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THE ROLE OF THE TEACHER IN EDUCATIONAL REFORM

Abstract: This article highlights the fact that education reform is a driving force of policy, economic, cultural and social development. At the same time, in accordance with the goal of education reform, the main goal of education is to make all students interested in their subject, to increase their intellectual potential. methods of teaching the approach to suliyat are described.

Key words: educational reform, teaching profession, degree order, individual teaching, equal results, mastery, learning, investment, self-awareness, intellectual potential, creativity, critical thinking, low intellect, professional teacher, vertical equality, responsibility, self-development, social integration, equality of learning outcomes, pedagogical diligence.

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Introduction

Today, every country is pursuing the same education reform as it is competing with other countries. Because they realized that education reform was the driving force of politics, it proved to be a factor in economic, cultural and social development. Therefore, the optimistic assumption that the education reform of many countries will contribute to national development and a steady increase in investment in education on the basis of education contributes to the socio-economic development of society as a whole and the well-being of individuals within it. In the process of globalization, if we focus on world education policy, we are currently implementing educational reforms called "Prosperity of Education" to implement the advanced stage of education. Educational well-being means that an organized system of educational services and institutions is designed to help all individuals meet their educational needs and achieve self-awareness. [1] In many countries, the ultimate goal of education reform in order to achieve equitable learning outcomes is to prioritize policy actions and to enhance the traditional role of the teacher. This will ensure that the younger generation is brought up in a society that

is intellectually gifted, independent, creative and critical.

Analysis of the literature: Today, in order to create a new Uzbekistan, radical reforms are being carried out in the education system, as well as in all areas. In his speech at the Teachers' and Coaches' Day celebrations on September 30, 2020, the President of the Republic of Uzbekistan said: Speaking of this, first of all, each of us, the whole society must have a deep understanding of the essence of the Third Renaissance,"he said. Creating a foundation for a new Renaissance in Uzbekistan through educational reform requires the development of the scientific and practical foundations of Renaissance pedagogy. [11] The laws of the new Renaissance pedagogy should be defined with the utmost precision as follows:

- axiological attitude to national and universal culture.
- social adaptation, activity and mobility.
- strength of the four members (preschool; general secondary and secondary special; professional and higher education).
- the priority of self-development and life-based (vitagan) education. The pedagogical process requires

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based on clear laws. This stems from the laws of pedagogy. The general laws of pedagogy consist of 6 groups: the purpose of education; educational content; quality of education; teaching methods; management of the educational process; Laws of incentives in education. It is expedient to define the following as the laws of New Renaissance pedagogy:

- the purpose of education is to accelerate the development of the new Uzbekistan, to meet the modern needs of our society;

- defining the content of education in accordance with the development of digital pedagogy;

- the quality of education is based on the intensity of the pedagogical impact and the transparency of educational outcomes;

- educational methods are based on interactivity, cooperation;

- to take into account the intensity of the corrective effect in the management of the educational process in the context of subject-subject relations;

- virtual and pedagogical control of the five pillars (educators, teachers, professors, scientific and creative intellectuals, parents) and the internal (internal) motives of the subjects of new life (pupil, student). Pedagogical principles are formed on the basis of pedagogical laws and regulations. The principle answers the question of how to act to successfully address the tasks set by society. The main principles of pedagogy are harmony with nature, harmony with culture, fundamentalism, systematicity and consistency, demonstration, comprehensibility, convenience. According to the new version of the Law on Education, Renaissance pedagogy is based on the following principles:

1. Pedagogy of society.
2. Possession and attractiveness of pedagogical image.
3. Lifelong learning.
4. Extensive adoption of national and universal values.
5. Active civic and social activism.
6. Integration, continuity and continuity.
7. Practical orientation.
8. Freedom and humanity.
9. Equality and cooperation.
10. Subjectivity and the right to choose.
11. Creativity and innovation;
12. The combination of traditional and media education.
13. Priority of independent learning, "Learning to learn" and "Learning as doing".
14. Trust and support.

New Renaissance pedagogy requires activities based on the following criteria:

1. Social flexibility: a deep understanding of the teacher's social status, role and functions; experience in participating in various types of educational, pedagogical and social activities; conscious attitude to social demands; brilliant demonstration of

professional-role behavior; ability to express oneself personally.

2. Psychological flexibility: stability of motives, needs and attitudes; self-analysis and evaluation; flexibility to innovations; self-confidence in inner strength and capabilities; overcoming cognitive and psychological barriers; readiness for pedagogical and psychological risks.

3. Communicative flexibility: communicative; mastery of effective communication techniques and technologies; empathic and suggestive ability; decision-making in a positive psychological environment; to establish humane, tolerant and democratic relations.

4. Professional and pedagogical maturity: striving to increase the prestige and prestige of the pedagogical profession, the formation of a valuable attitude to the pedagogical profession; desire for regular professional self-improvement; possession of high professional and moral qualities; sense of satisfaction with the pedagogical profession; development of pedagogical reflection; self-government; flexibility to professional traditions and values; pedagogical communication; aspiration to creativity

Research Methodology: The article discusses the relationship between student and teacher and the role of the teacher in reforming education. It is a well-known fact that human beings are created equal and have equal access to education. Therefore, educational outcomes should be the same for all general education students. Equality of learning outcomes and vertical equality in learning are very difficult to achieve. Nevertheless, this should be the ideal goal and long-term goal of education Reform education is the main role of teachers in accordance with the goal of education reform training is necessary.

