



## Teacher's Voice Affects Student Cooperation

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**Annotation:** In this article, pedagogical solutions to the problem of influencing the teacher's tone of voice on students' cooperation are presented in detail, based on modern international experience.

**Key words:** Pedagogical, teacher's tone of voice, students' cooperation, influence.

### Introduction

Research has shown that strict teachers are worse at inspiring the classroom than their kinder counterparts. A new psychological study of hundreds of children from the University of Essex and the University of Reading found that 10-16-year-olds interact with 'controlling voices' showed that they did not. It was found that young people who faced a strict teacher were more rebellious, which affected their well-being, and they were less likely to disclose that they had problems such as violence. they could not express themselves when confronted. Whereas, a supportive voice inspired communication with the teacher, which increased their intention to cooperate.

### Literature analysis and methodology

Professor Silke Paulmann, Head of Psychology at Essex, worked with Professor Netta Weinstein on the research at Reading. Professor Paulmann said: "We often think about what teachers say to their students, but rarely how they say it. "But it's important to use the tone of voice teachers, and the way we change our voice can have a profound effect on listeners." A study published in the British Journal of Educational Psychology examined teacher tone of voice in children's education. Pre-recorded teacher voices were played to 250 children, who were then asked to rate how the tone affected them. They were asked to rate how they were affected by factors such as competence, emotions, trust, and intentions to cooperate. Children responded significantly better to supportive voices, while controlling tones lowered their self-esteem and perceived teacher role models as less trustworthy. The research has implications for teacher training and the classroom. future research may move out of the lab and into schools, where improvements can be made. Professor Weinstein said, "Tone of voice is a powerful way for teachers to convey care, understanding, or openness." It's easy to forget when we're stressed or tired, but when teachers think about how to use tone of voice, they can create a positive learning environment. can provide."

**Teaching tone of voice to teenagers:** clear instruction can counter the common misconceptions middle school students have about what is conveyed through speech. we need each other. as humans struggle, we lean on each other through the gift of our presence. having the right person by your side can be very comforting. but get the wrong person in the mix and things go awry. how can our presence calm or disturb others or be dangerous? we read each other's faces and



postures and watch for gestures when we listen for vocal cues that signal safety or danger. it's a human superpower. when we understand how we can connect deeply with others or unwittingly distance ourselves from triggers of ne, sharing our authenticity when we need each other, we can overcome the power of relationship contagion or we begin to understand how contagious our emotions are. we can literally sense other people's emotions through neurons in the brain called mirror neurons. think of your tone of voice as a personalized vocal fingerprint that lets others know how you're feeling and whether any situation is safe or threatening.

### **Voice misreading**

Our tones are also important because they reflect who we are. There are people with a constant sarcastic tone, a warm care or a suspicious tone. Over time, these different tones can reflect their personality. Humans have a negative brain bias; in a state of intense stress, we quickly perceive negative tones, and in adolescence, we read more neutral tones as negative. It is very important that we know the tone of our voice, that we check ourselves before speaking, especially if we feel that anger or rage is rising in our nervous system. If a student is angry or defiant, he works from his survival response, we can easily and quickly we can lift each other up. The more tired we are, the less we can tolerate. We often assume that our students understand how their tone of voice, posture, and gestures affect others, but teaching and discussing these nonverbal communication skills in collaborative experiences with trusted adults and may need to be shared. During high emotional adolescence, students may overreact to a normal experience or read someone's expression as negative rather than neutral. Providing space and time to discuss the nuances of nonverbal communication can help develop social skills that are often underdeveloped during childhood and adolescence. Nonverbal communication can be cultural communication because when we bring different neurodivergent and culturally different communication styles into our schools and classrooms, we tend to misinterpret or misunderstand. For example, eye contact is not a universally respectful gesture. Many cultures see eye contact in different ways than through a white Eurocentric lens. Tones of voice, postures, and gestures can also be misconstrued through a lens that does not represent the teacher's perception of the child or adolescent's culture.





### Instruction with direct voice exercises

Discussing how our tone of voice invites people into our lives, or inadvertently pushes them away, is an important practice for students and staff to work together and share real-world experiences in giving each other feedback. It can happen during a morning or afternoon meeting, at the beginning or end of a class or school day, or when there is an incident where a disruption occurs and we have the opportunity to share and fix it. There are fun ways to help students and ourselves understand the importance of our tone of voice and how it relates to others. When science teachers ask their classes to formulate good questions, they tap into students' natural curiosity about the world around them. and develop interest and motivation.

### Conclusion:

Professional development is important for educators. Well-designed teacher participation in professional development has been found to increase student achievement by up to 21 percent, so any steps administrators can take to make district-wide professional development day fun for teachers is their responsibility. helps to strengthen the desire for winter. learning and growth for the benefit of students. the teacher's tone of voice influenced the students' cooperation and a good result was achieved.

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