

TEACHER-STUDENT DYNAMICS: STUDY THE IMPACT OF TEACHER-STUDENT RELATIONSHIPS ON LANGUAGE LEARNING, INCLUDING HOW TO CREATE A SUPPORTIVE AND MOTIVATING ENVIRONMENT IN AN EFL CLASSROOM

Alibekova Robiya Baxodir qizi

Samarkand state university of Kattakurgan branch

@robiyaalibekova17gmail.com

Abstract: *In order to effectively teach and learn English as a second language (ESL), teacher-student connections and questioning techniques are essential. In the classroom, questioning techniques have a big impact on students' emotional reactions, but they also greatly affect how teachers and students interact with one another. A peaceful, democratic, and courteous teacher-student relationship is something that students fervently want, and it is built through affective variables. For instructors to build strong relationships that support students' academic performance and personal development, it is essential to comprehend the many cultural backgrounds and unique needs of their pupils.*

It has been found that increased student motivation and enhanced academic achievement are directly related to more contact and stronger relationships between teachers and students. Nevertheless, although these conclusions are supported by global research, little local study has been done, especially in countries like Uzbekistan. This study looks into pre-service teachers' opinions about how motivation and academic achievement of students in ESL classes are impacted by teacher-student relationships. In order to build a new, more fruitful teacher-student connection, the findings highlight the necessity of questioning techniques that value students' uniqueness and provide a supportive learning atmosphere in the classroom.

Keywords: *English Language Teachers, Teacher-Student Dynamics, ESL, Questioning Techniques, Teacher-Student Relationship.*

INTRODUCTION

While there is a long list of distinctions amongst schools, particularly with regard to their educational programs, management styles, methods of instruction, student bodies, and other aspects, the link or relationship that existed between students and teachers remained constant. According to Pianta (2004), there should be free communication between students and teachers as well as emotional and intellectual support. According to Leitão and Waugh (2007), this type of relationship is defined by mutual acceptance, understanding, warmth, closeness, trust, respect, care, and cooperation. Because of this, learning takes place in the classroom using humanistic principles in addition to academic ones.

However, according to Karuppaya (2008), there are currently extremely few and clearly no beneficial teacher-student relationships among Malaysia's academic population, which is the basis for establishing such positions.

According to data from the Malaysian Ministry of Education's report on discipline, which included statistics from 1985 to 1992, truancy was the most common social problem in schools, scoring 86.5% of the total. According to Malaysian Police Statistics, there were 5,829 juvenile criminal cases in 2000 and 3,627 bullying cases in schools that resulted in criminal prosecutions in 2003 alone. In addition, 1,600 bullying incidences were reported in 2004. nationwide in educational institutions (Malaysian Police Statistics). Orpinas and Hawker (2000) referenced Hawker and Boulton According to Horne (2003), experiencing peer antagonism can have detrimental emotional effects, including as low self-esteem and depression. According to Howard, Horne, and Jolliff (2001), the caliber of the relationship between the role of the teacher and the student is crucial in minimizing bullying.

When considering the ESL setting, Malaysian students' proficiency in English is declining even after eleven years of study (Saadiyah Darus & Kaladevi Subramaniam, 2009). Furthermore, all areas except English language have seen increases in student performance, according to an examination of the 2008 SPM results (Malaysian Ministry of Education, 2009). Due to the fact that students and teachers are working in parallel to achieve the shared objective of learning, it appears that there is a falling out in the learning environment and atmosphere in the school system. The pre-service teachers' opinions on the teacher-student connection as a factor influencing the academic performance and motivation of students in Malaysian ESL classrooms will thus be reported in this research. Studying their level of awareness of the subject is another goal of the investigation.

Motivation Model in Language Learning: Students who experience sensitive, responsive and positive interactions with teachers perceive them as more supportive and are more motivated within the academic contexts of schooling (Deci & Ryan, 1985). Young people are searching for inspiration and someone to look up to, particularly students in school. Furthermore, it is evident that they spend most of the day with their professors. In light of this, educators must be able to inspire students appropriately, help them develop resilience and self-assurance, and feel accountable for their work.

