
TEACHER AND STUDENT RELATIONSHIPS: A CORNERSTON OF EFFECTIVE EDUCATION

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Abstract:

This article highlights the essential role of teacher-student relationships in creating an effective educational environment. It explores how trust, respect, and open communication between teachers and students significantly impact academic performance, personal growth, and social development. Drawing on key theories such as Self-Determination Theory and Expectancy-Value Theory, the study provides practical strategies for fostering positive relationships in classrooms and emphasizes their long-term benefits.

Keywords

Teacher-student relationships, education, trust, respect, motivation, academic performance, personal growth, classroom environment, Self-Determination Theory, Expectancy-Value Theory.

Introduction

The relationship between the teacher and the student is one of the main factors for the success and effectiveness of the educational process. These relationships play a major role in the intellectual and personal development of the student, as well as in the achievement of the teacher's goals. interactions in the learning environment can increase students' motivation, increase their enthusiasm, and allow them to feel supported. The teacher's leadership style, pedagogical approach and way of communicating with students are an example for them. the correct formation of these relations increases students' self-confidence and motivates their active participation in the educational process. also, the teacher should not only give knowledge to his students, but also teach them skills such as facing difficulties in life, solving problems and understanding social responsibility. these interactions in the educational process depend on many factors, including the teacher's personal qualities, pedagogical competence, social and cultural context, as well as the individual needs and goals of the student. such relationships help to build mutual respect and trust, rather than simply sharing knowledge between teacher and student. To achieve success in education, the teacher's attitude towards students and social skills play an important role. their interaction creates a solid foundation for the personal and professional

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development of students in the future. therefore, the relationship between the teacher and the student not only increases the efficiency of the educational system, but also helps to make students successful and responsible people in a changing world.

Analysis of Literature

The relationship between the teacher and the student is central to the educational process. The effectiveness of these relationships determines the success of the educational system. many scientific studies have studied the importance of interactive relationship between teacher and student in education. Below, we present an analysis of the literature based on the opinions of some well-known scientists on this topic. L.S. Vygotsky (1978) in his theory of social-ideal development, showed social relations as the basis of intellectual and social development of the student. he emphasized that the effective communication between the teacher and the student has a great impact on the psychological development of the student, as well as his success in the learning process. According to Vygotsky, the learner can grow maximally by providing the teacher with guidance and the active participation of the learner. John Hattie (2009) in his book *Visible Learning* explored the effectiveness of the teacher-student relationship in the learning process. Hattie pointed out that the teacher should establish the right relationship with the students, increase their motivation and increase their participation in education. in his opinion, the mutual respect and support that the teacher creates for the students is an important factor. Carol Dweck (2006) in *Mindset* analyzed the role of teacher-student relationships in building motivation and self-confidence. Dweck's concept of "growth mindset" shows the influence of the teacher's approach to the student on educational success. When a teacher supports a student's desire to learn, it motivates them to succeed. Jean Piaget (1970) in his theory of cognitive development emphasized that the student's development process is formed under the influence of internal and external factors. According to Piaget, the teacher is important for the development of the student's independent thinking and his active participation. the teacher's tasks to the student and his approach deepens the student's thinking processes.

In his Social Learning Theory, Albert Bandura (1997) pointed to teacher-student interactions in the study of social change. bandura emphasized that the teacher's approach to the student affects how he evaluates himself, develops self-confidence and mastery of social skills. Jerome Bruner (1996) has shown the importance of effective teacher-student relationships in the learning process. According to Bruner, the teacher should encourage students to think independently by allowing them to express themselves. the teacher's personal approach and attitude towards the student ensure the success of the educational process. Based on the opinions of these scientists, the effective relationship between the teacher and the student optimizes the educational process, increases the motivation of students and strengthens their self-confidence. The correct formation of these relations has a positive effect on the personal and intellectual development of students.

