

Factors Affecting Educational Administration at the University

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Accepted 30 Nov 2014, Available online 01 Dec 2014, Vol.2 (Nov/Dec 2014 issue)

Abstract

Learners with different learning styles into lessons and teachers have different teaching methods to promote quality learning environments, the influence of these differences can be. Without a doubt, match the learning styles and teaching methods of teachers in providing quality education in all areas of the far-reaching effects. Finally, to improve the quality of learning environments, there are proposals. Some elements of educational management are mentioned in the passage.

Keywords: management, education, learner, teacher, university

1. Introduction

From the perspective of great thinkers like Confucius, learning is at heart of all human activities. He notes that the human mind at birth is like a blank slate environment and experiences have great influence in forming it (Cooper, 2001). Thus, the environment, the education component of its important role in the lives of individuals. One of the measures that have a great impact on learning is a teaching method. Many speakers and experts in the field of education and pedagogy is always learning and teaching methods are listed together. Given the different perspectives of education has an important role in promoting quality learning environments. From the perspective of Socrates, effective teaching occurs when a person is in training to scientific independence (Zahorik, 1986).

This requires that the teacher of rhetoric combined to surround him down and let (Williams, & Burden, 1997). To enhance learning environments need to change the worldview of people in the path of development. Plato also provides a learning environment as a platform for individuals to achieve favorable condition has learned society (Cooper, 2001). Plato refers to aspects of teacher education. If the knowledge is not used wisely, resulting in destruction and corruption also taught as a tool to educate individuals (Thornbury, 2001).

In this regard, Freire (1970) to distinguish between the two types of training. He has two models namely "banking model" and "problem solving model" that takes the name describes the nature of the relationship between teacher and student. The first type of training, inclusive bank is assumed to have abundant data accumulated by teachers without regard to the individual

is allowed to own a bank account that the "data storage" will be removed. The banking model of education, embracing the passive role and interfaces unidirectional flow of information from teacher to student in the class moves (Grasha, 1996).

The education system, encompassing right questions about the right and wrong no information and have not blindly accept everything. Theologian, teacher, and there is no dialogue. In this way, a person's sense of being and concludes that the environment is not a passive. According to Freire, only through "model solution" that would improve the educational system and society. The power of problem-solving model to one that is productive. It is obvious that teaching had a profound impact on the quality of the educational enterprise individuals (Honey, & Mumford, 2006).

From these data we can conclude that teaching always hang on learning and certainly the nature of this relationship has an important role in promoting quality learning environments. We can conclude that learning environments are influenced by many factors that can have a constructive role in learning or restrictive. Some of the measures that will lead to enhanced learning and by Kumaravadivelu (1994) have also been confirmed as follows:

- To provide learning opportunities
- Create an interactive space for exchange students
- Reduce tension between teachers and students by identifying the role of student
- Boost exploration method in which a person is inclined to think
- Integration of skills in each
- Motivate students to learn and gain independence

- Create Awareness

It should also be noted that theories of teaching had an influence on the nature of learning. For example, the techniques of teaching LNP to assist teachers in the school to have a better relationship. In this method it is assumed that each individual has a particular attribute. Teachers must recognize the dominant feature and enter the universal mind and guide him (Huang, 1997). So, people have different ideas of reality and that teachers need to be familiar with these differences. Teachers should help students catch up to their new skin and in this way to reach new insights. Coordination between teacher and student makes her more motivated, more sensitive to the knowledge, increase self-esteem, reduce stress and increase positive role in the classroom is inclusive (Millrood, 2004). Teaching is not just a profession but art is also taken into account. Sometimes, a good teacher great expertise, but cannot transfer data to and learning occurs slowly. Without a doubt, the contrast teaching sciences like psychology and sociology, organizational learning has been faced with many challenges.

To understand what skills need to be taught basic first look at the theories taught. It is certain that in the region where the teaching method of "cultural capital" and "social capital" (Johnson, 1996) is different from teaching in a region will be prohibited. Regardless of how teaching methods have been adopted to improve learning "learning ecology" must be considered as one of the world's (Rowe, 2001).

Zahorik (1986), Theories of teaching is divided into three main parts: (1) the scientific-research, scientific-research teaching the concept of "empirical research" has an important role as Zahorik (1986) states, "The operation of the principles of teaching follow the authentic teaching methods and follow the teaching of high-quality teachers "are examples of the concept of scientific research.

The teaching model is valid, the logic and previous research identify appropriate teaching model and if the model could be useful in establishing the credibility of the changes is unknown. Thornbury (2001) in a study of a successful teaching methodology, twelve features effectively teach the way:

(1) Pre-designed curriculum taught through guided, (2) high expectations for student learning, (3) the teaching process becomes attracted widespread attention, (4) methods of teaching clear and intentional; (5) the learning to be evaluated carefully; (6) If the notice is not inclusive teaching is repeated; (7) time spent learning the courses, (8) in each session, practice or specific activity that is effectively replicated (9) departments formed based on the class educational needs; (10) the high standards of behavior in the classroom (11) is positive personal relationship between teacher and learner; (12) for inclusive development through the use of incentives

and rewards to those used as principals, teachers can teach junior classes offer better.

