

## THE IMPACT OF TEACHER TRAINING ON STUDENTS' LEARNING

**Shermamatova Zaynab Azimjonovna**

SamSIFL, EFL Teacher

**Akhadova Ugiloy Kilich kizi**

SamSIFL, Student

**Ummatova Marjona Gafur kizi**

SamSIFL, Student

### ABSTRACT

In the contemporary era, the impact of teachers on shaping the personality of students, referred to as specialists hereafter, is highly relevant. Education today is a creative endeavor that unlocks new horizons for cultural development. The intricate interplay between culture and education is indispensable for the advancement of secondary and higher education, as well as for the personal and creative accomplishments of both teachers and students.

**Keywords:** Methodologist, psychologist, educator, academic achievement, self-confidence, joyfulness, risk appetite, fearlessness of appearing strange, a lack of comfort, a well-developed sense of humor, love of fantasy, openness to others and new experiences, tolerance, intuition, stress resistance.

### INTRODUCTION

All scholars addressing the issue of learning motivation underscore its paramount importance in the formation and development of students. This significance lies in its role in guaranteeing the emergence of cognitive activity, the actualization of cognitive motives, and, consequently, the cultivation of motives for mastering a profession and achieving self-realization. The acquisition of knowledge during this formative period is crucial for a successful personality in later life [1].

The absence of motivation results in a decline in academic performance, difficulties in grasping educational material, and often a complete lack of foundational knowledge in a specific subject. A negative or indifferent attitude toward learning can be a root cause for a student's low academic achievements or failure. The extensive knowledge required in the process of studying at secondary vocational education institutions is challenging to master in the absence of motivation [1].

Creating positive motivation for learning activities is a longstanding challenge addressed by methodologists, psychologists, and educators. The goal is not only to engage students during their time in college but also to instill a lifelong desire for learning. Motivation to learn is an intricate process involving the transformation of an individual's attitude toward a specific subject or the entire educational process [2, p. 160]. Furthermore, a positive or negative attitude toward educational activities significantly influences one's approach to their future profession, highlighting the risk of producing unqualified specialists lacking interest in the quality of their work [2].

Various participants in the educational process, including teachers, parents, and students themselves, can influence students' motivation. However, the teacher plays a particularly crucial role in shaping motivation to learn. Unlike psychologists or methodologists who may not provide ready-made schemes for increasing student motivation, teachers are required to seek and implement strategies tailored to the learning conditions and student composition. The demonstration of skills by teachers lies in capturing attention, activating students' engagement, encouraging critical thinking, reflection, inquiry, and action.

The teacher's experience, creative approach to knowledge transfer, organizational skills, and ongoing exploration of new teaching forms and methods are of paramount importance. Teachers must continually explore fresh ways to stimulate student participation, diversify material explanations to enhance comprehension, and incorporate modern teaching forms and methods. This includes the utilization of effective educational technologies such as problem-based learning, interactive approaches, design methods, information and communication technologies, and gaming techniques. These methods contribute to the development of students' cognitive interest in the material and enhance the efficiency and quality of the educational process [1]. The implementation of these strategies has become feasible with the adoption of the Federal State Educational Standard during lessons.

As a history instructor at a college, I consistently administer an entrance test for first-year students covering all topics in the history of the Fatherland course each year. Unfortunately, the outcomes of these tests are disheartening. Many fundamental historical topics were inadequately mastered by students from basic schools. Children struggle to recall dates, confuse events, and face challenges in determining the causes and consequences of significant historical events.

The incorporation of interactive forms of student assessment and the adoption of innovative teaching methodologies provide an effective avenue for realizing the primary goal of a competent approach: fostering in students the ability to apply their knowledge, personal skills, and qualities for successful professional pursuits. Despite the abundance of instructional resources, the foremost factor influencing the overall

quality of education and the development of essential skills in future specialists remains the teacher, the carrier of knowledge. Innovative methods in education underscore the multifaceted nature of the professional responsibilities of a modern teacher, demanding adherence to traditional expectations for personality traits and professional competence, as well as embracing new pedagogical perspectives [6].

