

THE ROLE OF TEACHER COLLABORATION IN IMPROVING STUDENT OUTCOMES

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Abstract: Education is the process of imparting knowledge, skills and abilities, the main means of preparing a person for life and work. In the process of education, information is obtained and education is carried out. Education means teaching in a narrow sense. But it is not only the process of teaching in different types of educational institutions, but also family, production. and also refers to the process of providing information in other areas.

Key words: Education, teaching methodology, teaching skills, non-traditional lessons, seminar and laboratory training, research.

Education, teaching skills are directly related to the requirements for the teacher and the conditions for the implementation of educational work. Initiative-advanced teachers offer the following conditions to ensure the effective flow of teacher and student activities during the lesson:

1. The importance of placing students in practical, laboratory and seminar classes. According to the research conducted in recent years, the importance of non-traditional placement of students is being discussed in the course of the lesson.

It has several styles:

- passing students around a round table: in this way, it is possible to organize lessons in the form of discussions, debates and question answers. Students feel that they are "on an equal footing" with the teacher in such lessons. Also, students are aware of each other's inner experiences as they sit facing each other.

- The advantage of placing students in the form of "half moon" or "P" is that role-playing games, psychotraining games and other exercises can be performed in the middle, on the field.

- there are also convenient aspects of placing students in the form of a triangle, a square, a square. In such cases, the teacher is not separated from the students, but sits on an equal footing with them, and sitting face to face facilitates interaction and interaction.

2. In the opinion of teachers who work with students in a democratic way during the lesson and promote advanced methods of education, there should be cooperation and trust between the teacher and students in the lesson. In mutual relations, cooperation in mutual research, the desire of the student to the lesson, joy and satisfaction from the lesson.

3. A student's education and study should not be compulsory, but should be done with his own interest and desire.

4. In the course of the lesson, not only the topic being taught to the students, but also connecting the topic of today with the topics that will be covered tomorrow, will increase the interest of the students in the topic that will be covered tomorrow and will make them come to study the topic that will be covered in the lesson. As a result, the teacher can cover several topics in one lesson and use such methods as "accelerated teaching", "teaching beyond the plan". This method is especially useful for teaching gifted and talented students.

5. "Using basic symbols" in the lesson. Its convenient feature is:

- there is no need for students to write homework assignments in text form,
- after reading the text several times and understanding its original content and essence, the student finds the most basic concepts and key words in this text and writes in his notebook in the form of various drawings.

- students study the content of the text in depth by reading the text several times, learning to find important concepts and words in the text. And writing in the style of landmarks causes knowledge to be strengthened in the students' imagination and formation, and in their memory.

6. Teaching knowledge in large chunks and parts. Its advantages:

- any major part consists of several parts, and these parts form the main content of this science. If the teacher can give the students a brief and clear enough information about the important parts of this subject and its content, then the student will have a complete understanding of the subject. Confidence enables the full acceptance of holistic knowledge and the ability to remember and recall this holistic knowledge.

7. Teaching students to study and analyze. Subjects are assigned to the students, taking into account their interests.

In the classroom, "these teachers" ask and evaluate the knowledge of their peers after the lesson. Observations show that when evaluating each other, students are fairer than students. Teaching as a teacher gives students confidence and independence. Their speech activity will improve. In recent years, non-traditional interactive methods of teaching have been introduced in general secondary schools, as well as in secondary special vocational and higher education systems. The main goal of this is to equip students with knowledge in accordance with the state educational standards, to develop their skills and qualifications to the maximum, to form their independent and critical opinions, and not as an object of management for students, but as a partner and initiator of the teacher, is to be viewed as a subject of communication. In non-traditional classes, the primary focus is not on teaching, but on mobilizing students to study and independent learning.

A lesson is a lecture. In high school, the lesson-lecture is used in upper classes, and this method is used to reveal the main ideas and problems of science. In schools of general education, lecture classes are conducted with the addition of question-and-answer, demonstration and other methods. For example, after a 5-10-minute lecture, the knowledge given to students with the help of technical means is demonstrated in practice. Also, if theoretical information is given in one part of the lecture, the second part can be organized in the form of questions and answers, discussion.

