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THE IMPACT OF TEACHER-STUDENT RELATIONSHIPS ON LEARNING OUTCOMES IN THE PEDAGOGICAL PROCESS

Abstract. Establishing a positive teacher-student relationship must be seen as a key educational objective since it is thought to be crucial to both instructors' and students' well-being as well as to high-quality teaching procedures and results. As more and more people come to understand the value of education, they start to focus on the variables that have a significant impact on student's academic performance. The article's primary goal is to examine teacher-student relationships through pedagogical-psychological factors. People have observed and investigated the relationship between teachers and students as a factor that is closely related to students' individual and learning results. There are numerous ways in which a good teacher-student connection can support students' professional development. Starting with the interaction between the teacher and the student, this paper summarizes the pertinent literature and research on the relationship between the teacher and the student as well as the learning outcomes of the students. Positive relationships between teachers and students have been shown to control students' mental emotions, enhance their engagement in the classroom, develop their learning capacity, and support their academic aspirations. To build and foster positive teacher-student relationships and enhance students' learning outcomes, it is ultimately suggested that teachers can be thought of as listeners when it comes to mental health, leaders when it comes to academic learning, and supporters when it comes to creative thinking. An explanation of the experiences and methods that direct the formation and upkeep of relationships between a teacher and her students is the study's output. Based on the results, four main categories with auxiliary aspects that were essential to each category's development emerged.

Keywords: teacher-student relationship; engagement; content; evaluation; pedagogical-psychological factors.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. General education institutions have undergone new educational reforms, which have led to several issues with teaching and teacher-student relations in Azerbaijan. A large body of research shows that all students' growth in the classroom depends on the presence of positive relationships between teachers and students (Hamre & Pianta, 2006; Birch & Ladd, 1998) [2].

For students, a teacher's connections with them on a personal level can have a big impact. According to Downey (2008) [1], the value of instructors' relationships with their students cannot be emphasized. Teaching is done in the service of the students, as stated by Smirnov [7], which raises expectations that instructors will be able to comprehend how students learn and what they need to learn effectively and that they will incorporate that into their teaching.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. G. Hagenauer, F. Muehlbacher, and M. Ivanova (2023) [2] state that students have social identities in a variety of personal activities. In addition to being teachers' students, they are also their parents' children, classmates, and playmates in the classroom. B. Mallik [4] (2023) argues that this indicates that they have daily interactions with people besides teachers. These interactions may also affect the teacher-student relationship. The growth of morally upright relationships between educators and students is a clear indication of contemporary social changes. Students are more likely to stop talking to the teacher and lose faith in him. Contradictions, violence, and a lack of morally supportive companionship are all present in the relationships between students and their peers on campus. The teacher-student relationship is likely to deteriorate if a teacher exhibits even a small amount of negative behavior. The majority of scientific literature samples have mostly investigated the psychological aspects of teacher-student relationships and analyzed their impact on the formation of students as personalities. The presented article is the first to examine the impact of proper regulation of teacher-student relationships on learning outcomes, explaining in detail how they result in the formation of critical thinking skills.

One of the key qualities of a teacher is the ability to effectively organize interactions with children, communicate with them, and manage their activities. For the interaction between the teacher and students, as well as among the students themselves, to be successful, it's crucial for the teacher to skillfully

facilitate communication. This includes creating an environment that fosters productive interactions. If these conditions are not met, it can lead to challenges in the relationships between all participants involved in the educational process. Such challenges may result in decreased student performance and diminished interest in.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The research **purpose** is to identify the teacher-student relationship in achieving learning outcomes through developing critical thinking skills.

To achieve the set goal, the following **tasks** have been put forward:

- a) Analyzing recent research papers and methodological sites related to the content of the study.
- b) Realizing several issues in the teacher-student relationship in the teaching process.
- c) Identifying the most effective approaches for building strong teacher-student relationships.
- d) Presenting pre-test and post-test results of the experiments, and developing a new model of classroom management skills in teaching.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

In today's interconnected world, the significance of education cannot be overstated. To navigate the myriad challenges we face, it's vital to conduct a thorough and systematic review of educational developments worldwide. By examining diverse educational models and innovative practices, we can uncover valuable insights into how various cultures engage with learning and the sharing of knowledge [1].

The development of strong teacher-student relationships, which are essential to improving educational outcomes, is a major area of focus in this investigation. Building solid relationships between teachers and students deepens our comprehension of the educational environment and opens the door for global cooperation and idea sharing [3].

