



## THE CRUCIAL ROLE OF TEACHER-STUDENT RELATIONSHIPS IN ENHANCING ENGLISH LANGUAGE EDUCATION

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### ABSTRACT

*This qualitative research aims to investigate the urgent role of teacher-student relationships in terms of improving English language education. As the modern English language field demands professionalism from every part of learning and teaching, there are gaps to resolve and more potential assistance to provide. The research goes through several steps and refers to figuring out the priority of teachers' attitude and analytical teaching methods regarding academic achievement. While collecting a multitude of insightful information through the thematic study, it was revealed that the data generation process employed mostly consisted of surveys and interviews. The results revealed that students' competence for learning language considerably upgraded because of teacher support, progress tracking.*

## ВАЖНЕЙШАЯ РОЛЬ ВЗАИМООТНОШЕНИЙ МЕЖДУ УЧИТЕЛЕМ И УЧЕНИКОМ В СОВЕРШЕНСТВОВАНИИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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учителем и учеником,  
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### ABSTRACT

*Данное качественное исследование направлено на изучение актуальной роли взаимоотношений между учителем и учеником в процессе совершенствования преподавания английского языка. Поскольку современная сфера преподавания английского языка требует профессионализма от всех участников процесса обучения и преподавания, остаются определённые пробелы, которые необходимо восполнить, а также предоставить более эффективную поддержку. Исследование проходит*



через несколько этапов и сосредоточено на определении приоритетов в отношении учителей и аналитических методов преподавания, касающихся академических достижений. В процессе сбора множества ценной информации с помощью тематического исследования было выявлено, что процесс получения данных в основном основывался на опросах и интервью. Результаты показали, что уровень языковой компетенции студентов значительно повысился благодаря поддержке со стороны учителей и отслеживанию прогресса.

## INGLIZ TILI TA'LIMINI OSHIRISHDA O'QITUVCHI VA TALABA MUNOSABATLARINING HAL QILUVCHI ROLI

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*O'qituvchi va o'quvchi munosabatlari, kommunikativ til yondashuvi, hamkorlik o'rganish.*

### ABSTRACT

*Ushbu sifatli tadqiqot ingliz tili ta'limini takomillashtirish nuqtai nazaridan o'qituvchi va talaba munosabatlarining dolzarb rolini o'rganishga qaratilgan. Zamonaviy ingliz tili sohasi o'rganish va o'qitishning har bir qismidan professionallikni talab qilganligi sababli, hal qilinishi kerak bo'lgan kamchiliklar mavjud va ko'proq yordam ko'rsatish mumkin. Tadqiqot bir necha bosqichlardan iborat bo'lib, o'qituvchilarning o'quv yutuqlariga nisbatan munosabati va tahliliy o'qitish usullarining ustuvorligini aniqlashga qaratilgan. Mavzuni o'rganish orqali ko'plab chuqur ma'lumot to'plashda ma'lum bo'ldiki, ma'lumotlarni ishlab chiqarish jarayoni asosan so'rovlar va suhbatlardan iborat. Natijalar shuni ko'rsatdiki, o'qituvchilarning qo'llab-quvvatlashi, taraqqiyotni kuzatish tufayli talabalarning til o'rganish bo'yicha kompetensiyasi sezilarli darajada oshdi.*

### Introduction

Within the context of English language instruction, the relationship between instructor and student bears the most importance to any given outcome. In modern circles of learning, which are designed to be even more inclusive and engaging than ever before, it is the quality of interactions between instructors and students that comes into question as an increasingly important determinant of students' academic performances. It is a relation that bears more importance than just the instructional method in place because of its connection to the emotional life of the students, their motivation, and consequently their results. In line with evolving ways of teaching the English language, comes an increased need to appreciate how



instructors build and maintain positive and supportive relationships with students for optimal outcomes.