1. Problem lesson. The content of problem classes is very different from conversation classes

does not. However, in high school, the teacher's activity is more required in guiding students to the research process. A problem lesson can consist of the following parts:

- it is determined that there is a conflict between natural, social, technical, man-made, and agrobiological processes. That is, the presence of a problem in some area is found.

- hypotheses about the causes, development, course and end of various events, processes, etc.

- as a result of the research together with the students, it is proved how true or false the hypothesis is.

- a conclusion is made about the laws of interdependence between various systems, events, processes and new aspects of things and events are revealed.

3. Lesson in the field. Nature-related lessons can be held in the field, garden, mountain, experimental field and other places related to this topic.

4. Lesson - drama. In 1934, American scientist Moreno proved with a series of researches that it is possible to use the experience of dramatic theater to find a solution to psychological situations and to get out of conflict situations in family, personal and work activities. This method has gradually entered the system of higher and secondary education. Lessons and dramas can be organized in literature, family psychology, spirituality and all other subjects. However, the main goal of the lesson-drama is to form feelings of solidarity, cohesiveness, friendship among students, to improve the relationship between the teacher and the student, to create a positive psychological atmosphere in the student's personal life, interpersonal relations and communication in the team.

5. Lesson-discussion. Before organizing such lessons, the topic and direction of the discussion will be announced to the students. It is advised to work with scientific and devotional literature, which is necessary to study in this field. In the course of the lesson, shy, slow-talking, slow students are constantly asked questions and asked for their opinion. In order not to deviate from the topic under discussion during the lesson, the teacher manages the course of the discussion without the students noticing.

6. Lesson-trip. The lesson-trip is conducted on the basis of a pre-arranged plan, and this lesson requires a lot of preparation. If the teacher wants to organize a trip on the topic of "Uzbekistan's forests", he first gives the students an understanding of the forests, their ecological situation, the types of trees and plants.

In the course of the trip, students will take pictures of trees and plants, natural landscapes, and video tapes. The result of the trip will be analyzed by showing the collected samples, pictures and videos. Lessons conducted in this form will remain in the memories of students for a long time.

7. Distance education is a type of educational service that reflects the achievements of information technologies, modern pedagogy, and is provided to the broad strata of our people, and it ensures the exchange of educational information at a distance. There are types of distance education, portfolio, television-satellite and network. Communication between the teacher and the student is carried out through computers, telecommunication devices, Internet and Intranet. In this type of education mainly teacher, student and tutor (methodist-consultant) participate and exchange information. As it can be seen, the organization of non-traditional types of education and classes in the educational process requires pedagogues-teachers to acquire the knowledge of preparing a distance learning course, the ability to use case technology and offline methods, in addition to the skills and abilities listed in the above topics, the ability of students to manage learning activities, the skills of using e-mails (E-mail), teleconference systems, Web servers, media servers, electronic textbooks, virtual laboratories and virtual stands, slides, audio-video materials, multimedia systems requires. In the science of pedagogy, there are forms and methods of lesson organization that have been used for thousands of years, have passed the tests of history, and have survived to this day, and they have not lost their value to this day, and general pedagogy will continue to do so is used as an axiom recognizing science. Innovative news, information and pedagogical technologies brought to the field of education are developing around traditional teaching methods, supplementing them and polishing them. Therefore, while using non-traditional forms of teaching to increase the effectiveness of teaching, it is certainly not possible to completely abandon traditional teaching methods. The final result of the use of traditional and non-traditional methods of teaching is the formation of a well-educated, well-educated, well-rounded person.

Creative abilities are not only used to create new ideas, but also to improve lifestyles or specific aspects, and play an important role in the development of a person's inner world.

Conclusion:

Due to the fact that creativity is based on memorizing information and collecting facts, the traditional education system is not always able to develop the creativity of a person, especially a student. The daily lifestyle often causes a decline in the creative qualities of a person. Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking. "Creative pedagogy" includes the following two situations must be able to guarantee:

- 1) attracting the attention of students who have low mastery of academic subjects and consider them boring to learn the basics of science by teachers;
- 2) to provide teachers with the opportunity to use them effectively in the audience by recommending strategies and tools that serve to stimulate creative thinking and creative activity results in students.

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