As we work towards a more equitable and sustainable future, it is essential to cultivate learning environments that promote cooperation. By thoughtfully defining the roles of teachers and students, we can facilitate mutual learning and draw on each other's experiences [4]. This approach helps create educational systems that align with student needs, driving innovation that contributes to a more interconnected global society.

The theoretical conceptualization of teacher-student relationships

The definition and concept of the teacher-student relationship involve many theoretical considerations. Hagenauer and Volet [2] explored this issue in their work, specifically defining the emotional and supportive dimensions within educational contexts. In 2016, their research introduced two new dimensions, “*interpersonal*” and “*professional*,” to the existing theories on teacher-student relationships. These relationships serve as a framework for personalization, indicating that teachers and students assume distinct yet interrelated roles across various levels and contexts. Additionally, it's important to note that these relationships are not static; they are dynamic, processual, and interactive. This dynamic nature means that the relationships can evolve, influenced by complex interactions that may yield either positive or negative changes.

V. Bepalco [6], and L. Glamazdina [5] present the contemporary secondary school that focuses on all forms of social influence on the process of developing students' personalities in the role of the teacher in the context of a shift in educational paradigm. Therefore, with the new technological opportunities for information exchange, control, and knowledge accounting, the role of the teacher is growing. As a profession and a fully realized embodiment of humanistic principles, the teacher is under pressure to define the innovative character of education. The teacher's authority gains a new foundation on which to grow. Because they play a major role in the intellectual, moral, and civil development of the students' personalities within the school team, their relationships with the students are unavoidably the focus of specialized scientific research. This section of our work aims to address the issue of the types of relationships that exist between teachers and students during the educational process, in keeping with the second task of our study.

The problem of the relationship between the teacher and the student has been purposefully studied since the beginning of the 1970s, with notable contributions from researchers such as B. Mallik [4], B. Hamre, R. Pianta, M. Burchinal, F. Crouch [3]. These scholars show a profound interest in the formation of the student's personality and the dynamics of relationships among children in a group setting. They analyze relationships through the lens of the student's activity and the influence of the collective.

J. Downey [1] emphasizes that interpersonal relations within the classroom significantly depend on the teacher's attitude toward the class as a whole. N. Kuzmina prioritizes the realm of relationships in pedagogical activities, subsequently considering the organizational skills of the teacher as essential. Meanwhile, scholars identify one of the major causes of conflicts between teachers and students as the imposition of poorly thought-out decisions that

undermine student independence and limit their self-management, thereby creating an environment where the school resembles a domain ruled entirely by the teachers, diminishing the role of the students.

Significant qualities of a beginner teacher

Effective interaction between a teacher and students should not be characterized as a one-sided relationship. It is a dialogue and cooperation, in which the following rules are followed:

- *Listen to each other's opinions.*
- *Make decisions together.*
- *Be responsible for their actions and the work of the entire group.*

This approach encourages mutual respect and fosters a positive learning environment. A teacher's personality has a big impact on the type of relationship he will have with his students. To build a business and build a relationship of trust with the students, the teacher must possess a certain set of qualities:

- *personal*: openness, benevolence, emotional stability and poise, responsibility, ability to self-control;
- *organizational*: justice, consistency, honesty, respect for someone else's opinion;
- *leading*: democratic, able to interest others with their thoughts and ideas;
- *visual*: harmonious and neat appearance, pleasant voice, restrained but expressive gestures and facial expressions, general attractiveness.

According to Mallik's research [4], secondary school students' perceptions of their teacher-student relationships can greatly enhance their behavioral, emotional, and cognitive engagement in the classroom.

Engagement. Students' engagement in the classroom and academic success will be hampered by a poor perception of the teacher-student relationship. Participation in learning activities, and assignments, using visual aids and extracurriculars, as well as in the academic process and learning process itself, evaluation, are all examples of student engagement in the classroom [7]. More precisely, students are more likely to concentrate on the learning activities in the classroom, such as responding to the teacher's questions and taking part in group discussions, when they enjoy the class and direct their feelings and energy toward it.

According to the picture, every student wants to be actively engaged in their learning so that they don't get bored. However, there is a gap between teachers' vision of active participation and how students participate in the lesson. More often, classroom discussions or focused activities that align with the day's

learning objectives are lacking.

