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COMMUNICATIVE INTERACTION OF TEACHERS WITH STUDENTS

Abstract. This research examines the efficiency of teacher-student interaction in English language classrooms and its impact on student engagement, motivation, and academic performance. The study explores various interaction styles, including authoritarian, democratic, and facilitative approaches, and their influence on students' willingness to participate in lessons. Special attention is given to feedback mechanisms, analyzing how different types of teacher feedback affect students' confidence and language development. The study is conducted in a small rural school with limited educational resources, where the effectiveness of teacher-student interaction plays a crucial role in language acquisition. The research includes classroom observations, surveys, and interviews with students and teachers from different schools to provide a comprehensive understanding of effective communication strategies. Based on empirical findings, the study offers recommendations for improving teacher-student interaction in EFL classrooms, focusing on optimizing feedback, encouraging active participation, and creating a supportive learning environment. These findings contribute to the development of modern teaching methodologies that enhance student learning outcomes and engagement in English language education.

Keywords: teacher-student interaction, efficiency, feedback mechanisms, student engagement, English language learning.

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МҰҒАЛІМДЕРДІҢ СТУДЕНТТЕРМЕН КОММУНИКАТИВТІК ӨЗАРА ӘРЕКЕТТЕСУІ

Аннотация. Бұл зерттеу ағылшын тілі сабақтарында мұғалім мен оқушы арасындағы өзара әрекеттестіктің тиімділігін және оның оқушылардың белсенділігіне, мотивациясына және оқу жетістіктеріне әсерін қарастырады. Жұмыста әртүрлі өзара әрекеттесу стильдері, соның ішінде авторитарлық, демократиялық және фасилитативтік тәсілдер талданып, олардың оқушылардың сабаққа қатысуға деген ынтасына әсері зерттеледі. Сондай-ақ, зерттеу барысында кері байланыстың рөліне ерекше назар аударылып, мұғалімнің әртүрлі пікір білдіру тәсілдерінің оқушылардың сенімділігі мен тілді меңгеруіне қалай әсер ететіні бағаланады. Зерттеу ауылдық шағын мектепте жүргізіледі, мұнда мұғалім мен оқушы арасындағы өзара әрекеттестіктің тиімділігі шектеулі ресурстар жағдайында тілді меңгеру үшін маңызды рөл атқарады. Эмпирикалық деректерге негізделген зерттеу мұғалім мен оқушы арасындағы өзара әрекеттестікті жақсарту бойынша ұсыныстар береді, атап айтқанда, кері байланысты оңтайландыру, белсенді қатысуды ынталандыру және оқыту үшін қолайлы жағдай жасау. Бұл нәтижелер ағылшын тілін оқыту әдістерін жетілдіруге және оқушылардың білім сапасын арттыруға ықпал етеді.

Кілт сөздер: мұғалім мен оқушының өзара әрекеттесуі, тиімділік, кері байланыс механизмі, оқушылардың белсенділігі, мотивация, ағылшын тілін меңгеру, сыныптағы қарым-қатынас.

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КОММУНИКАТИВНОЕ ВЗАИМОДЕЙСТВИЕ УЧИТЕЛЕЙ С УЧЕНИКАМИ

Аннотация. Настоящее исследование посвящено изучению эффективности взаимодействия между учителем и учащимися на уроках английского языка, а также его влиянию на вовлеченность, мотивацию и

учебные достижения учеников. В работе рассматриваются различные стили педагогического взаимодействия, включая авторитарный, демократический и фасилитативный подходы, и их влияние на активность учеников во время занятий. Особое внимание уделяется механизмам обратной связи: анализируется, как разные виды учительских комментариев и исправлений влияют на уверенность учащихся и их способность к овладению языком. Исследование проводится в сельской малокомплектной школе, где эффективность педагогического взаимодействия играет ключевую роль в обучении. В рамках работы используются методики анкетирования, интервьюирования и наблюдения за учебным процессом для получения всестороннего анализа. На основе полученных эмпирических данных сформулированы практические рекомендации по повышению эффективности взаимодействия между учителем и учениками, совершенствованию обратной связи, стимулированию активного участия и созданию комфортной образовательной среды. Выводы исследования способствуют развитию современных методик преподавания, направленных на повышение качества обучения английскому языку.

Ключевые слова: взаимодействие учителя и ученика, эффективность, механизмы обратной связи, вовлеченность учеников, мотивация, изучение английского языка, коммуникация в классе.

Introduction and Literature review

The effectiveness of the learning process depends on various didactic and psychological factors. One such factor is communicative interaction, which develops between the instructor and students. Current research shows that teachers are tent to skip setting communicative aims, as they are not aware that communication with students could be an essential factor for successful learning. Therefore, many instructors today encounter challenges in facilitating constructive interaction within the classroom, face obstacles in managing unconventional communicative scenarios, adapting to diverse pedagogical tasks, and expressing their emotional engagement with the subject matter [1;190].

