

## THE ROLE OF EXAMPLES INTER TEACHER AND STUDENT RELATION

**Introduction.** The secret of success in any activity is literacy, high awareness, the ability to apply what they know in practice, the ability to cope with events, to be proficient in their profession and self-confidence. It is also a fact that a person with a broad outlook and knowledge can be confident and confident in his steps. Such people will not make any mistakes or make few mistakes. The teacher must always work on himself, read, learn, increase his experience. He must be the one who teaches what he knows, the one who learns what he does not know. A teacher who does not know his profession well is quickly revealed. Students love confident, experienced and educated teachers, not such ones. Their favorite teachers are those who are perfect in terms of personality. Teachers who do not master their subject well, do not master the methodology of teaching the subject, do not work on themselves, treat students harshly to hide their weaknesses, are afraid to ask them questions, and somehow finish their lessons. Such people are far from optimizing training, applying new learning technologies and innovations. Teachers who intimidate and harass a student quickly fall out of favor. Teachers who are unaware of the innovations of science, currents of thought, new learning technologies and innovations are not able to bring up students to the desired level.

**Main part.** In some cases, the teacher's example is stronger influence to the students than the student's family. The student spends most of the day (month, year) surrounded by teachers. listens to their lectures, participates and speaks in seminars, extracurricular activities, goes for a walks, exhibitions, theaters, concerts together.

A teacher who can be criticized, exposed, or reprimanded for a number of different reasons can never set a good example. The teacher must have rich experience, broad outlook, and ability to make quick decisions. He must be attentive and vigilant, not indifferent to the wishes and desires of students, their difficulties. A teacher with good morals and spirituality always receives respect and sympathy from his students. Even when they were students, much later. The teacher should also be involved in self-education and advise his students to do the same. Every day, the teacher should ask himself: "What happened to him today, what is his failure? What shortcomings did he make in his interactions with students? A teacher who dreams of not having a healthy relationship with his students must see his mistakes and shortcomings and correct them. If it turns out that he did not act properly in relation to any student, then he should admit his mistake and apologize to the student. This does not discredit him in the eyes of students. It shows his greatness and sincerity.

By the way, joking in the auditorium in lectures and seminars — also beautifies the teacher-student relationship. It is said that our Prophet Muhammad did not laugh, but always smiled and smiled.

Students should learn from the teacher's example of restraint, anger, and patience. Discernment should be manifested in the teacher's appearance, behavior, attitudes, and postures.

Dashkopulzade has the following opinion: "A teacher must be able to tolerate students' shortcomings and mistakes. Because it is natural for students who are growing up and developing to misbehave. In fact, they come to school to eliminate their shortcomings."

There is a need to clarify this idea. Indeed, "the teacher must be able to tolerate the shortcomings and mistakes of the students", that is, he must not be outraged by every little thing, he must not rebuke them, and he must sometimes be tolerant of their inappropriate actions. This does not mean that he is impatient, irritable, or irritable, but that he is in control. However, as Dashkopulzade points out, students do not come to school just to make up for their shortcomings.

A student who sees the personal example of his teacher also pays attention to his behavior and attitudes, dress, speech, communication style, lessons, and tries to gain respect and love. Thus, Dashkopulzadeh has included a section on students in "Mawzuatul-Ulum". This section is called "Students' rights and responsibilities". In this section, it is said of the student: "He (we mean a student — S. K.) must first purify his heart and adorn himself with good morals:

- be sincere and have good intentions;
- should stay away from degrading things as much as possible;
- be based on science and stay away from laziness in educational life;
- continuous learning (sustainable);
- must be engaged in at least some of the fields of science today, and have knowledge of the purpose of each science;
- prepare their lessons through discussion and research with their peers, do not postpone today's work to tomorrow [1].

Due to Al-Nuvayri's opinion:

- should not enter the teacher's house without permission, his/her (we mean student) clothes should be extremely clean and tidy;
- student should not sit in front of another student without permission;
- should not should not raise his voice;
- should not ask the teacher questions outside the topic; the teacher should not insist on asking questions when he is worried and anxious;

- should not make inappropriate actions in the classroom, listen carefully to the teacher, always continue the lessons and show great enthusiasm for learning;
- if possible, keep a record of what he heard and learned from the teacher;
- should share his knowledge with his colleagues and the people so that science is blessed. He should never think about not continuing his education or stopping it for simple reasons” [2].

Above mentioned Al-Nuvayri’s opinions are actual today.

Prof. B.C Alizadeh wrote: “Pedagogical communication has its own secrets that live in the eyes and hearts of children. As you explore these secrets, you are faced with a variety of psychological questions: How do students perceive the teacher? How do they understand? At what point are they proud of him? How do they live with their feelings as a teacher, as a person, as a man or a woman? When do they defend him? In what pedagogical situation do they feel sorry for him, they just support him? I wonder how many students want to imitate the teacher? Unfortunately, the share of teachers in children’s ideals has decreased. School leaders and, of course, teachers themselves need to consider these fundamental issues: teachers need to teach themselves, and school leaders need to teach teachers to look at themselves through the eyes of students. In order to reveal these very mysterious and magical truths of school life, it is necessary to explore the field of students' attitude to teachers” [3, p. 223].

The professor then asks the reader: “Which quality of teacher is more important? What are the merits of a teacher in the eyes of students” [3, p. 223]. Then he answers the following questions: “Students appreciate the teacher’s erudition. They consider him a knowledgeable teacher. But they love teachers who are sincere, kind, considerate, sensitive, open-minded, and able to talk to them, and who are enthusiastic about them, even outside of class. These are the general features of the teacher's portrait in the eyes of students” [4, p. 223].

It is an undeniable fact that mutual respect and trust form the basis of teacher-student relations. The stronger the foundation, the stronger and healthier the relationship will be. When a teacher does not love a student, he cannot give him the desired knowledge, skills and habits. Similarly, a student cannot acquire the necessary knowledge, skills, and habits if he does not consider himself a teacher, if he does not respect him, and if he listens to what he says. Al-Zarnuji said, “If a student does not respect science, the scientist and the teacher, he will not be able to acquire knowledge, nor will he be able to benefit from his knowledge”. In this regard, the views of Ahmad Efendi Dashkoprulzadeh are also valuable: “Whoever torments his teacher, if he forgives him, he will be deprived of the benefits and blessings of science” [1].

Prof. B.C Alizadeh also commented on teachers' leadership styles. The professor tries to find an answer to the question: “Which teachers do students like the most?”. He himself answers that question: “Democratic teachers!” [3, p. 231]. It is a fact that teachers are different in terms of leadership styles for students. The pedagogical and psychological literature names the styles of leadership we will now mention: autocratic, authoritarian, democratic, and liberal. Prof. A. A Alizadeh clarifies these leadership styles as follows: “1. Autocratic leadership style. The autocratic teacher reminds the class of kings depicted in fairy tales. He looks angry. He/she does not smile. He looks around the class with angry eyes. ... Although students are accustomed to this threat, many of them resist the teacher in different ways. The teacher himself feels it well. He calls them locals and gives them a low price. 2. The main features of an autocratic style of leadership are also characteristic of an authoritarian style of leadership. However, unlike an autocratic teacher, an authoritarian teacher is gentle with students, and as a result, even if he makes his own decisions, he learns the opinions of students and discusses any issues with them. 3. The liberal teacher performs his duties formally, but is not interested in the life of the class staff, behaving like an indifferent guest in the classroom 4. A democratic teacher is a “great friend” of students in the classroom. ... Pays special attention to the inner world of students, learns their opinion, benefits from their ideas, encourages their independence and critical mind by all means, organically combines respect with demand. Students consider his rights and responsibilities as a teacher, they not only respect but also love him” [3, p. 233].

According to prof. B.C Alizade, “Students love a teacher not only because of his knowledge, but primarily because of his human qualities.” [3, p. 260].

Doctor of Philosophy in Psychology H. I. Aliyeva’s opinions are also important. He writes: “Teachers pay little attention to the subject and subject-communication model in their relations with students, do not create conditions for students to think independently, express themselves, develop as a creative person, develop competitiveness, do not treat weak students in a tolerant and humane way. One of the main reasons for such a flawed work practice is that teachers understand teacher-student interactions as part of pedagogical activity as a direct impact module and therefore confuse it with learning components” [4, p. 15—16].

**Conclusion.** Based on all of the above, we can conclude that the teacher should be a good example to the student in all respects: in terms of science, deeds, words, actions, morals, behavior and attitudes, and so on. the student regulates himself by looking at his teacher, following him, following what he says, and imitating his behavior.

#### References

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