



SUBSKILLS IN TEACHING

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ABSTRACT

The multifaceted profession of teaching encompasses a wide range of skills, knowledge, and attributes that are essential for effective instruction. Among these, subskills in teaching play a vital role in enhancing the quality of education and promoting student learning outcomes. Subskills refer to the specific abilities and competencies that teachers possess to facilitate learning, manage classrooms, and interact with students. This article will delve into the significance of subskills in teaching, exploring their various dimensions, and highlighting their importance in shaping the educational experience.

KEYWORDS

Teaching process, skills, teaching materials, specific abilities, managing classrooms.

INTRODUCTION

It is within this context that the work reported in this volume was conceptualized and conducted. This work focuses on the idea that an "ideal" linkage between teacher knowledge and student learning involving a teachable concept or routine in such a way that lesson objectives are achieved, student interest is maintained, and persistent learning is facilitated is often best understood in terms of the component knowledge that supports the teaching act itself. A model approach to this component knowledge is the knowledge-in-

pieces theoretical framework described in the opening chapter. This framework postulates that the knowledge undergirding any complex task or performance can be conceptualized as an interconnected structure of "packages" of knowledge, where individual packages are mental representations that are linkable to the task and contain content knowledge relevant to the task. Package contents range from formal knowledge to heuristics to misconceptions, and package connectivity to the task

is determined by pragmatic rules for using the content in the context of the task.

One of the more recent themes in this movement has been the idea of identifying the "social and cognitive mechanisms" that lie between teacher knowledge and student learning. Put simply, researchers and practitioners have come to understand that student learning is not determined solely by the amount or quality of teacher knowledge. Rather, it is the ways in which teacher knowledge is transformed into teaching acts and the ways in which these acts are taken up by students that ultimately influence student learning. This insight has engendered a number of efforts aimed at articulating linkages between specific domains of teacher knowledge and effective teaching acts so that teacher education may be more tightly focused on these linkages.

One of the most exciting developments in teacher education during the past two decades has been the strong movement toward refocusing the teacher education curriculum on "substantive" knowledge. This movement, fueled by an increasing consensus that a teacher's knowledge at the time of schooling is the primary determinant of student learning, has built a solid footing across all parts of the teacher education community, including both the researchers and practitioners. It has spawned a variety of efforts aimed at identifying and defining the multiple domains of teacher knowledge and understanding and determining the optimal methods for fostering and assessing these forms of knowledge and understanding.

One of the primary subskills in teaching is classroom management. Effective classroom management involves creating a conducive learning environment,

establishing clear expectations, and maintaining discipline. Teachers who possess this subskill can minimize disruptions, promote student engagement, and optimize instructional time. A well-managed classroom enables teachers to focus on teaching, rather than spending valuable time on disciplinary issues. Moreover, it fosters a sense of respect and responsibility among students, encouraging them to take ownership of their learning.

Another crucial subskill is lesson planning and preparation. Teachers who excel in this area can design engaging lessons that cater to diverse learning styles, incorporate relevant resources, and align with curriculum objectives. Well-planned lessons enable teachers to deliver instruction efficiently, making the most of available time and resources. Furthermore, they can adapt their plans to accommodate different learners' needs, ensuring that no student is left behind. Effective lesson planning also allows teachers to assess student progress, identify areas of improvement, and adjust their instruction accordingly.

Communication is another vital subskill in teaching. Teachers must be able to convey complex ideas clearly, using language that is accessible to students of varying proficiency levels. They must also be able to listen actively, respond empathetically, and provide constructive feedback. Effective communication helps build trust between teachers and students, fostering a positive and supportive learning environment. Moreover, it enables teachers to differentiate instruction, addressing the unique needs and abilities of individual students.

Assessment and evaluation are additional subskills that are essential for effective teaching. Teachers must be able to design valid and reliable assessments that

measure student learning outcomes accurately. They must also be able to interpret assessment data, identifying areas where students require additional support or enrichment. Furthermore, they must be able to use assessment results to inform instruction, adjusting their teaching strategies to better meet student needs.

Technology integration is another important subskill in teaching. With the increasing reliance on digital tools and resources in education, teachers must be able to harness technology effectively to enhance teaching and learning. This involves selecting appropriate digital resources, designing technology-enhanced lessons, and troubleshooting technical issues. Technology integration can increase student engagement, provide personalized learning experiences, and facilitate collaboration and communication among students.

Cultural competence is a critical subskill in teaching, particularly in diverse educational settings. Teachers must be able to recognize and appreciate the cultural backgrounds, values, and beliefs of their students. They must also be able to create an inclusive learning environment that acknowledges and celebrates diversity. Cultural competence enables teachers to develop culturally responsive pedagogy, addressing the unique needs of students from diverse backgrounds.

Finally, reflection and continuous professional development are essential subskills in teaching. Teachers must be able to reflect on their practice, identifying areas for improvement and implementing changes as needed. They must also engage in ongoing professional development, staying abreast of best practices, research findings, and emerging trends in education. Reflection and continuous professional

development enable teachers to refine their craft, stay current with changing educational landscapes, and adapt to the evolving needs of their students.

CONCLUSION

In conclusion, subskills in teaching are indispensable for delivering high-quality education and promoting student success. By possessing a range of subskills, including classroom management, lesson planning and preparation, communication, assessment and evaluation, technology integration, cultural competence, and reflection and continuous professional development, teachers can create optimal learning environments that cater to diverse student needs. As the educational landscape continues to evolve, it is imperative that teachers prioritize the development of these subskills to remain effective educators.

Moreover, teacher education programs must emphasize the importance of subskills in teaching, providing aspiring teachers with opportunities to develop these essential competencies. School administrators must also recognize the value of subskills in teaching, providing ongoing support and professional development opportunities for practicing teachers.

Ultimately, the cultivation of subskills in teaching holds the key to unlocking student potential and achieving academic excellence. By acknowledging the significance of these skills and prioritizing their development, we can empower teachers to become more effective educators, capable of inspiring a love of learning in their students and preparing them for success in an increasingly complex world.

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