It is crucial to recognize that the instructor shaping students in a specific field significantly impacts their attitude toward the discipline and subjects under study. The primary responsibility of the teacher lies in engaging students in the learning process rather than coercing their participation. Imposing coercion and threats leads to dissatisfaction and apathy, resulting in diminished productivity or a reluctance to learn. The teacher, through personal and professional qualities, plays a pivotal role in cultivating a passion for knowledge, encouraging the acquisition and mastery of new information, and unveiling initiative and creative problem-solving approaches in students. The teacher serves as the organizer and leader of the educational process within an institution, exerting pedagogical influence both in and outside the classroom. This influence manifests in shaping thoughts, words, overall personality, behavior, and attitude toward others. The deliberate efforts of a teacher who imparts knowledge, shares experiences, and instills essential moral qualities for personal and professional growth leave a lasting impact on students' lives, providing the teacher with satisfaction and joy amidst their often challenging work [5].

We contend that teachers bear significant responsibility for molding students into fully developed personalities, namely professionals. To address this challenge, instilling a love for their chosen field among students is imperative. Specific requirements for teachers include:

1. Integrity, Honesty, and Conscientiousness: Teachers should exemplify integrity, honesty, and a conscientious approach to their tasks and duties. Consistency between words and actions, both at work and in daily life, is crucial to instilling personal integrity in students.

2. Expertise and Professional Skills: Teachers must possess a profound understanding of their subject and demonstrate professional skills and abilities. A qualified specialist garners authority among students, necessitating continuous efforts by teachers to enhance qualifications, stay abreast of the latest scientific advancements, and remain informed about innovative technologies in their field.

3. Cultural and Comprehensive Education: Teachers, beyond imparting knowledge in their discipline, should be highly cultured and possess a broad education. The ability to navigate various branches of science enhances communication with students, enabling effective lesson delivery, club activities, and meaningful conversations. These requirements, we believe, are fundamental for teachers to

effectively fulfill their role in shaping students into competent and well-rounded professionals.

4. The culture of the teacher-educator should be evident in aspects such as neatness, speech, posture, and movements, as well as the ability to maintain composure in challenging and unconventional situations within the educational process.

5. A fundamental requirement for successful pedagogical activity in training and educating future specialists is understanding and love for students, along with knowledge of their characteristics and inner worlds.

Furthermore, it is essential for the teacher to possess pedagogical skills, demonstrated through creativity and resourcefulness in organizing and conducting the educational process to achieve optimal results. These abilities are prerequisites for mastering pedagogical skills, including the capability to swiftly adapt to the dynamic educational environment, making well-considered decisions, both anticipated and unexpected [5].

Another critical aspect is the teacher's ability to consistently exude confidence in the classroom, effectively managing emotional and volitional qualities. This confidence often translates to students, fostering a desire to acquire more knowledge and skills and positively influencing their attitude toward learning. Conversely, if a teacher neglects their responsibilities, students' interest in classes tends to wane [3].

In addition to the mentioned qualities, the teacher must possess a special pedagogical tact, enabling the combination of high expectations for students with sensitivity, self-control, and restraint. Striking a balance between kindness and strictness is crucial. This quality aids future specialists in developing character strength and the ability to exert influence over those with whom they will collaborate in the future [6]. Genuine respect for students is equally important, forming the basis for the development of a competent personality in professional, cultural, and social dimensions.

In the current context, the formation of a positive teacher image is a pressing issue, with the primary goal of training highly qualified and competitive specialists. The professional requirements for candidates have increased as enterprises seek individuals who not only meet state needs but also satisfy diverse individual needs for development and self-realization, ensuring competitiveness in the labor market for well-paid and engaging positions [6].

## CONCLUSION

In conclusion, true competitiveness stems from a highly developed personality with qualities such as self-confidence, joyfulness, risk appetite, fearlessness of appearing strange, a lack of comfort, a well-developed sense of humor, love of fantasy, openness to others and new experiences, tolerance, intuition, stress resistance, and an

optimistic life philosophy. Mental qualities like analyticalism, reflexivity, quick reaction, creativity, observation, critical thinking, and cohesive thinking are crucial, while behavioral skills encompass sociability, initiative, enterprise, improvisation, relaxation, risk-taking, leadership, obedience, and responsibility. These personal qualities are shaped by both internal factors, dependent on the individual (orientation, abilities, character, and self-control), and external factors, influenced by the environment and the teacher's educational impact. A teacher who respects themselves and their profession can, in turn, respect their students, serving as a teacher, mentor, and behavioral model. A teacher who possesses knowledge, passion, and love for their work earns genuine respect from students, fostering high motivation not only to grasp the subject matter but also to transform their self-perception. Therefore, the linchpin in preparing highly qualified specialists lies in the teacher's personality and their guiding principles.

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