Volume 2, Issue 10, October 2024

ISSN (E): 2938-3757

THE ROLE OF THE TEACHER IN DEVELOPING STUDENTS' INTEREST IN LEARNING

Ulugbek Bababekovich Navruzov Teacher of Chirchik State Pedagogical University ulugbeknavrozov@gmail.com tel:97-398-72-11

Abstract

The article presents proposals for organizing work on career guidance in general education schools, the theoretical foundations of career guidance and a creative approach to it, and professional culture.

Keywords: Integration, curricula, system, skills, qualifications, diagnostic conversation, technological process, education.

Introduction

The "Uzbekistan-2030" Strategy is designed to ensure sustainable and inclusive development of the country and defines the long-term development directions of Uzbekistan. It envisages reforms in various fields, economic growth, improvement of education, healthcare, and social protection systems, ensuring environmental sustainability, and modernization of public administration.

The Strategy also serves the goals of realizing the will of our people to build a free prosperous, powerful New Uzbekistan, creating all opportunities for every citizen to develop their potential, raising a healthy, educated, and spiritually developed generation, forming a strong economy, which has become an important link in global production, guaranteeing justice, the rule of law, security and stability.

To this end, the most important task facing the education system in our republic is the application of new pedagogical teaching technologies based on advanced technological learning processes. Introducing a new method into the educational process is causing a fundamental change in the educational process. This situation leads participants in the educational process to expand their knowledge, creativity, and constant self-improvement, presenting each lesson as a work of art. What should today's teacher focus on to increase students' interest in learning, so that the student always loves their subject?

According to information provided in the press, the following question was asked and the answers were analyzed among foreign children. "Do you love your father or TV? Many children answered this question with "television." To the question "Why?" they answered, "Because I get a lot of news from television." Indeed, this is the nature of man, he is interested in constantly receiving news. In the past, teachers served as a source of new knowledge for students, which they did not know, and they were respected. Currently, there is so much information and methods of obtaining it that the teacher's function as a source of innovation is now decreasing. What should a teacher be today, when the student has become the main figure



in the educational process, and teaching and learning methods have almost completely changed? How can we always be a source of news for our students who deserve the title of "teacher"? There is a wise proverb in our people - "A student who has not seen a teacher walks to every position." Is it the same today?

In the era when innovative technologies and interactive methods are used in the educational process, the lesson process becomes a collaborative process between the teacher and the student, in which the student also actively participates. When conducting lessons using such methods, students also search for the topic, gather information from various sources, and present it in various forms. As many things come out, the information that students search for is derived from more new, diverse, and diverse sources.

The lesson process is a process that nourishes the student's consciousness, develops their thoughts and knowledge, and leads them to perfection. At the same time, it is necessary to stimulate students who actively participate in the lesson in a chaotic manner, acquiring knowledge independently, and for this, it is necessary to work not with the teacher's simple words: "Thank you," "Barakalla," but with a rule of order, based on the plan designed by the teacher. Therefore, a teacher must possess not only deep knowledge, but also master the methods of conducting lessons, possess pedagogical skills, and have a wealth of life experience. Interactive learning does not mean just letting the learner speak and putting the reins of the learning process in the learner's hands. In this process, the teacher should not be a passive listener, but always be an active manager, an analytical discussion process, a productive time user, and most importantly, the main figure of the lesson process, so that they can deeply understand the essence of the topic.

The lesson process depends not only on the teacher, but also on the level of knowledge, interests, and aspirations of the students. It is possible to achieve different results by passing the same topic in different audiences in the same way. Indeed, each lesson is a unique stage production, and the teacher must play their part in it. The lesson process is a process where many people exchange ideas on the topic, each person understands something in their own way, and presents it to others based on their own abilities and talents. In this case, the teacher should show the correct path, like a compass, so that the students do not get caught up in mistakes and confusion, and learn the most necessary concepts, laws, and phenomena of the subject and the results arising from them.

Students actively participating in the lesson must be motivated in a timely manner, and for this, the teacher must use all the possibilities that bring the student to the level of belief in their strength and abilities, ranging from simple words of praise such as "Thank you," "Goodbye," "Thank you," "If you try, you can do anything." It is said that Napoleon was awakened every morning by the words: "Great things await you.". If we, teachers, awaken the minds of our students with such wonderful praises, it is surprising that in the future, out of the worthy descendants of our great ancestors, great talents will emerge that will further elevate this holy Motherland.

