because (s)he only teaches and without expectation or return – as if rendering a service. There should not be a differentiation between a good student and a weak student. All students, in most ways, are like his or her children; (s)he cares about all students. If a teacher has a big heart to care, show concern and even worry about all his or her students, (s)he can be considered to be a good teacher (Low, 2010)

Never stop learning. The teacher keeps on learning. Interestingly, a Chinese saying has it that, “learning is like rowing upstream; not to advance is to drop back.” How true, a successful teacher has and enjoys “the mastery of the subject (s)he teaches, and continues to learn and improve what (s)he teaches” (several interviewees’ input; mentioned several times). One will never learn a topic better than when one starts



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

teaching it. And this coincides with what Whitman (1991: 323) has indicated, that is, the great teacher never forgets the teacher learns more than the student, so he allocates specific subject areas to selected individuals, and has them teach to or coach others. In our experiences, the student's questions or queries normally make one dig deeper, and learns more.

The successful teacher normally finds ways to dramatize certain key concepts so they'll stick in the students' brains like a fish hook (Whitman, 1991: 324). The teacher uses metaphors and analogies as well as parallels so that the students understand well the concepts examined. (S)he can also tell stories and color the student(s) more than the deepest dye. Additionally, an outstanding teacher is "expressive, casual but full of hidden meaning" (Lin, 1994: 248). A good teacher, to Confucius, is excellent in drawing ingenious or meaningful examples or live illustrations to make people really understand him or her. In this way, (s)he may be said to be a good person to make other people follow his or her ideal.

A successful teacher should nip bad learning habits of the students in the bud (Low, 2010: 682). Students when young are like young bamboos, they can bend and not be broken. It is critical for the teacher to prevent bad habits in his or her students before they arise. Confucius maintained that he who learns, but does not think, is lost, and who thinks but does not learn is in great danger (Lin, 1994).

REFERENCES

1. Jeremy Harmer "How to teach English" How to be a good teacher What makes a good teacher?Page 3.First published 1998 Seventh impression 2001
2. Cashin WE (1979). 'Motivating students', Idea Paper, no. 1: Center for Faculty Evaluation and Development in Higher Education, Kansas State University. <http://www.idea.k-state.edu/resources/index.html>
3. Cross KP (2001). 'Motivation: Er... Will that be on the test?', The Cross Papers, no.5. Mission Viejo, CA: League for Innovation in the Community College.
4. Davis BG (2009). (2nd ed.) Tools for teaching, John Wiley & Sons, Inc.: San Francisco, CA. Low and Ang 1123
5. Erickson BL, Peters CB, Strommer DW (2006). Teaching First -Y ear College Students. Jossey-Bass: San Francisco.
6. Hawley C (1997). 'Winning ways: Teachers talk about building rapport with students - Three perspectives', Teachers Talk, Indiana University - Center for



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th April, 2023

ISSN: 2835-396X

Website: econferenceseries.com

Adolescent Studies. Website: <http://www.drugstats.org/tt/v1i1/winning.html>

Accessed on 18 May 2011.

7. Kelly M (2011). 'Top 6 keys to being a successful teacher', About.com

Website: <http://712educators.about.com/od/teachingstrategies/tp/sixkeys.htm>

Accessed on 18 May 2011.

8. Lau DC (1979). The Analects, Penguin Books: England.

9. Lin Y (1994). The wisdom of Confucius, The Modern Library: New York.

10. Low KCP (2010). 'Teaching and education: the ways of Confucius', Educational Research, Vol. 1(12) December 2010 Special issues, p. 681- 686.

11. Low KCP (2010a). Successfully negotiating in Asia, Springer, Heidelberg/ London/ New York.

12. Low KCP (2005). Training success, The ICFAI University Press: India.

13. Low KCP, Theyagu D (2003). Developing true leadership potential, The Publishing Consultant: Singapore.

