



The Impact Of Psychological Relationships Between Teachers And Students On Educational Effectiveness

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ABSTRACT

In this article, the importance of psychological relationships between teachers and students in the educational process is analyzed. The role of a positive psychological environment, pedagogical communication, emotional support, and mutual trust in improving educational effectiveness is examined from a scientific perspective. In addition, the impact of negative relationships on students' motivation, activity, and psychological state is also considered.

Keywords:

Psychological relationship, pedagogical communication, educational effectiveness, motivation, emotional environment, teacher, student, communicative competence.

Introduction. Today, the reforms being implemented in the education system focus on the comprehensive development of the student's personality. In modern pedagogy and psychology, the educational process is not limited only to knowledge transmission; it is also considered an important factor that ensures students' psychological, emotional, and social development. Therefore, the psychological relationship between teacher and student is recognized as one of the key factors determining the quality of education. In the formation of a student's personality, not only the teacher's professional knowledge and pedagogical skills are important, but also their communicative culture, interaction style, and emotional approach play a significant role. A healthy psychological environment in the educational process increases students' self-confidence, develops independent thinking skills, and supports effective knowledge acquisition. In contrast, negative psychological relationships may lead to fear, anxiety, indifference toward lessons, and a decrease in internal motivation among students.

According to psychological research findings, students' interest in education and their academic success largely depend on the positive relationships established with the teacher. In particular, the teacher's supportive attitude has great psychological significance for children in primary and adolescence stages. During this period, students are highly sensitive to adults' evaluations, and every attitude of the teacher has a direct impact on their psychological state. In the process of pedagogical communication, adherence to principles such as respect, trust, empathy, and fairness helps to form a positive emotional state in students. As a result, a favorable psychological environment is created in the classroom, which in turn increases educational effectiveness. