

## POSITIVE TEACHER- STUDENT RELATIONS

**Latofat Tukhtamuradovna Tursunboyeva**

Uzbekistan State University of Physical Education and Sport

**Makhbuba Firdavsiyevna Ashirova**

Uzbekistan State University of Physical Education and Sport

### ABSTRACT

This article is about the rules of relations between teacher and students while teaching and learning process. The topic is considered to be very important as some progress in learning process can be achieved by positive communication between teachers and students.

**Keywords:** interaction, relationship, classroom discipline, Feedback, new teaching methods

### INTRODUCTION

20 years of teaching experience taught us that the most and the most important value for a teacher is having ability to love people. In our case it is love to our students. Interaction begins when a student feels love and respect from a teacher. If a teacher cannot love his students, he or she will not have any satisfaction and can't be a real teacher. My students are at the same age of my own children. I love them. Each of them has his own world. They are different: calm, naughty, joyful, sociable, some of them jokes a lot, some of them are serious. When they feel my love, they begin to open their world to me. After feeling my love and respect they try to share their happiness, their problems, and their dreams. And now I can easily work with them. Here teaching and learning process can be begun. The teacher student relationship is very important for learning process. They spend hours a day together for almost 10 months. We ask ourselves what is considered a good teacher. All of us have gone through schooling and if fortunate had a favorite teacher.

### METHODOLOGY

A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point

of view of the teacher and learning from a student will establish a positive relationship in the classroom. I will be focusing on the relationship between the student and teacher, involving high school which I have found to be extremely important for the student to gain experience for their future career and life.

Students have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson. On the other hand, there are some students who work and miss lessons a lot and cannot catch the material properly. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students. Responsible classroom discipline can be the key to create a learning environment approachable for student of high schools. According to experience I can say that, student disruptions will occur frequently in classes that are poorly organized and managed where students are not provided with appropriate and interesting instructional tasks.

## **RESULTS**

The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the students' problem, fear, or confusion will give the teacher a better understanding the students' learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the student feel secure or less confused when learning is taking place in the classroom.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every student in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship". The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

## **DISCUSSION**

The teacher needs to understand that students have different character and different abilities backgrounds. A teacher then needs to understand the value of the

students' self-concepts, which can be of greater value and build self-worth for minority students. If the teacher demonstrates an understanding of the student's concept, it will provide a better understanding between the teacher and the student. Therefore, those teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the students. Teachers should assert that they should also be treated with respect and their responsibilities to ensure that students treat each other with kindness. According to the Jones, "teachers are encouraged to blend their warmth and firmness towards the students in their classroom, but with realistic limits"

Another point I have often found critical, a number of times teachers communicate with students as if they are children. They shout at them in the presence of their friends, tell them to get out of the classroom. Students are not children. They are adults. And there are principles of teaching adult. Adult learning occurs best when:

- \*There is a respect between teacher and student.

- \*It is self-directed. Adults can share responsibility for their own learning, because they know their own needs.

- \* It is participative. Participation in the learning process is active not passive.

- \*It provides feedback. Effective learning provides feedback that is corrective but supportive.

- \*It provides a safe atmosphere. Cheerful, relaxed person learns more easily than who is fearful, embarrassed or angry.

- \*It occurs in a comfortable environment.

## CONCLUSION

Unfortunately, in Uzbekistan we don't have any special courses for teaching adults. In Uzbek mentality there is a concept that people should study only when they are young. But that is not suitable concept for today. Life and technology is developing in a very high speed now. Therefore, not only young people have to learn now. Elderly people also have to work hard in learning innovations and new technologies in their sphere. Last times knowledge taken by people was enough for more time. But now people should be retrained almost every year.

Therefore, it is important for teachers to learn how to teach adults. Usually, a type of lesson involving exchanging experience can be an excellent for adults who are involved in some kind of courses.

## REFERENCES

1. Джалилова, М. И., Тажибаев, С. С., & Джалилова, Л. А. Правовые основы олимпийского образования учащейся молодёжи. In *Актуальные проблемы правового регулирования спортивных отношений (16 апреля 2020 года) – материалы X международной научно-практической конференции, посвящённой 50-летию Уральского государственного университета физической культуры: Челябинск, 16 апреля 2020 года/Под ред. СА Захаровой.* – Челябинск: Уральская Академия, 2020. – 246 с. (p. 218).
2. Туробов, Х. (2021). Национальная система массового вовлечения всех слоев населения в спортивно-оздоровительную деятельность. *Academic Research in Educational Sciences*, 2.
3. Бердиева, Ч. А. (2021). Жисмоний имконияти чекланган талабалар организмининг функционал ҳолатини баҳолаш усули. *Academic Research in Educational Sciences*, 2.
4. Давлатова, Л. Т. (2021). Болалар церебрал фалажида жисмоний тайёргарликни машғулот жараёнида ва илмий назарий соҳада ривожлантириш. *Academic Research in Educational Sciences*, 2.
5. Тажибаев, С. С., & Серебряков, Ю. В. (2015). Динамика общей и специальной физической подготовленности боксеров юношей, занимающихся боксом на этапе начальной спортивной специализации. *Молодой ученый*, (2), 109-111.
6. Miryunusovna, Z. G. (2020). Selecting criterias of talented preschool children for the forming of sports reserve in swimming. *European Journal of Research and Reflection in Educational Sciences*, 8(2).
7. Matnazarov, X. Y. (2020). Influencing factors for selecting effectiveness of talented swimmers on swimming sports. *European Journal of Research and Reflection in Educational Sciences*, 8(3), 41-44.
8. Farkhodovich, I. B. (2020). Development of balance in young kayakers in the initial stage of training. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 66-70.
9. Azimov, Z. N. (2020). Research Of Training Loads On The Simulator “Concept-2” In The Preparation Of Youth In Academic Rowing. *The American Journal of Applied sciences*, 2(11), 104-109.
10. Давлетмуратов, С. Р. (2020). Тренировочные нагрузки хоккеистов в подготовительном периоде. *Фан-спортга*, (4), 33-34.
11. Давлетмуратов, С. Р. (2020). Физическая работоспособность в годичном цикле подготовительного периода подготовки квалифицированных футболистов. *Фан-спортга*, (3), 10-13.

12. Makhmudov, K. (2020). Ways of Forming Intercultural Communication in Foreign Language Teaching. *Science and Education*, 1(4).
13. Makhmudov, K. (2020). Innovative Cluster of Pedagogical Education: Common Goals and Specific Interests. *Academic Research in Educational Sciences*, (2).
14. kizi Jumanova, K. G., & ugli Makhmudov, K. S. (2020). Teaching Culture as a Tool to English Teaching Methodology. *Science and Education*, 1(3), 591-594.
15. Ходжамкулов, У. (2019). Педагогический кластер-новый инновационный аспект. *Теория и практика современной науки*, (2), 41-45.
16. Khodjamkulov, U. N. (2019). Pedagogical Education Cluster as a Scientific and Pedagogical Problem. *Modern Education*, 10, 12-17.
17. Ходжамкулов, У. Н. (2019). Педагогик таълим кластери илмий-педагогик муаммо сифатида (педагогик таълимни кластерлаштиришнинг зарурати). *Современное образование (Узбекистан)*, (10 (83)).
18. Khoshimova, D., Otajonova, D., & Khaldarchayeva, G. (2020). Modern Technologies in Teaching Foreign Languages. *Academic Research in Educational Sciences*, (3).