Therefore, education reform needs to begin with how to expand educational opportunities and ensure equality of education for all, including those who have been excluded from education and others who are disadvantaged by meeting their educational needs. Academic success should be the main focus of educational reform efforts, ideally aimed at raising the level of students. The school should focus on academic achievement, maintaining high expectations of student achievement, allocating and using academic learning time to maintain an effective, orderly and supportive school environment, and nurturing educational opportunities for teachers and students. and provide regular evaluation and feedback programs. Accordingly, the teacher is one of the most important figures in education reform. What the teacher thinks of teaching is gardening, pottery, teaching, medicine and all professions determine the direction, the tone, and that's the style of the teacher. In the 21st century, the ranks of teachers are expanding, and the roles and responsibilities of the

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teacher in the education system are increasing, such as curriculum developers, movement researchers, team leaders, and staff development facilitators. it is all an honorable and responsible duty of a teacher.

Analysis and Conclusions: Rothstein is a scientist who generalized tradition. From the students' point of view, the claims for failure of public schools are the lack of technologically required skills and advanced economics, invisible doubling of school funding, improvements, stagnation or declining levels of academic achievement will pass. According to the tradition of the teaching profession and the medical profession, teachers are classified only as professionals, such as doctors, lawyers, accountants and others. This professional word has several meanings. Probably the most professional word is a general description for a teacher. Everyone who is dedicated to the field of teaching is a person who is determined, responsible, thoughtful, generous and kind to students. This description also shows that he is a professional teacher and is working hard to become more qualified. It also means professional supervision that shapes and develops the needs of their pupils and students as well as their self-awareness.

The relationship between student and teacher exists in very few public school systems. Schooling is basically a group process - it is a bit of a difficult process to deal with an entire group of students whose personal development can be neglected due to the class size of twenty-five students. The teacher educates all children, regardless of birth conditions, parental status and innate abilities. The teacher can diagnose any problem of the student and the student. In the education system, as part of the teacher's diagnosis, students' abilities, talents, innate talents are identified and then they are directed to their specialties. Along with computer development, technology, various educational recipes are also available now. Multimedia, use of local networks, common communication systems, Internet, common electronic databases, video conferencing, electronic independent learning materials, learning support and network guidance, development evaluation systems, reception and monitoring systems; etc. leads to the development of new learning and develops learning strategies. At the same time, the teacher monitors the students' mastery of each subject taught by the school, waiting for their children to master the learning tasks without looking at the parents. The teacher has only limited time to pay special attention to the problems of each student. Level student order and normal distribution curve The main component of education is the sacredness of the lesson. Textbooks, daily catechisms, formative and summative assessments, and year-end endorsement confirmation of migration are required to reach a high level. If the teacher plans the instruction, he will do so with some prototype students or groups in mind. With this prototype

student or group concept, only one-third of his students he teaches have achieved success. At the end of the semester, most teachers make their own assessments, which are usually reflected in the distribution curve, which reflects the students' mental capacity. If the final results of the training are distributed proportionally along the curve, they will be successful in their work and will be satisfied with their work. Sometimes what most teachers do not change is that their assessment policy is on a curve, they believe that proportionality approaches an assessment that avoids the possibility of excellence and accurately reflects each student's performance compared to others in the classroom [1], 1986). As is well known, general intelligence tests are successful on many different +.50 correlation courses and subjects. If students with high scores get high scores and students with low scores get low scores, then what did the teacher do during the semester and where are the responsibilities of the teacher and the students and parents?

- how can he explain and justify to others the decisions and actions he has made?
- besides, how can it fit into an external recipe?
- where does common sense come from?

Know that the mind is inherited from a parent without any action or choice. Because of luck, a person achieves heights. Random dating has led to a high level of intelligence or low intelligence. Because the inequalities of birth and natural gift are unworthy, these inequalities must be somehow compensated. Natural division is neither fair nor unfair. These are just natural facts. What fair and unfair institutions are the way to deal with these facts. Our learning environment includes psychological environment problems, i.e. a competitive learning environment. It is a practice produced by exam-oriented education and is an insignificant assessment. Educational institutions typically have multiple goals and multiple outcomes, many of which may not be clearly defined and measured or quantified. Educational assessment was associated with a limited measurement of aspects of student achievement. Success tests are only a small part of student learning. We miss many important aspects of learning, as well as other valuable school learning outcomes. However, the results agreed by policymakers that measure exams are important to students. The result of this practice is the production of a relative degree order, which is therefore called "Learning for assessment" or "assessment for assessment". which diagnostic information is introduced according to the needs of the student. We believe that all people are created equal and that everyone deserves the right to equal education. Equal educational opportunities are for everyone. In a free, democratic society, equal opportunities must be provided for human beings to live in a way that respects the dignity of every individual and is essential for them to live a meaningful life. Slow learners, as