The current research pays special attention to the significant impact that teacher-student relationships have on the process of learning in the context of foreign language education. This paper intends to investigate how successful teacher-student interaction leads to changes in students' academic motivation, success, and engagement by explaining which mechanisms enhance learning processes. Specifically, the research determines conditions that create the emergence of positive relationships-quality teachers' attitudes, teaching style, and learning environment-that favor language development. Finally, in order to obtain answers about how such relational aspects contribute to the academic development of students, the research was based on the review of questionnaires and interviews.

The results of this study have shown that the teacher has to be more than a facilitator of language; rather, he also has to be mentors, motivators, and role models in creating a secure and supportive learning environment. Further, this study will explore the cooperative learning and communicative language teaching methodology for benefits accruing to the teacher-student relationship based on collaborative, interactive, and meaningful learning. This paper, therefore, suggests that educators and policymakers should give priority to the development of teacher-student relationships in English language education.

### **Study Rationale**

The main objective of the study is to examine why it is important to have a good impact on teacher-student relationships within English language education that have remarkable roles in teaching and learning process. This academic paper sequentially emphasises the best practices for optimising strong teacher-student relationships and proposes some recommendations for educators and policymakers to reinforce purposeful teacher-student connection to maximise English language proficiency in the academic realm.

### **Research Questions**

1. What is the importance of teacher-student relationships in English language education
2. What kind of factors affect teacher-student relationships to be different?
3. What kind of applicable ways do the English language education have to improve teacher-student relationship?

### **Significance of the Study**

The study cannot be understated as its prime focus is on addressing gaps over importance of common topic, teacher-student relationship. This suggests the three-sided significance of the study. Initially, to put effective methods and strategies into practice, it is needed to reveal roles of both sides, factors causing relationships, and teaching and learning approaches. Therefore, it assesses the perceptions and experiences of teachers and students regarding the influence of teacher-student relationships in English education.

### **The Importance of Teacher-Student Relationship**

The teacher-student relationship plays a significant role in students personal, academic, emotional and behavioral wellbeing, as well as the relationships that students and teachers create inside the learning environment. Primarily, both teacher and student need to know and follow their clear roles in the implementation of educational goals. A well-designed classroom environment also strongly matters because the learning environment which has



good social skills and where students feel included develop a better way to positive relationships as friendship. Hence, Learners can remember newly received knowledge better if they get positive emotional stimuli (Nielson & Lorber, 2009, as cited in Da Luz, 2015). If a teacher's main objective is to get along with students and to impact their academic success, he/she needs to create a healthy and inclusive environment with members of the classroom community, to apply appropriate and effective teaching method, as well as to give them opportunities to feel free to actively take part in learning activities without fearing from taking risks or making mistakes and to feel part of the learning process. In general, students' capability to make a link with their teachers and fellow students, a way of active participation in the learning process, and teacher-provided organisation and overall structure of the classroom are three all-embracing aspects of the classroom environment. When a teacher makes students feel motivated, engaged, supported, valued, and respected, overall language learning interest and outcomes are more highly likely to be remarkably increased. Research studies have promoted that while fostering academic performance, engagement, attitude, and motivation can have a crucial role in positive teacher-student relationship (Gaweł-Mirocha, 2017; Andrisma, 2011; Patrice-Aimé et al., 2020). Winne and Nesbit (2010) supports the same idea as above that learners who had a close emotional connection with their instructors might get to become more inspired, more involved in their learning, and academically accomplish more achievement. In addition, taking learners' needs into account, it is crucial to have such features that meet their requirements, including, constantly fulfilling their security, acceptance, integration and providing them with feedback, options, encouragement and trust. That is because these factors contribute to the mutual progress of goals in the future academic journey.

