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TEACHER–STUDENT INTERACTION AND ITS INFLUENCE ON LEARNING OUTCOMES

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Abstract. *This article provides an in-depth analysis of the influence of teacher–student interaction on learning outcomes. Effective communication is identified as a key factor shaping students' motivation, engagement, emotional well-being, and academic success. The study explores pedagogical communication models, interaction patterns, feedback mechanisms, and the application of interactive learning strategies. Findings indicate that strong interaction fosters deeper understanding, supports independent thinking, and leads to higher-quality learning outcomes.*

Keywords. *teacher, student, interaction, learning outcomes, communication, motivation.*

O'QITUVCHI VA TALABA O'RTASIDAGI O'ZARO MULOQOTNING O'QUV NATIJALARIGA TA'SIRI

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Annotatsiya. *Ushbu maqolada o'qituvchi va talaba o'rtasidagi o'zaro muloqotning ta'lim jarayoniga ta'siri chuqur ilmiy tahlil qilinadi. Ta'lim jarayonida o'qituvchi va talaba o'rtasidagi muloqotning sifati o'quvchilarning motivatsiyasi, faolligi, kreativ fikrlashi va bilimlarni o'zlashtirish darajasiga sezilarli ta'sir ko'rsatadi. Maqolada muloqotning pedagogik, psixologik va kommunikativ jihatlari, interaktiv yondashuvlarning samarasi, shuningdek, baholash jarayonining o'quvchilarga psixologik ta'siri ko'rib chiqiladi. Tadqiqot natijalariga ko'ra, samarali o'qituvchi–talaba muloqoti o'quv natijalarini oshiradi, o'quvchilarning o'ziga bo'lgan ishonchini mustahkamlaydi va ta'lim muhiti sifatini yaxshilaydi.*

Kalit so'zlar. *O'qituvchi, talaba, muloqot, interaktsiya, o'quv jarayoni, baholash, motivatsiya.*

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ВЗАИМОДЕЙСТВИЕ ПРЕПОДАВАТЕЛЯ И СТУДЕНТА И ЕГО ВЛИЯНИЕ НА РЕЗУЛЬТАТЫ ОБУЧЕНИЯ

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Аннотация. *В статье проводится углубленный научный анализ влияния взаимодействия между учителем и учеником на качество образовательного процесса. Подчеркивается, что характер коммуникации определяет уровень мотивации учащихся, их активность, эмоциональный настрой и успешность обучения. Рассматриваются педагогические и психологические аспекты взаимодействия, роль интерактивных методов, влияние обратной связи и формирующего оценивания. Исследование показывает, что конструктивная коммуникация способствует более глубокому восприятию учебного материала, формированию критического мышления и созданию позитивной учебной среды.*

Ключевые слова. *учитель, ученик, взаимодействие, мотивация, коммуникация, учебные результаты.*

Introduction. Teacher-student interaction is widely recognized as one of the fundamental components of effective education. Modern educational theories, particularly constructivism and socio-cultural learning theory, emphasize that knowledge is not simply transmitted from teacher to learner but is constructed through active engagement and social interaction.

Historical approaches to education placed teachers as central figures and students as passive recipients. However, with the shift toward learner-centered instruction, the importance of mutual communication and cooperation has grown tremendously. Today, interaction is viewed not just as a supportive element but as a driving force that determines students' cognitive, emotional, and social development.

Research in pedagogical psychology suggests that classrooms with strong teacher–student interaction demonstrate higher achievement, fewer behavioral issues, and greater long-term academic interest. Therefore, investigating its mechanisms and impacts is essential for enhancing educational practice.

Problem statement

Despite the growing body of research emphasizing the role of interaction, many educational settings still experience significant communication gaps. In numerous

classrooms, the flow of information remains unidirectional-from teacher to student-limiting opportunities for active participation.

Common challenges include teacher dominance, lack of constructive feedback, minimal collaborative tasks, limited opportunities for questioning, and an absence of emotional support. These issues reduce students' motivation and prevent them from developing analytical and communicative skills.

Furthermore, psychological barriers such as fear of mistakes, low self-esteem, and anxiety can weaken communication. Teachers must therefore create conditions that minimize these barriers and support student expression.

Teacher-student interaction and learning outcomes

Teacher-student interaction influences learning outcomes through several interconnected dimensions: cognitive, emotional, and social. Cognitively, interaction supports better understanding by encouraging dialogue, clarification, and active engagement. Emotionally, supportive communication reduces stress and increases confidence, which directly affects academic performance.

Verbal communication includes questioning techniques, explanations, clarification, feedback, and encouragement. Non-verbal elements-such as tone of voice, facial expressions, body language, and eye contact-also shape students' perception of the learning environment.

Interactive learning methods such as group discussions, peer learning, problem-based tasks, and role play enhance engagement and strengthen communication. Students who participate actively in discussions demonstrate stronger critical thinking and knowledge retention.

Feedback plays a crucial role in shaping students' learning behavior. Constructive feedback helps learners understand their current level and identify improvement strategies. Formative assessment, which relies on continuous feedback, is especially effective in creating learning-rich interactions.

A positive classroom climate-established through empathy, mutual respect, and open communication-serves as the foundation for healthy teacher–student interaction. Students who feel emotionally safe are more willing to participate and challenge themselves academically.

Solutions

To improve teacher-student interaction, educational institutions must adopt comprehensive and multi-dimensional strategies. One of the key approaches is implementing student-centered teaching, where learners become active participants in creating knowledge rather than passive receivers.

Teachers should regularly use interactive pedagogical methods, including collaborative learning, peer instruction, case studies, and technology-enhanced learning tools. These methods foster dialogue and strengthen the interpersonal aspect of education.

Professional development programs are essential for enabling teachers to build effective communication skills. Workshops on empathy, active listening, classroom management, and culturally responsive pedagogy can significantly improve communication quality.

Schools should also emphasize the importance of feedback. Establishing continuous formative assessment culture helps students recognize their progress and stay motivated.

Finally, creating an emotionally supportive classroom environment is crucial. Teachers should encourage questions, value diverse opinions, and help students feel respected and appreciated.

Conclusion. Teacher-student interaction is a multidimensional phenomenon that significantly shapes learning outcomes. Its influence extends beyond academic performance and affects emotional well-being, motivation, critical thinking, and social skills. When teachers communicate effectively, students develop confidence, curiosity, and a deeper commitment to learning.

Strengthening this interaction requires systematic effort from both educators and institutions. By implementing interactive methods, fostering communication, providing meaningful feedback, and ensuring emotional support, teachers can create a more effective and engaging learning environment.

The findings of this study highlight that improving teacher–student interaction is not only beneficial but essential for shaping the future of education.

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