Numerous scholars have investigated the structures of pedagogical interaction between educators and learners. The nature of teacher-student interaction has been explored in the research of V. A. Kan-Kalik, G. P. Afanasyeva, and S. V. Grinko. Moreover, the effectiveness of pedagogical exchanges has been explored by A.A. Leontiev, I.A. Zimnyaya, and A.A. Rean. Also L.D. Stolyarenko and M. Talen have analyzed the different interaction styles between teachers and students in their works.

Pedagogical communication refers to the professional engagement between instructors and students that aims to improve a supportive learning setting, both within and beyond the classroom. A. A. Leontiev believed that effective communication between teacher and student improves the learning process, stimulating the interest and motivation of students, which ultimately contributes to better understanding and assimilation of the lesson material.

Furthermore, A. S. Makarenko considered that the basis of educator-learner interaction established on faith, respect, and high expectations. A lack of success in upholding these principles may lead to students developing anxiety, low level of confidence,

and a decline in academic performance, which could contribute to speech difficulties and a persistent negative attitude toward both the teacher and the subject. A fundamental aspect of communicative interaction in teaching practice is the established communication system between teacher and student, which is characterized by a certain style. V. A. Kan-Kalik defines communication style as a set of individual-typological characteristics that shape the socio-psychological interaction between teachers and students. According to Kan-Kalik, these include the teacher's communication skills, the type of relationship between teacher and students, the teacher's creative approach, and the specific characteristics of the student body. [4;106-108].

There are various classifications of pedagogical communication models. However, the most common classification is the authoritarian, democratic and liberal style. The authoritarian classroom management style is described as a teacher having total control over the classroom. Students are not given the flexibility to be actively involved and responsive. The teacher maintains the spotlight and control over all aspects of the class. In the authoritarian style, the instructor makes all decisions independently, disregarding any objections or suggestions from students. Any disciplinary violations are strictly condemned, even if the student is not at fault.

The laissez-faire style is characterized by a complete lack of control from the instructor, who remains disengaged from the collective life and concerns of the students. The laissez-faire style places minimal emphasis on teacher intervention, relying on students to manage their own learning and behavior. Teachers act as facilitators, offering guidance only when requested. This approach works well with mature or highly motivated students who thrive on independence [5;576, 6;203-207].

In the democratic style, the instructor takes students' opinions into account when making decisions and ensures that their workload is evenly distributed during lessons. A democratic style of teaching refers to the progressive and systematic process of assembling a professional learning community dedicated to applying democratic principles. The main principle among these is the premise of equal treatment which serves as a foundational starting point rather than a goal to be attained [7;345-351].

In addition to these primary styles, L. B. Itelson identified several intermediate styles, including:

- Task-oriented – focused on achieving specific academic objectives.
- Emotional – based on mutual understanding and affection.
- Demanding – where the instructor sets clear and specific goals for students.
- Coercive – characterized by pressure from the instructor.
- Directive – where the instructor externally controls students' behavior and activities.

I. M. Yusupov's work "Model of Pedagogical Communication" highlights 4 main interaction styles between teachers and students.

"Locator" style which is a model of differentiated attention is based on students' individual needs. Difficulties in combining individualization of learning with a teacher-centered method may be the reason for such a model of relationship in the classroom.

"Hamlet" is a hyper reflexive model. It contrasts with the previous model of communication in terms of its psychological framework. The educator prioritizes their perceived reputation over the substantive aspects of interaction.

The model of active interaction is called "Union". In this style the teacher always try to communicate with the students, maintains their

emotional well-being, encourages autonomy, easily perceives changes in the classroom's psychological atmosphere and flexibly adapts to them. The style of friendly interaction with the maintenance of role distance prevails.

The authoritarian model ("I alone") - the educational process completely depends on the teacher. He is the main and central figure. The rigid approach of the teacher stifles any independent initiative from the students, who see themselves only as performers, they are passive and reliant on instructions before acting. Their cognitive and social activity is reduced to a minimum [8;345-351].

The communication style adopted by a teacher not only affects his or her relationships with students but also shapes students' attitudes toward learning and the educational process itself. Ineffective teaching styles and interaction methods often result in unproductive learning experiences in which students acquire only superficial knowledge. As a result, learning may not promote cognitive development and sustain motivation to learn.

Methods

To substantiate the theoretical findings, an empirical study was conducted to examine the challenges in teacher-student communicative interaction. The research was carried out at Zharkyn Secondary School in the Abai region and involved 23 students from grades 6 and 8.

For diagnostic purposes, the study employed the following modified methodologies:

- V. P. Zakharov's "Determining Leadership Style".
- I. M. Yusupov's "Model of Pedagogical Communication" [8;345-351].

Results and discussion

The results of the study are collected by using the modified version of V. P. Zakharov's "Determining Leadership Style" methodology are presented in Figure 1.

