



The role of teacher-student relationships in motivating and supporting learning

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ABSTRACT

The importance of teacher-student interactions in fostering both intellectual and personal growth is emphasized throughout the text. An inclusive, stimulating, and psychologically supportive learning environment is created when teachers are sensitive to the identities, backgrounds, and unique needs of their students. The text argues that strong teacher-student relationships enhance motivation, critical thinking, classroom management, and emotional resilience, drawing on theories such as dialogic involvement and attachment theory. The literature also discusses techniques to increase teaching efficacy, including reflective practices, group projects, and adaptive feedback. Additionally, it highlights the crucial role of rapport- and trust-building in ensuring long-term academic success. The text provides suggestions for overcoming obstacles such as large class sizes and time constraints through structured activities and effective communication.

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O'qituvchi va o'quvchi munosabatlarning ta'limda motivatsiya va qo'llab-quvvatlashdagi o'рни

ANNOTATSIYA

Kalit so'zlar:

O'qituvchi-o'quvchi munosabatlari, ishtirok, motivatsiya, tanqidiy fikrlash, hissiy qo'llab-quvvatlash, hamkorlikdagi topshiriqlar, fikr-mulohaza, inklyuziv ta'lim, sinfni boshqarish, ishonch, munosabat, reflektiv amaliyotlar, bog'lanish nazariyasi, dialogik muloqot, chidamlilik, xilma-xillik, qiyinchiliklar, uzoq muddatli muvaffaqiyat, raqamli muloqot, madaniy kompetensiya.

Ushbu maqolada maqolada o'qituvchi va o'quvchi o'rtasidagi munosabatlarning o'quvchilarning akademik va shaxsiy rivojlanishida muhim ahamiyatga ega ekanligi ta'kidlangan. Ijobiy munosabatlar motivatsiya, ishtirok va muvaffaqiyatni oshiradi. Madaniy kompetentlik, hissiy qo'llab-quvvatlash va ishonchni shakllantirish kabi asosiy tamoyillar inklyuziv va samarali o'quv muhitini yaratishda muhimdir. Tadqiqotlar shuni ko'rsatadiki, qo'llab-quvvatlovchi aloqalar chidamlilikni, hamkorlikni va tanqidiy fikrlashni rivojlantiradi. Katta sinflar va vaqt cheklovlari kabi qiyinchiliklar mavjud bo'lsa-da, ularni tuzilgan mashg'ulotlar va samarali muloqot orqali bartaraf etish mumkin. Zamonaviy va xilma-xil ta'lim sharoitlariga moslashish uchun pedagoglar o'z malakasini oshirishi muhimdir. Xavfsiz va madaniy jihatdan javob beruvchi muhit nafaqat sinf boshqaruvini yaxshilaydi, balki o'quvchilarning uzoq muddatli muvaffaqiyatiga ham hissa qo'shadi.

Роль взаимоотношений учителя и ученика в мотивации и поддержке обучения

АННОТАЦИЯ

Ключевые слова:

отношения учитель-ученик, вовлеченность, мотивация, критическое мышление, эмоциональная поддержка, совместные задания, обратная связь, инклюзивное обучение, управление классом, доверие, взаимопонимание, рефлексия, теория привязанности, диалогическое взаимодействие, устойчивость, разнообразие, вызовы, долгосрочный успех, цифровая коммуникация, культурная компетенция.

В статье подчеркивается важность взаимоотношений между учителем и учеником для улучшения учебного процесса и личностного развития. Учет учителем индивидуальных особенностей, культурного фона и потребностей учеников способствует созданию инклюзивной и эффективной учебной среды. Основываясь на диалогическом взаимодействии и теории привязанности, отмечается, что позитивные отношения укрепляют мотивацию, критическое мышление, управление классом и эмоциональную устойчивость. Обсуждаются стратегии, такие как адаптация обратной связи, групповая работа и рефлексия, для повышения эффективности преподавания. Также подчеркивается, что установление доверия и взаимопонимания приводит к долгосрочным успехам в образовании. Проблемы, такие как большие классы и нехватка времени, предлагается решать с помощью структурированных упражнений и открытого общения.