Positive Teacher-Student Relationship: Pupils who feel supportive and driven to learn are those who have positive relationships with their teachers. When a teacher and student get along well, the student is more engaged; they work more in the classroom, persevere, take guidance and criticism well, manage stress better, and pay more attention to the teacher (Little & Kobak, 2003). Additionally, one aspect of classroom atmosphere might be considered a teacher's typical degree of support and care, as stated by Hughes et al. (2006). The environment or ambiance of the classroom has a big influence on the students.

Consequently, given the dynamic nature of these interactions and their substantial impact on accomplishment, greater consideration should be given to the effects of changing the teacher-student connection. To improve students' academic performance and to safeguard pupils who were already displaying externalizing behaviors, teachers' emotional

support and academic supervision are crucial (Pianta, La Paro, Payne, Cox & Bradley, 2002; Silver et al., 2005). According to O'Connor and McCartney (2007), interventions aimed at raising students' academic achievement should therefore concentrate on their relationship with their teachers.

METHODOLOGY

This study's research design makes use of a qualitative interviewing technique. In my capacity as a young researcher and prospective English language teacher in Uzbekistan, I conducted interviews with students. To aid in the analytical process, the interview guideline's twenty-one questions were separated into four sections. The information gathered offers viewpoints on how the interaction between the teacher and the students influences both academic progress and student motivation in ESL classes. After that, the data was examined using categories and coding units of data pertinent to the investigation.

RESULT & DISCUSSION

The Importance of Teacher-Student Relationship

Overall, the findings from the interviews all showed that the respondents agree that a positive teacher-student relationship is important in English language teaching classroom. Based on their responds, teacher-student relationships contribute to students' increased level of motivation to learn as well as enhanced their academic achievement. However, the respondents also showed a varying degree of differences in their level of awareness in how this relationship can be manipulated in classes to ensure classroom management and effective learning. They stressed on the needs for teachers to “get to know the students more”, “to respect” as well as “to earn their respect in return”.

“...I think, it is very important because...like in my experience, when I like the teacher...when I know the teacher well, I will pay more attention than towards the teachers that I don't like” (Respondent 4)

This interview also included university students participating in practical teaching. Throughout the class, they shared their thoughts regarding the dynamic between the teacher and the learner. Each of them concurs that establishing a solid rapport with the students is essential to guaranteeing effective learning outcomes.

“Yes, I do. If so, you would understand how to draw them in. You'll be able to manage them. It's critical to establish positive relationships with the students because dissatisfied students would likely miss class. (Respondent 6)

Throughout the whole academic year, effective communication between the professors and students depends heavily on their interactions with one another. Furthermore, pupils' attitudes toward education in the future will be influenced by their initial impression of the teacher. Students that struggle to speak in front of the class, are shy, or have poor self-esteem will benefit from having a personal relationship. Building a strong rapport with the teacher can help students feel more confident and relieve any tension they may have in the classroom.

Positive teacher-student interactions thereby enhance classroom management and create a welcoming, safe, and comfortable environment for independent learning and self-

discovery. Positive relationships also indicate that the students enjoy their teachers, which will do more than anything to keep them in their seats and lower the truancy rate in schools.

Increase in Academic Achievement

Additionally, it appears from the data from the interviews that having a great teacher-student connection raised both academic attainment and motivation levels. They declared that they performed exceptionally well in the classes given by their favorite professors. It appears that having a close relationship with the teacher encourages kids to learn in the classroom. According to the answers, learning becomes more appealing, simpler, and less stressful when a teacher is "approachable," "friendly," and "helpful."

"I received 48/50 in the final exam. She doesn't employ the typical techniques. She is more akin to a companion. Not just the grades are a source of great concern for her kids. For us, she was like a mother". (Respondent 3)

Furthermore, the majority of the partnerships last long after they graduate from college. When asked why they think the teacher is good, they emphasize that the teacher is more of a friend than an educator. The need of the teacher incorporating new techniques into the class was also emphasized.