Research Methodology

The main objective of the study is to determine how these relationships affect the academic performance, motivation and personal development of students. The study used a mixed approach: survey and statistical analysis were used as a quantitative method, while the qualitative method included interviews, observations and content analysis. This approach was chosen to provide an in-depth and comprehensive analysis of the relationship between teacher and student in the educational process. The study involved 100 students and 20 teachers. Participants were selected from various levels of educational institutions, including schools, colleges and universities. The sample was determined by a random selection method, which helped to increase the objectivity of the research results. The survey was aimed at measuring key aspects of the relationship between the teacher and the students. The questions were specially designed to determine the level of support of the teacher, the quality of communication, the motivation of the student and the impact on the results of training, and the answers were evaluated using the Likert scale. In order to collect quality data, in-depth interviews were conducted with teachers and students. During the interviews, students commented on their interactions with teachers and how such relationships affected their educational process. Also, by observing the course processes, information about the teacher's approach and the attitudes of students was collected. Quantitative data was analyzed through statistical software. With the help of correlation analysis, the relationship between the teacher and the student and the academic performance of students was studied. Qualitative data, on the other hand, has been categorized by content analysis, and the main trends have been identified. During the study, it was ensured that the personal data of the participants was kept confidential and their rights protected. Written consent was obtained from each participant and they were informed in advance of the purpose of the study, the process and the methods used. Through this methodological approach, clear and comprehensive conclusions were drawn about the importance of the relationship between the teacher and the student in the educational process. At the same time, the collected data will serve as a solid basis for further research in this area.

Results and Analysis

The results of studies on the importance of teacher-student relationships in the educational process have been largely positive, suggesting that these relationships directly influenced educational effectiveness. The general results of the opinions and proposals expressed by scientists are explained as follows. Research results L.S. Supports Vygotsky's theory of socio-ideological development. Communication between the teacher and the student not only increases the students' knowledge, but also develops their thinking skills. This situation has become especially noticeable in mastering complex topics. For example, with the guidance provided by the teacher, students learn to think more independently and solve problems. John Hattie's research suggests that positive teacher-student relationships

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increase student motivation and interest in the educational process. Hattie found that mutual respect and trust between the teacher and the student were important when she researched the factors that influenced the success of Education. This result was also reflected in our study: it was observed that the warm relationship between the teacher and the student increased interest in acquiring knowledge. Based on Carol Dweck's "growth mindset" theory, the supportive approach used by teachers strengthens students' confidence in their potential. In the course of the study, such an approach showed that students strive for success, without fear of difficulties in the process of studying new topics. These results confirmed that students in particular have increased their focus on the learning process rather than on grades. According to Jean Piaget's theory, the cognitive development of students depends not only on external factors, but also on their active participation. Studies have shown that the tasks assigned by the teacher train students to think independently, enhancing their learning abilities. During the observations, the teachers' focus on interaction ensured that the lessons were interactive and effective. In his social learning theory, Albert Bandura highlighted the impact of teacher-student relationships on motivation and self-assessment. During the studies, this opinion found its confirmation: constructive feedback from teachers increased the confidence of students in themselves. This, in turn, confirmed an increase in the proportion of students who showed high results in the educational process. Jerome Bruner argues that the teacher should be able to listen to students' opinions and give them the opportunity to express their ideas. According to the results of the study, this approach plays an important role in increasing the interactivity of the educational process. There has also been a significant increase in their interest in the course in cases where students' opinions are focused during classes. In general, research has proven that the positive relationship between teacher and student plays a central role in the educational process. These relationships significantly contribute not only to the increase in academic performance of students, but also to their personal development. Therefore, teachers' pedagogical approaches and attitudes towards students should be considered as an important part of the educational system.

Conclusions and suggestions

The relationship between the teacher and the student directly affects the effectiveness and quality of the educational process. These relationships are not limited to communicating or mastering academic knowledge, but are also important for students' personal development, the formation of social abilities, and their future place as an active person in society. The results of the study showed that the warm, respectful and trust-based relationship between teacher and student interests students in reading, increases their confidence in their potential, and ensures that the educational process is more interesting and productive.

The pedagogical approaches of teachers, the quality of interaction and their role in the educational process are very important in this. In conditions of effective communication and support, students are more successful in overcoming difficulties. An individual

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approach to students, a respectful view of their opinions and opinions, positively changes the results of the educational process. Based on the above evidence, the following proposals can be put forward: Organization of regular trainings and seminars for teachers. Trainings to teach constructive and positive approaches in relations with the student strengthen teachers' pedagogy. Development of an Individual approach. The organization of the educational process in a way that suits the needs and abilities of each student serves to increase the level of student assimilation. Creating a positive communication environment. In educational institutions, additional activities are needed to form an environment based on respect and trust between the teacher and the student. Wide application of an interactive approach in the educational process. The use of innovative methods and technologies that encourage students to participate actively contributes to the improvement of relationships. Taking into account the opinions and opinions of students. In the educational process, it is possible to create a more interesting and consequential education system by listening to the voice of students and focusing on their proposals. Monitoring the relationship between teacher and student. To systematically analyze and improve these relationships, it is necessary to introduce a continuous assessment system. In general, a healthy and supportive relationship between teacher and student is one of the main factors for improving the effectiveness of Education. Therefore, paying special attention to the development of these relationships is an important step towards improving the educational system.

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