INTRODUCTION

Teaching does not only mean conducting the lessons and giving formal instructions to the students, but also motivating learners and encouraging them to participate in the learning process. According to Waller et al., (2017) the ideologies and identities, as well as experiences of the teachers play important roles in the process of teaching. Teachers have different identities as well. If the teacher has all language skills. They do not have capital-related problems to perform teacher identity. And they feel empowered while conducting the lessons and communicating. They are legitimate speakers and can easily deliver the message to the students while speaking.

Hawkin and Norton (2009, as cited in Waler et al., 2017) noted that there is a “responsiveness to learners” principle, which highlights that learners have different identities and backgrounds, and teachers should consider these factors while conducting the lesson (p. 12). As teachers, they also cover all learners’ identities and conduct the lessons based on their interests and expectations. Therefore, they have to theory-based instructions, rather than trying to implement these theories into practice, which helps learners to bring their identities into the classroom by engaging in different activities. During the lesson, they have to try to correct their students’ mistakes to prevent them from making the same error all the time. Lyster and Ranta (1997) mentioned that teachers should consider the proficiency level of the students while correcting their mistakes, as one type of feedback may not suit all of them. They should also support this notion and try to give feedback based on their language levels. For higher level students they have to use clarification requests or repetition, as they can correct themselves, but for lower levels, they should use explicit correction as they cannot self-correct themselves.

According to Garcia (2011), code-switching does not always mean that learners have a lack of knowledge or low language level, it is the speech characteristic of the bilinguals. If they cannot deliver the message to their peers, they choose their L1, as it is easy to explain in their native language. Therefore, while learning the language and participating in group work, teachers should allow code-switching among students, as it helps them understand the challenging aspects, and express themselves easily.

As Hawkins and Norton (2009, as cited in Waller et al., 2009) mentioned in their five principles of language teaching, teachers should try to use the “dialogic engagement” principle which is considered the best way of teaching. This principle aims to engage learners in collaborative tasks where they can share their knowledge and understanding within the groups. Such conducted lessons help learners actively participate in classroom tasks and improve their critical thinking by exchanging ideas. Also, teachers should try to create a friendly environment among learners, as most of them have higher affective filters, which impact their language learning. If they study in a relaxed atmosphere, they feel calm, and their language learning degree also improves.

According to the five principles of Hawkins and Norton (2009, as cited in Waller et al., 2009), reflecting on ourselves is the most effective thing that allows us to improve ourselves as teachers. Teachers should mainly use recordings during the classes if they do not have much time to write reflections about my lessons. Recording the lessons and listening to them after the lessons really help educators improve their teaching strategies. This helps them spot the mistakes they made during the class and improve their teaching ideology by avoiding previous mistakes and creating new ones. Teachers should be the ones who always support their learners and help them to improve their language skills as well as other social and psychological skills during the lessons.

Beyond the conventional emphasis on the delivery of curriculum and instructional strategies, relationships between educators and students have become a crucial component of academic performance (Davis, 2019). These connections are the cornerstone of developing productive learning environments and have a big impact on students' academic engagement, motivation, and success. Positive teacher-student interactions are regularly linked to improved learning outcomes and pupils' overall development, according to research (Thompson & Miller, 2021). Social-cognitive viewpoints and attachment theory serve as the foundation for the importance of teacher-student connections. Secure bonds between educators and learners provide a psychological security net that encourages students to experiment, take chances, and participate more fully in educational activities, claim Bergin and Bergin (2018). This theoretical framework highlights how supportive connections create a setting in which pupils feel secure.

Effect on Student Motivation

According to research, student motivation is greatly influenced by positive teacher-student connections (Wilson et al., 2020). Students show higher levels of intrinsic motivation and involvement in academic work when they believe their teachers are kind and helpful. According to Roberts (2022), students who report having a good relationship with their professors are far more likely to stick with them through difficult times and be more interested in their studies.