### **Roles of Teachers in the Teaching and Learning Process**

A teacher carries a huge responsibility in his/her shoulders while he/she is in the classroom. A real example of this is that all students are driven by him/her. Students see teachers as a role model in educational leadership. Correspondingly, teachers have to care about the strengths, weaknesses, successes and failures of students in terms of personal, academic, emotional and behavioural skills. It is expected of teachers to have an active mindset that leads learners to initiate experience to learn a range of new things with passion, motivation and confidence. Students feel that teachers should aim to form bonds with classroom members, and when they apply relationship-building strategies, these can promote acquiring knowledge and engagement. Moreover, trainers facilitate with right guidance and assistance to every student which gives a rise to a profound effect on taking true steps toward both academic and personal life. Appropriately, if the teacher himself/herself is professional enough not only in her field, but also as a person, he/she definitely teaches young people how to live with optimism, determination, enthusiasm, unity and hope. As Narváez (2009, as cited in Sánchez et al., 2013) claims that pupils perceive instructors in two different ways. The instructor personally is one approach. Learners anticipate that their teacher will be keen on them, both as individuals and students. The idea of an instructor as an expert is an alternative. It is apparent from Narváez's findings that the degree of devotion and faithfulness of educators, which pupils like, toward his/her job rather than others are meant here. Students like a teacher who is concerned about them, assesses their progress and who does not



consider his/her profession only as a job. Marzano and Marzano (2003, as cited in Sánchez et al., 2013) similarly highlights that the teacher needs to recognize both students' educational and emotional necessities to advance a healthy relationship. Mixing those points of view above makes it easier to find out that both the teacher and students have the expected responsibility in the relations. Mazer (2013, as cited in Rasuli et al., 2023) notes teachers in the learning space for learners as role models, mentors, leaders, coaches, advisors, facilitators, innovators and motivators. Similarly, Koplow (2002, as cited in Rasuli et al., 2023) found that considerate educators who serve as role models, mentors, and counsellors and thoughtful about students can boost to avoid both environmental challenges and personal susceptibility they need to resolve. If they look at teaching from many sides, it will be good for children to be understood. Another key aspect identified by Mazer (2012, as cited in Da Luz, 2015) is that to play down and enhance the learning process, the notions of instructors' matter. It means that everytime teacher is in the observation process by students and if the teacher acts mindfully in situations with decision-making, problem-solving and self-confidence, it will help them to be professional. Also there are certain lists of criterias that the teacher must match. There should be specific traits to be a good example for students, namely independence, open-mindedness, discipline, optimism, creativity, helpfulness and responsibility. In reality, if teachers share their own ideas about different common topics in a social interaction with students and get to know learners' shared beliefs, it gives exceptional skills and experiences to everyone. Therefore, a teacher's behaviour basically affects the actions of all learners. It requires teachers to adopt perseverance, research, hard work, adaptability, tolerance, empathy and genuineness and show them good manners. Since the outcomes students produce depend on the teacher (e.g., student achievement), there is a heavy responsibility to act out of all above. One more aspect they must take into account is the structural and planned way in which they respond to class. It is precisely stated in research made by Akram (2019, as cited in Rasuli et al., 2023) that in reaction to students, teachers employ correction, criticism, approval, and affirmation. In general, the effectiveness of teachers' attitude to the teaching and learning process has a critical role to construct knowledge together with students. Conversely, ineffective teacher behaviours can hinder the overall learning process, like disengagement, disintegrative role-playing, and lack of skills leads to a negative impact on students.

### **Types of Teacher-Student Relationships and Factors**

There are three types of teacher-student relationships in academic spheres which include strong, weak and no relationship (Malik et al., 2022). These can be influenced by various factors. The following are some factors that possibly shape each type of relationship:

#### **Strong Relationship:**

- **Effective Communication:** Teacher's open communication can build a strong connection with his students. Students feel at ease with their teacher while asking questions, sharing thoughts, or showing concerns if polite and transparent communication are there.

- **Supportive Environment:** Providing guidance, support, and inspiration by teachers can lead students to achieve better academic performance and to engage actively through a positive learning environment



- Mutual Respect and Trust: When teacher and students respectively consider both sides' borders, contributions, and thoughts, this can establish a trustful relationship.

- Empathy: When teachers transmit empathy, through this get students perspectives, hardships, necessities, and emotions, it can be one of the factors for them to create a strong bond with students

Weak Relationship:

- Lack of Communication: A poor contact may result in a weak relationship between the teacher and student. There may be misinterpretations and misunderstandings that originate a gap.