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well as physically handicapped students, need to take into account the equality in learning that is relatively inconvenient in achievement and their ability to strive to achieve as much as others, which can negatively affect them. Education was seen only as a powerful tool for self-development and social integration, a wonderful equalizer. Education, and then human origin, among all other devices, is a great equalizer of conditions. The concept of equality has been expanded from the original meaning of equality of opportunity, which is free and universal education for all groups. [3]

The modern equity perspective now includes cost - based equality for special programs and groups with additional funding, through compensatory funding described, equality structure, offered and integrated by school desegregation, results - based equality for students with similar origins, responsibility-led action and school finance reform and skills based on equal results and affirmative action and quotas for unequal students based on equality. Full development of individual capacity for self-awareness for the uniformity of educational programs, which is hampered by the critical views that accuse education. Homogeneity and perseverance have been hallmarks of many education administrations to date. These were the main factors that stifled the individual characteristics of the students. Some teachers point out that they are not able to cope with many of the characteristics of their students. The specific goals of follow-up education, i.e. the expansion of its capabilities, should be fully measured, diversified and flexible, reflected in the management of schools so that these characteristics meet individual needs. is to complete guidelines for satisfaction. There are good learners and bad learners, faster learners, and slow learners in the classroom, mainly due to innate abilities or nurturing environment. Each student has a unique level of learning speed that is manifested in success. Because instruction is individual and there are differences in learning, it is advisable to move forward to higher levels depending on the speed of learning. Programs should be given to fast learners or those who achieve high results, which will enrich their learning experiences and make them more difficult to grow. On the other hand, slow learners should be given programs that are appropriate or necessary for their learning speed to allow them to spend more time on the learning task. Slow learners should be provided with defined additional programs to address learning gaps. Teachers need to be encouraged to look for new teaching methods It is important to learn to increase student success and provide motivation. Within the framework of the goal of mastering, students 'behavior is to act and learn accordingly. The aim of the study was to compare and contrast student behavior. Giving students access is an effective way to increase students 'knowledge that has been proven to master the content at different time intervals. The

Carroll model of school education, the main thesis is that time is a central variable in school education, the study of a certain criterion in the amount of time that students need to learn a given unit of differentiation. He determined the quality of education and the ability of the student If both are acceptable, the guideline is understood, keep the time required for each student to a minimum. According to Carroll's theory, learning should be a function of time divided by time. The mastery technique of teaching gives students a complete learning experience. Learning to master is based on the assumption given that enough time and accurate instruction, most students can achieve any learning goal. "Skill" usually means a score of 80 to 90 percent on some assessment. Students who have not reached the minimum level of mastery, or who have achieved this minimum level but want to improve themselves, may repeat the performance unit. The meeting will be attended by students, parents, teachers and schools what is expected of them. Setting a minimum level ensures equality of mastery for all. This degree is a standard criterion that determines that each student should achieve something that has nothing to do with his or her background, gender, socioeconomic status, and so on. If teachers and curriculum designers can set the appropriate criteria for success, then it becomes the responsibility of teachers and educators to ensure that schools provide the time students need to learn. Time is a central variable and time is provided if necessary, then the criterion is reached for all students who are encouraged to use the time they need. The key to successful mastery is that learning strategies can largely motivate students based on their level and help them correct their learning difficulties at relevant points in the learning process. However, some students who learn slowly will perform better than the average student. Slower students require slower pace, smaller steps, more review, more explanatory material, more focused practice, and more independent practice. If a student fails to complete one task, he or she cannot learn the next task, unless he or she corrects the failure before continuing. Here, too, the student's self-perception The ability to learn each task affects the motivation for the next task in a series task. Students will grow up if they spend a lot of time, succeed directly under the guidance of a teacher or work independently under the close supervision of a teacher. Success is somewhat negatively related to class size. Student class means high achievement. [4] Bloom argues that if students are distributed according to ability as usual, but the type and quality of teaching and learning time allowed is tailored to the characteristics and needs of each student, most students will succeed in mastering the subject. [2] A proponent of mastery learning believes that intelligence and ability are not the best indicators of potential success. Blum (1976, 1980) emphasized that

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cognitive input traits, such as special knowledge, are a necessary condition of abilities and skills.

In conclusion, it is very difficult to achieve an equal learning outcome and a vertical learning process. Nevertheless, it is possible that the equality of learning outcomes should be the goal of education reform rather than the equality of necessity. The goal of school and education reform is for teachers to play a key role in teaching all students to master. In order for a teacher to be successful in his or her role, it is important that they see each student as an individual and build pedagogical commitment in the team. Computer programs are a time and speed that meet a person's needs that can allow them to read. Computer-

assisted learning provides excellence in line with schools relying more on technology. The advantages of using a computer to store these records are that they are an invaluable tool for learning during class time and creating opportunities for students to practice repetition and mastery. An active participant in the educational process, if he understands the value of learning. Teacher outcomes should be measured academically by work or school efforts. It is important to ensure student growth and knowledge control. It is also important that all teachers and education administrators listen carefully to the research findings of education theorists and develop measures to prevent deficiencies.

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