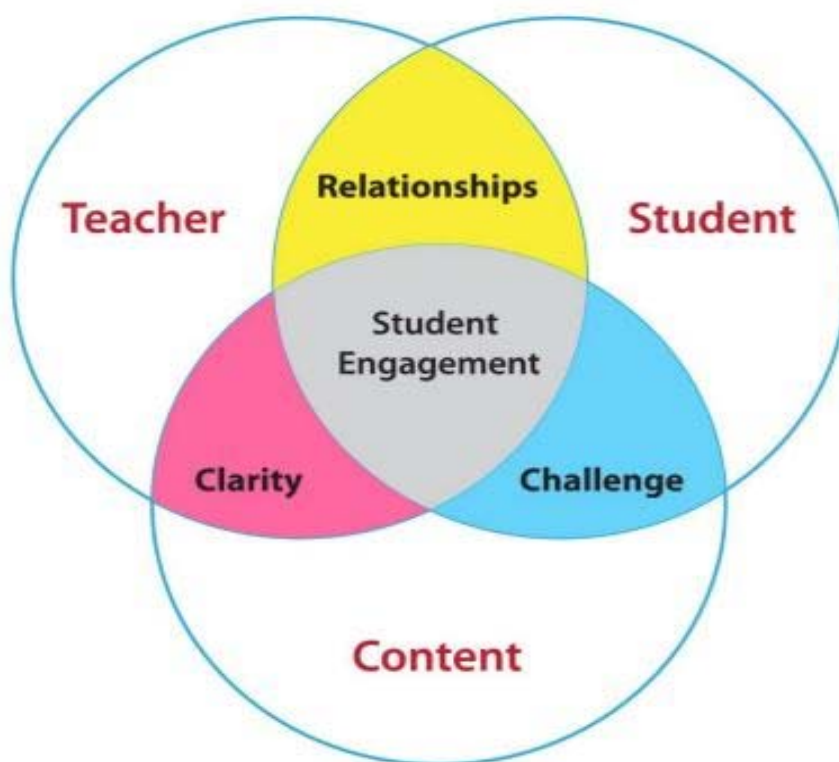


Fig. 1 Teacher-student relationship in teaching

<https://www.educationworld.in/optimal-student-engagement-where-student-teacher-and-content-meet/>

Furthermore, it can be difficult to find a rhythm where students can effectively navigate difficult and relevant material. However, student engagement can flourish when the proper teaching techniques are paired with an efficient learning environment. The key difference lies in building real relationships with students, rather than simply going through the motions; this difference is shaped by a clear understanding of engagement and a concerted effort to develop it. Relationships between students and teachers, the content and expertise of teachers, and how the students perceive the material about their present interests and future objectives are all factors that contribute to student engagement in the classroom.

To do this, let us look at the engagement by design model, which helps us comprehend how teachers, students, and content interact in a classroom.

1) The teacher is well-versed in the material and is able to interact with the students in an understandable and efficient manner.

2) The teacher is aware of the student's prior knowledge and assigns challenging assignments that help the child develop their critical thinking skills.

3) Students and teachers have a strong and positive relationship that fosters a positive atmosphere.

4) The classroom environment has a significant impact on students' learning. By creating a safe and inviting space and delivering curricula, assessments, and reflections consistently, a teacher can create the perfect learning environment.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The study implemented an experiment that enrolled 25 students (15 girls and 10 boys) of VI grades of secondary schools and two (2) teachers to check presented issues. The descriptive qualitative study was used during the experiment and expected data was collected to identify the categories of teacher-student relationship, such as engagement, and modern content of the less English. Students and teachers attended interviews and gave responses to the survey questions during the experiment. Survey questions are asked to identify students' attitudes to working with teachers cooperatively in the learning process.

1) *What is the level of engagement with interesting topics in training?*

2) *What are the main challenges in making good relationships with teachers?*

3) *Which modern approaches are considered in engaging lessons?*

Teachers and students passed diagnostic tests to determine the issues and gaps in good relationships with teachers and students. The relevant variables were psychological, and pedagogical issues including communication, using visual aids, selecting interesting topics, and using modern tools for teaching to engage students in learning effectively.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The results were disclosed during the experiment's discussion. The outcomes of observation sessions were discussed with both teachers and students. Pre-test and post-test results showed that the experiment was successful.

To develop effective pedagogical teaching, observation sessions were held for grades VI–VII, criteria for teacher-student relationships were established, and the concepts of organizing the pedagogical process were taught. The teachers collected and analyzed data on pre-test and post-test results. The results were compared with inter-class comparisons to establish the evaluation criteria for the ways that the teacher-student relationship impacts learning outcomes. The

graphic shows the dynamic growth in percentages and compares the outcomes of the pre-test and post-test results.