2. The theoretical-philosophical concept: The group is divided into two subsets: (1) methods based on the theory that the 2 methods. Methods related to the theory, the foundation of many teaching techniques (Richards, 2002). In this theory, teaching methods is evaluated through logic and reasoning. In this experimental study, what is important is not the purpose of thinking is valued. Method depends on the model of teaching through the teacher's personal definition, pervasive, educational institutions and the role of education in society is determined (Richards, 2002). So, what is society's system of values is an effective teaching method.

3. Art-inspired concept: In another dimension, a teaching method based on individual skills and personality of the teacher is defined (Richards, 2002). What personal skills are important in this method the teacher uses in particular circumstances. Thus, there is no universal teaching method based on knowledge of the environment but also teacher gets his teaching methods and harmonious generation. What is evident in the decision-making powers and authority of the teacher is very important. Previous theories, the teacher was the case in the way that teachers can be aware of the theoreticians and tool needs to be diversity and creativity in their teaching methods.

2. Results

"Activists" to participate fully and without bias in experience (Johnson, 1996). So, activist's receptive mind and experience new activities are an incentive. Activists people is that "anything is worth a try." For this group, it is important to challenge the mind and challenges for their implementation are boring. "Activists' ideas and experiences through a variety of perspectives to examine them to discover hidden aspects. It is important that the information gathered enough evidence to reach a conclusion. For these individuals, the conclusion, the last stage of thinking and only after reviewing the data collection and the result is multifaceted. Activist's slogan is being cautious. Therefore, in discussions and group work, activists desire to express their own and only after listening to the opinions of others and examine the information, express your ideas. 'Theorists' views and evidence in the form of various theories put. To overcome the problems, this group of logical methods is used. What is important, "analysis" and "synthesis" is. Logic and reason is their motto. Thus, subjectivity, uncertainty and judgments of sentiment theorists are not accepted. This group of people is looking for new theories to activists. Application-oriented practice is to believe that what is important.

"Evaluation" is integral and fundamental structures of teaching. Inappropriate evaluation solely on the basis of written test scores over time, rather than learning and understanding of science, the students referred to the serious injury. It is worth noting that the evaluation should not only written tests at the end of the course. "Oral Assessment" also helps during teacher training to "feedback" to students with immediate effect and this could be implemented to him both emotionally and in terms of cognitive. In other words, the education system should be the "formative evaluation" lead. Researchers mention that, teacher emeritus at Michigan State University, the formative evaluation as a promising approach in the modern educational system has learned. Black and William (1998) Coordination between the learner and educational goals, is immediate feedback and the ability to make changes in teaching methods from a formative evaluation of the most important features.

The students, "managing" the most important characteristic of effective teaching are listed. Appropriate teaching methods and skills alone cannot meet the needs of the people. Not encourage students to do research; students participate in the discussions, lack of familiarity with the methods and thinking of student's motivation including injuries that plagued people. Lack of overall planning, monitoring compliance Overcrowding and lack of academic performance and teacher training organizations can be noted in the educational policy. For effective communication with students, teachers, personality and communicate effectively to people inside and outside the organization are important factors that influence the teaching. Other useful measures of teacher "quality education" are. For students, teaching regular, familiar with science-related disciplines, integrating theory and practice, understanding the lessons, the teaching process and absorb important question in class and the teachers ', students' understanding of the curriculum, the in order to improve the quality of teaching and observing the lesson outline will help. Under the category of "learning outcomes", encouraging the thinking and research, training, research students, and increase student understanding as well. Teachers also gain insight into students after completion of training and nurturing the creative spirit and cited researcher. The students, "expertise", stated teacher resources and science courses and to update him on the cover and the teachers have high scientific and popular knowledge indicate that teacher expertise. "Character and conduct", teachers are the most important criteria. Teachers, eminent personalities from academic and behavior towards teachers during teaching work. For students, student-friendly manner and respect the character of the teacher's evaluation criteria. The "educational policy", observing students in all aspects of training objectives, training programs not affiliated to pass the course and the availability of tools needed to improve teaching in the field of the factors mentioned.

Conclusion

It must be acknowledged that in addition to academic training, spiritual and moral education also plays a crucial role in promoting quality education. Emphasis on moral education has always been an inseparable activity Greats Confucius. One of his disciples, saying: "We saw four aspects of education: culture, ethical behavior, honesty, purity and honesty" (Huang, 1997), the last three are part of the spiritual training. Finally, it should be stated that the purpose of education, only "degrees" but more emphasis should be on education and social development of the individual applications. As was observed in this study, there is good agreement between learning styles and teaching methods of teachers which can have a negative impact on learning environments. It is hoped that the authorities would have to align the students and teachers think about the future. Moreover, the aim of education should go beyond the scientific and practical aspects, empirical, cultural and moral well done.

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