- Mismatched Expectations: If attitudes toward behaviour, interaction, and academic performance form differently, each side will have a weak relationship.

- Limited Interaction: If large class sizes or limited one-on-one time are in the classroom, it can hinder effective teacher-student relationships.

- Negative Attitude: When a teacher or student has a negative attitude, they cause a disconnect for the meaningful relationship.

No Relationship:

- Inaccessibility: The absence of a relationship may occur if students feel that the teacher is not possible to reach or available.

- Indifference: When there is no real concern, empathy or interest between teacher and student toward connection, it can lead to a barrier for strong relationship.

- Cultural or Language Barriers: When there are international or multicultural academic environments, barriers, coming from cultural and linguistic, might impact teacher and student's relationship.

- Lack of Engagement: Relationship development might suffer if teacher or students are having no interest or engagement in the lesson.

It takes a lot of dedication and effort equally to establish a strong positive teacher-student relationship, yet there are considerable benefits for academic achievements and experiences.

### **Communicative Language Teaching**

Communicative Language Teaching refers to the idea of having authentic communication while teaching a second or foreign language for learners to learn it as a target language. It increases the level of closer contact between teacher and students. The communicative language approach predominantly emphasises the naturalness of topic's in context. Importantly, in communicative language teaching the teacher is a facilitator and advisor and students are communicators. It means that CLT prefers to upgrade the communicative competence of the circle, rather than just teaching rules of grammar. Therefore, students are driven to conduct active discussions leading in their target language to express their opinion and understand each other. Furthermore, learning activities in CLT are completely different from other methods, such as mechanical practice, instead it picks up real, simple, and meaningful language. Materials are selected as a way of making the classroom produce the language in communication effectively. There are three types of materials in CLT: task-based (role plays), realia (graphic and visual sources) and text-based (textbook). Mazer, et al., (2013, as cited in Weber et al., 2005) found that students learn better



when they are interested and involved. For instance, learners are more encouraged to participate in communication with instructors if they are sure their classroom work is meaningful and vital to their course, and if they believe they will be able to show their capacity during the class.

### **Cooperative Learning**

Cooperative learning functions as a way that all students are given opportunities to be a main part of the learning process. Furthermore, academic performance and the formation of strong positive interpersonal connections among students' nurture in the process of collaboration guided by the teacher. By this, accomplishing a shared task in small groups helps to get focused and take into account others to keep on the track. Apart from that, it includes everyone's contribution with a wide range of opinions and efforts. One of the aspects of cooperative learning is embracing real communication through communicative language teaching and this is advantageous for building independent learning of students. Olsen and Kagan (1992, as cited in Da Luz, 2015) have defined cooperative learning as "group learning activity organised so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is accountable for his or her own learning and is motivated to increase the learning of others". Cooperative learning makes up features in which skills are dominant as positive interdependence, individual accountability, group processing, skilled interpersonal communication, and face to face promotive interactions. Not only boosting skills, but also it serves to achieve a positive attitude to the learning and environment. What forms the cooperation among learners is interactive task activities. Regularly processing joint action presents behaviours of each individual and team and makes everyone adjust to copy with cooperation. As it is claimed above, to learn something faster, deeper and competently, it is best to implement group working for a common purpose or benefit.

### **Conclusion**

This literature review was conducted to analyse the extent to which teacher-student relationship is essential in English language education, having a major influence on general student involvement, academic achievement, and positive self-esteem. To maximise productive learning and positive perspective, safe, encouraging, and friendly settings matter. Relationships between teacher and student makes student's student's drive better which increases learning outcomes and language ability in turn. Key aspects of shaping powerful bonds are mutual respect, interaction, and understanding whereas cultural obstacles and less contact might deteriorate these qualities. However, Communicative Language Teaching and Cooperative Learning methods further serve as successful approaches to strengthen them. It is critical to boost competence and elevate academic achievements in order to prioritise link between teacher and student. Additionally, further research is also needed to carry on more research to find out what kind of skills are getting superior to build more impactful relationships to support these goals.



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