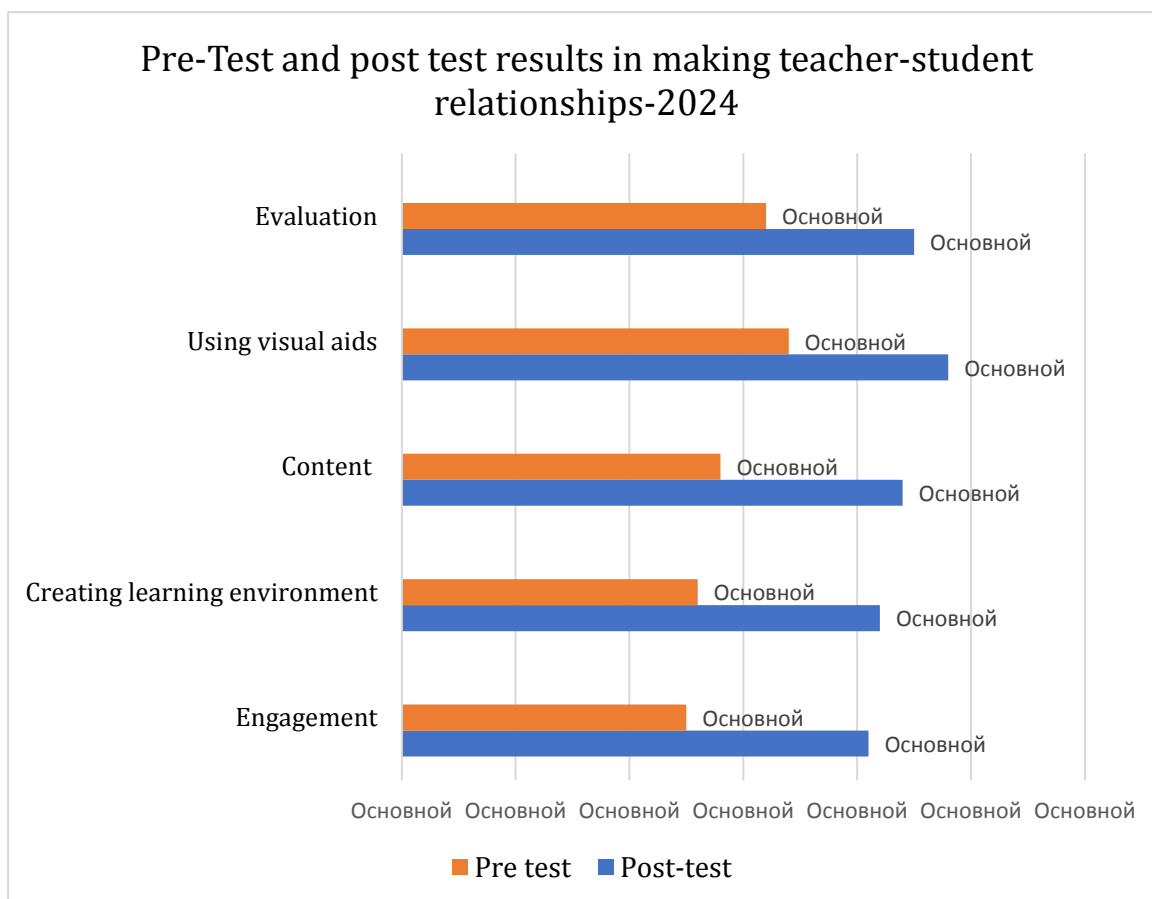


Fig. 2 Students' pre-test and post-test results on making teacher-student relationship

Students favoured completely participating in the learning process based on instructor motivation and efficient planning, according to pre-test results that indicated that student involvement affected teacher-student interactions 2.5 % (6/25 students); post-test results showed that this was 4.1 % (13/25 students). Due to the teacher's ability to effectively manage time and provide clear instructions, the pre-test result was 2.6 % (7 students) and the post-test result was 4.2 % (13 students).

Seven students scored 2.8 % on the pre-test about the teacher's interpretation of the lesson content, indicating that the lesson's significance was not as directly related to the student's learning objectives. The post-test results, however, showed that they were urged to analyze the text's content and apply it to actual circumstances, and this rose to 4.4 %.