Motivation & Engagement in Learning

Furthermore, according to Osterman (2000 as referenced in Reschly et al., 2006), a student's feeling of belonging at school can be classified as either positively or negatively. According to him, there are good ideas about involvement, participation, and investment in learning, whereas negative ideas are associated with tardiness, absences from school, and dropping out.

"Because he gives me more attention. That's among the causes...I'm not sure. However, my teacher teaches me in a non-traditional manner overall. I adore using games in the classroom. I still like him, though". (Respondent 5)

Respondent 5's aforementioned response demonstrated how improved student participation in the classroom was a result of the teacher's attention and support. Respondent 5 was able to maintain concentration and enjoy the course despite the dull subject matter because of the powerful influence of their excellent relationship with the teacher. Students having higher quality relationships contribute more and are more interested in the classroom than students with lower quality relationships, according to a study by Bush et al. (2006).

Teacher's Belief

Of the respondents, five out of six stated that they believed teachers should prioritize their children above all else.

"...all pupils are alike... We have to handle them fairly. We can't have a prejudice against them". (Respondent 3)

"I think that we're all human. I teach them, but I also teach them from me". (Respondent 1)

When interacting with the children, these pre-service teachers give careful thought to the need to form bonds with them and to get to know them. Therefore, the results will be

further clarified in the discussion area below based on the input from the remaining interview sections.

The Design of Questioning Strategies for the Construction of New Teacher-Student Relationship

"The core of the effective teaching" is thought to be questioning (Wilén, W., 1991). Designing questioning techniques should be grounded in cognitive theories and the development of emotive elements. In actuality, affection-free minds aren't truly minds at all. Additionally, teachers should blend affection and cognition if they hope to achieve anything in this English teaching and learning process. When knowledge is acquired by psychological processes, it is referred to as cognition (e.g., the form of notion, perception, judgment or imagination). Emotion and thought processes usually coincide. The ability and process of thinking, such as comprehension, logical reasoning, creativity, problem-solving abilities, and intuition, is referred to as cognitive function. Teachers have always understood that a growing number of different aspects (such as psychology, psycholinguistics, sociolinguistics, education, and neuroscience) are combined with the teaching process. As a result, greater focus needs to be placed on the many, linked, and interdependent emotional and cognitive aspects. In order to utilize all of these elements fully and successfully, teachers need to consider them all and examine them from various angles.

Designing Effective Questions

Everyone is aware that the attraction and inspiration of questions play a major role in determining the success of teachers' questioning tactics in the classroom when teaching English. English language learners are critical since they will typically only provide an answer if they believe it is worthwhile. Educators will not inspire their students to respond to questions in class if they do not focus more on knowing what English language learners find significant and important, as well as what will satisfy their emotional requirements.

Thus, educators should focus a great deal of emphasis on question design in order to enhance students' performance in class. As you are aware, a well-crafted question will increase teaching effectiveness in addition to motivating students to participate in the teaching and learning activities to meet a certain learning objective. And how can we create questions that will work for the students? In order to accommodate students' differences in personalities, learning styles, and English proficiency, teachers must first thoroughly examine and effectively utilize the teaching materials. Only then can they help students discover their true needs and desires by fostering positive emotions, new learning strategies, improved psychology, and other areas. Furthermore, humanism is crucial because it forces educators to deal with the questions that their pupils pose in the classroom. Teachers should also refrain from asking questions or acting in any other non-humanistic way. If educators only take this one step, the process of learning English can progress more smoothly. A well-designed inquiry should also be deliberate, introspective, and enlightening. It is the responsibility of teachers to anticipate potential student responses and to have a reasonable understanding of those responses.

CONCLUSION

Positive teacher-student relationships significantly enhance students' academic achievements, motivation, and overall learning experience. Fostering these relationships requires teachers to employ thoughtful questioning strategies and consider the emotional and psychological factors that affect students, such as anxiety, motivation, and individual learning styles. By creating a supportive and respectful classroom environment, teachers can promote engagement and reduce barriers to learning. It is crucial to equip future educators with the knowledge and skills necessary to build these relationships, ensuring they are prepared to cultivate an atmosphere of trust, encouragement, and effective communication in their teaching practices.

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