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# THE IMPORTANCE OF TEACHER KNOWLEDGE IN SLL

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## Abstract

This article is about the role of teacher knowledge in student's learning process and their achievement and discusses what types of teacher knowledge are needed for teaching. There are some ideas for teachers to enhance their knowledge.

**Keywords:** Teacher knowledge, pedagogical knowledge, subject knowledge, teaching process, motivation, classroom interaction, student achievement.

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## 1. Introduction

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. Teaching someone can also be difficult, stressful and demanding. It demands very high responsibility. People's minds and motivation vary a great deal and teachers have to find ways to connect with their students. Teachers require knowledge of the unique skills that each child brings to the classroom in order to effectively target instruction towards students' learning needs. Emphasis on one or more of kinds of teacher knowledge suggested by Schulman: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational ends, purposes, and values and their philosophical and historical grounds [5;65].

## 2. Main part

Content knowledge is very important for a teacher and it shows teacher's real knowledge. In addition to content knowledge, subject matter knowledge encompasses an understanding of the various ways a discipline can be organized or understood, as well as the knowledge of the ways by which a discipline evaluates and accepts new knowledge. The researchers define teacher knowledge as follows: "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught" [7;54].

Pedagogical knowledge is used to encompass the theoretical, practical and personal aspects of knowledge base. Pedagogical knowledge consists of common content knowledge (a form of knowledge that is shared by everybody who knows a particular subject matter), specialized content knowledge (knowledge of the subject matter that is uniquely possessed by teachers), knowledge of students, and knowledge of teaching. It is necessary to imply that teachers must have mastery of both subject matter and pedagogy and teachers should know how to combine appropriately.

Contextual knowledge is another category that has been conceptualized in different ways; in fact, this dimension of teacher's knowledge base highlights the importance of the role of social and political factors in shaping their pedagogical knowledge. Contextual knowledge that teachers acquire the necessary skills to manage the educational context and the learning process

Effective teacher learning and professional development is important for student achievement. Teacher learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. Previous studies have indicated that when teachers are effective classroom managers, their students achieve at a higher level and display more interest in the class subject matter [7;56]

Classroom management is essential to both teachers' education and teachers' professional development, it is crucial to keep teacher's knowledge up to date, so they can deliver high quality teaching. Interestingly, we know very little about teachers learning, considering that, teachers themselves are experts in teaching and learning. Classroom management influence student learning environment and

student learning outcome. A growing body of research in classrooms has demonstrated that teachers do make a clear difference in student achievement. According to Vermunt, high quality teacher learning influences student-learning outcome as a result. Teachers must undergo cognitive and metacognitive learning processes in order to achieve learning outcome in the form of changed beliefs about their practice or, even better, change in behavior. These processes are cognitive thinking activities that are used to process learning content, for example classroom management. Teacher outcomes in terms of improved knowledge and skills in a field of classroom management influence student learning environment and student learning outcome because of changed student learning processes. According to Pianta and colleagues, teachers should concentrate on emotional support, classroom organization and instructional support aspects of classroom interaction among teacher and students. To be able to do that, it requires that the teacher, possesses a certain set of knowledge and skills to understand how these three domains work, what difference they can make for a teacher in the classroom and why they are so important. It is a research proven knowledge that classroom interaction is a tool for any teacher, which will support him/her in any classroom situation. Teaching process is dependent on classroom situation. If classroom situation is good teacher will give enough knowledge and achieve good results in teaching process.

Professional development should be implemented in teachers' schedules. Teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development should be implemented in their schedules. Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, can become a successful factor to their schools. The best professional development is ongoing, collaborative, and connected to and derived from working with students and understanding their culture. Teacher learning in classroom interaction and student outcomes as perceived by the teachers themselves.

### 3. Conclusion

In conclusion I can say teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development should be implemented in their schedules. The best teachers are always wanting to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, which is why many exceptional teachers re-work or even discard their

teaching notes on a regular basis and look for new topics, and ways, to teach.

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