In the course of the lesson, along with correct opinions on the subject, there will also be students who make erroneous misconceptions.[1] They think that's right. What should the teacher do in this case? Is it appropriate for the teacher to immediately say that this is wrong, regardless of what the student says? In this case, he should encourage the student for his opinion, ask what



ISSN (E): 2938-3757

other opinions are against it, and if there is no other opinion, he should tell the truth himself and let the students know where the mistake is made. In this way, students draw correct conclusions and increase their activity. They learn to listen to the opinions of their comrades, to reason.[2]

It is known from many years of experience that in some cases, the subjects in which teachers are strong in the educational institution are deeply mastered, and this also affects students' interest in learning and their choice of profession in the future. The reason for this is that such selfless teachers, first of all, love and show love for their profession, science, and students. Every deed done with kindness yields its positive effect.[3]

A teacher must be a skilled master of their craft in order to have the status of a selfless teacher. To do this, it is necessary to have a thorough understanding of the State Educational Standards and the curricula developed on their basis:

- The ability to analyze various technical and didactic teaching tools, existing textbooks, teaching materials, and teaching materials on the subject, to identify their differences and advantages;

- having the ability to conduct exhibition-experimental and laboratory work in science using modern equipment and tools;

- knowledge of new information and pedagogical technologies, interactive teaching methods, and the ability to use them in practice;

- Knowledge of organizational and methodological support for students' independent work on themselves;
- Knowledge of the forms and methods of identifying, selecting and differentiating gifted students;
- to study best practices and have the skills to use them in their work;

- must know and master ways and methods of self-improvement of their knowledge and skills; In order for students to be departmental, talented, thirsty for knowledge, it is necessary to appreciate the work of selfless teachers and create new opportunities and, of course, adhere to the principles of fairness. Our republic pays great attention to this, and there are various selection incentive funds. [4]

The students' good assimilation of learning materials, their educational impact, and their contribution to their development depend on the teacher's potential or teaching method, as well as the form of learning. To make the learning process interesting, it is necessary to achieve an organic connection between the content of the learning materials, the teaching method, and the form of learning.

References:

- 1. Navruzov, U. B. (2024). Matnli masalalarni tenglama tuzish yo'li bilan yechish usullari. Ilmiy ijodkorlik, 1(1), 68-76.
- 2. Navruzov, U. B. (2023). Ba'zi matematik masalalarni yechishda klassik tengsizliklardan foydalanish usullari. Unifikatsiya, 1(1), 48-54.
- 3. Navruzov, U. B. (2022). Aniq va aniqmas integralni hisoblashda bo`laklab integrallash usulining qo'llanilishi. Mustaqil fikrlash, 1(1), 212-215.



37 | Page



Volume 2, Issue 10, October 2024

ISSN (E): 2938-3757

- 4. Останов, К., Наврузов, У. Б., & Бобоев, Б. Э. (2022). Использование нестандартных задач как средство формирования креативного мышления учащихся. Academy, (2 (73)), 55-57.
- 5. Lutfullayevna, T. E. (2024). Algebra va sonlar nazariyasi va matematik analiz fanlarida talabalarning mustaqil ta'lim olish samaradorligini oshirishda math. Df dasturi imkoniyatlaridan foydalanish. Science and innovation, 3(Special Issue 32), 396-401.
- 6. Taymanova, E. (2023). Solvable extensions of the Quiasi-filiform LeLbniz Algebra L. Zamonaviy matematika, 1(1), 316-317.
- 7. Xamidova, M. (2024). Ta'lim sifatini oshirishda innovatsion texnologiyalarni oʻrni. Innovatsion va raqamli texnologiyalar, 1(1), 942-944.
- 8. Kenjaboyeva, M. H. (2021). Zinapoyasimon graflarda to'lqin tarqalish tenglamasi uchun boshlang'ich-chegaraviy masala. Modern problems of mathematical physics, 1(1), 334-335.
- 9. Omonova, M. D. (2023). Pedagogical possibilities of information and educational technologies in the development of critical thinking of students. Academic research in educational sciences, 4(4), 532-537.
- 10. Yunusova, X. (2024). Ta'lim tizimi uchun pedagoglarni tayyorlash-dolzarb muammo sifatida. Ta'lim va innovatsion tadqiqotlar, 1(3), 245-248.
- 11. Alimov, B. N. (2023). Hermeneutics, mathematics and its history. Open Access Repository, 9(10), 56-61.



38 | Page