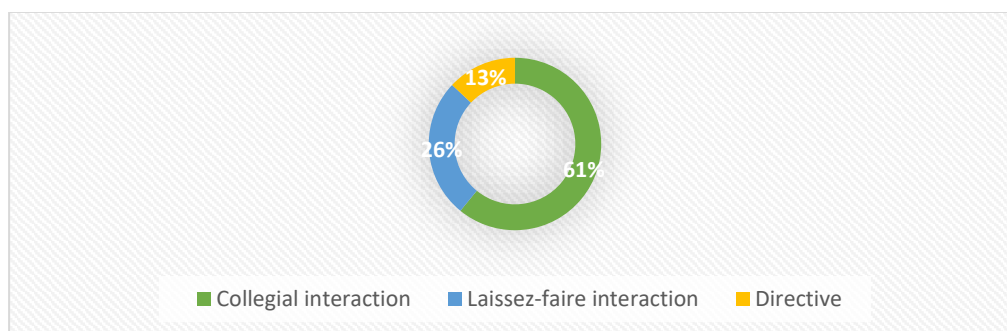


Figure 1. Findings on teacher-student interaction styles using the modified V. P. Zakharov "Defining the style of personnel management"

By analyzing the collected data, we found that 60.9% of students (14 people) believe that teachers maintain a collegial style of interaction in the learning process. This means that the educational process is characterized by a balanced distribution of initiative between teachers and students.

At the same time, 26.1% of students (6 individuals) interpret the teachers exploit a laissez-faire interaction style, demonstrating unwarranted tolerance toward students.

In addition, 13% of students (3 people) indicate that the style of interaction of teachers is directive, characterized by an unwillingness to admit mistakes, strong self-confidence, suppression of students'

initiative and a tendency towards strict discipline.

Thus, using the method of V. P. Zakharov, we found that 26% of teacher-student interactions follow the style of non-interference, and 13% - the directive style, which in both cases creates difficulties in communicating with students. However, most of the interaction (60.9%) is carried out collegially, communication is characterized by recommendations, requests and suggestions, as well as maintaining a friendly and respectful tone without significant difficulties in interaction. The results obtained using I. M. Yusupov's "Model of Pedagogical Communication" methodology are shown in Figure 2.

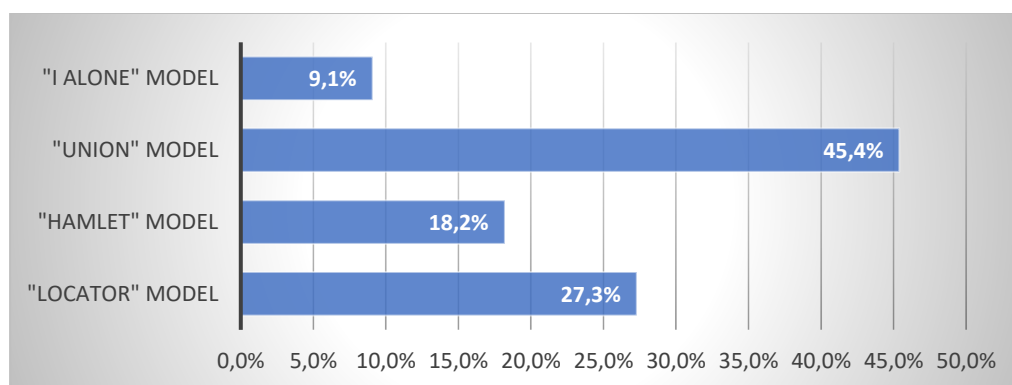


Figure 2. Results of the study using the methodology "Model of pedagogical communication" (I. M. Yusupov)

Analysis of Research Findings revealed that 27.3% of teachers (3 individuals) use the "Locator" model, characterized by selective attention toward students. 18.2% of teachers (2 individuals) adopt the "Hamlet" model, experiencing constant tension and heightened sensitivity to any disruptions. 45.4% of teachers (5 individuals) follow the "Union" model, fostering active student engagement by considering their cognitive characteristics. 9.1% of teachers (1 individual) adhere to the "I Alone" model, representing an authoritarian communication style.

The findings of this methodology gave us an opportunity to determine the prevailing models of pedagogical communication applied by teachers to interact with learners. Approximately half of teachers (45.4%) employ the "Union" model, and 27.3% use the "Locator" style, indicating that their teaching process completed in a relaxed and friendly learning climate, where students actively express their opinions, engage in discussions, and the teacher has a role of facilitator rather than a main figure.

However, a portion of teachers (18.2% "Hamlet" and 9.1% "I Alone") exhibit communication barriers, demonstrating difficulties in establishing effective interaction with students.

Conclusion

Overall, the study indicates that some teachers face difficulties in selecting an effective communication style, and according to students, they demonstrate weak communication skills, impacting the overall learning experience.

The communication style of the teacher and the student is determined by the level of professional competence of the teacher, his interest in the academic success of the students and the objectivity of the assessment of their knowledge.

In turn, students are expected to show respect for the work of the teacher and maintain an appropriate level of professional distance in interaction with him.

Based on the analysis of scientific papers and the results of our study, we can conclude that further study of the communicative interaction of teachers and students is necessary. The solution to this problem will contribute to improving the quality of education.

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