Building Rapport and Trust

Building strong teacher-student relationships requires first establishing trust. Building trust necessitates a constant display of dependability, equity, and sincere concern for the welfare of students, according to Henderson and Thompson (2023). Enhanced classroom behavior and greater student participation are frequently observed by educators who make an effort to build rapport with their pupils (Anderson, 2021).

Strong teacher-student bonds that foster emotional support are essential for academic success. According to research by Martinez and Chen (2022), kids who have emotional support from their teachers do better academically and have higher levels of self-worth. This emotional bond fosters resilience in the face of scholastic obstacles and acts as a buffer against academic stress. Inclusive learning settings that celebrate diversity and value individual differences are facilitated by positive teacher-student connections. Academic participation and performance improve across different student populations when teachers foster positive connections with every learner, despite their backgrounds, according to research by Williams et al. (2021).

A key setting for social-emotional development and learning is the teacher-student connection. Parker (2023) asserts that these connections give kids the chance to practice critical life skills including communication, emotional control, and problem-solving. Students' entire development is aided by teachers who provide an example of healthy social-emotional behavior through how they interact with them.

Effect on Classroom Management

Good teacher-student interactions have a big impact on behavioral results and classroom management. Positive relationships lessen disciplinary difficulties and produce more productive learning settings, according to research conducted by Johnson and Lee (2020). Pupils are far more inclined to follow classroom regulations and behave in a prosocial manner when they sense a connection to their professors.

Relationships between teachers and students have an impact that goes beyond students' short-term academic achievement. Positive interactions with teachers throughout formative years indicate better educational results, such as a greater rate of graduation and a greater probability of pursuing higher education, according to longitudinal research conducted by Thompson et al. (2022). In today's educational environment, preserving positive teacher-student connections has expanded to encompass digital communication. According to Harris and Rodriguez (2023), it's critical to modify relationship-building techniques to fit both virtual and in-person learning settings while preserving genuineness and deep connections. A primary goal of professional growth for teachers should be to cultivate the ability to establish constructive interactions with pupils. According to Davidson's (2021) research, educators who undergo specialized training in relationship-building strategies have enhanced their way of teaching.

Cultural Competence and Connections Establishing fruitful teacher-student connections requires cultural competence. According to research conducted by Martinez and Wong (2023), to build meaningful relationships with students and promote their academic performance, teachers must recognize and value their cultural backgrounds. **Problems and Solutions** Although fostering a good rapport between teachers and students is essential, educators encounter several difficulties in doing so. Relationship-building initiatives may be hampered by time restraints, big class sizes, and a variety of student demands. However, according to study by Anderson and Smith (2022), these difficulties can be addressed by putting in place organized relationship-building exercises and keeping lines of communication open.

CONCLUSION:

It is impossible to overestimate the importance of teacher-student connections in promoting successful learning and individual growth. These connections serve as the cornerstone of a fruitful learning environment and have a significant impact on students' motivation, mental health, and academic achievement. In addition to increasing intrinsic motivation and engagement, a strong teacher-student relationship fosters a safe, encouraging environment where students feel empowered to take chances and conquer obstacles.

Effective teacher-student relationships have been shown to improve classroom conduct, academic achievement, and emotional fortitude. Teachers may establish settings where all students, despite their backgrounds, feel appreciated and supported by promoting inclusivity and appreciating diversity. In addition to fostering social-emotional growth, this inclusivity fosters vital life skills like problem-solving and communication.

Professional development in relationship-building and cultural competency is crucial for educators to comprehend and value the varied identities of their pupils. Positive interactions can be ensured by systematic efforts and open communication, even in the face of obstacles like time limits and huge class sizes. In the end, fostering relationships between teachers and students is essential to educational success since it shapes students' overall development and academic results, preparing them for success in and out of the classroom.

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