To make the pre-test an interactive learning exercise, nine students, or 3.2 % of the class, employed visual aids. After outlining the main advantages of employing visual aids to motivate students, this percentage increased by 4.8 %. As a result, students form unique relationships with their teachers when they collaborate in groups and seek help.

One of the main ways that teachers encourage their pupils is through the evaluation process, which involves declaring progress or ongoing assessments. According to this criterion, the pre-test score was 3.5 % (8 students) fair. The posttest result was 4.5 % (14 students) successful after providing a pertinent interpretation of the advantages of the evaluation method.

Experience has shown that implementing evaluation in training is one of the most crucial elements of creating a healthy learning environment for teacher-student relationships. The pre-test and post-test findings demonstrate how the use of contemporary methods and classroom management principles successfully develop teacher-student interactions.

The findings as the following:

- Using appropriate motivation, planning engaging discussions, and posing pertinent questions about the subject matter are the most crucial elements of student participation in the lesson;
- the use of crucial resources to establish a suitable and encouraging learning environment is crucial for fostering relationships with students;
- Connecting the lesson's content to real-world situations and establishing it on research by contemporary standards facilitates communication between students and teachers;
- Using visual aids makes the process of building these relationships enjoyable, and teachers make sure that students are happy with the material;
- Since the instructor informs students about their actions and accomplishments beforehand, it creates the groundwork for the teacher to establish a more productive relationship with them;
- Assessment was identified as the most innovative and distinctive way for students and teachers to develop relationships, and the teacher's ability to build a stronger relationship with students is facilitated by the fact that students are told about their actions and accomplishments beforehand.

CONCLUSIONS / ВИСНОВКИ

According to this study, students' learning outcomes and processes are significantly impacted by their relationships with their teachers. In addition to increasing students' classroom engagement and serving as a mediator for

emotional control, a positive teacher-student relationship can also foster learning abilities and assist students in reaching their learning objectives and successes.

Moreover, teachers might focus on developing into student leaders through academic study. By teaching students, a systematic and professional study technique, teachers can assist students in achieving their academic goals. Thus, educators can encourage students' critical and creative thinking. In the classroom, teachers can foster students' critical and creative thinking while also appropriately engaging with their creative output. These might make it easier for positive teacher-student relationships to grow.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. This research paper demonstrated how students can effectively develop their teacher-student relationships through several valuable approaches. In addition to boosting student engagement in the classroom, an effective teacher-student relationship helps students develop their academic skills, set objectives for their future studies, and form strong bonds with their teachers.

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ВПЛИВ ВІДНОСИН ВИКЛАДАЧ-СТУДЕНТ НА РЕЗУЛЬТАТИ НАВЧАННЯ В ОСВІТНЬОМУ ПРОЦЕСІ

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Анотація. Встановлення позитивних стосунків між викладачем і студентом слід розглядати як ключову освітню мету, оскільки вважається, що це має вирішальне значення для благополуччя як викладачів, так і для студентів, а також для високоякісних процедур навчання та результатів. Оскільки все більше і більше людей починають розуміти цінність освіти, вони починають зосереджуватися на змінних, які мають значний вплив на академічну успішність студента. Основна мета – дослідити взаємини «вчитель-учень» через педагогічно-психологічні чинники. Люди спостерігали та досліджували стосунки між вчителями та учнями як фактор, який тісно пов'язаний з індивідуальними та навчальними результатами учнів. Є багато способів, за допомогою яких хороший зв'язок між викладачем та студентом може сприяти професійному розвитку студентів. Починаючи зі взаємодії між викладачем і студентом, ця стаття підсумовує відповідну літературу та дослідження стосунків між учителем і студентом, а також результатів навчання студентів.

Доведено, що позитивні стосунки між викладачами та студентами контролюють психічні емоції студентів, підвищують їх участь у класі, розвивають їхні здібності до навчання та підтримують їхні академічні прагнення. Щоб побудувати та сприяти позитивним стосункам між учителем та учнем і підвищити результати навчання учнів, зрештою, вчителів можна розглядати як слухачів, коли йдеться про психічне здоров'я, лідерів, про академічне навчання, та прихильників, коли йдеться про творчість. мислення. Результатом дослідження є пояснення досвіду та методів, які спрямовують формування та підтримку стосунків між учителем та її учнями. На основі результатів було виділено чотири основні категорії з допоміжними аспектами, які були істотними для розвитку кожної категорії.

Ключові слова: вчитель-учень; взаємодія; зміст; оцінювання; педагогічно-психологічні чинники.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

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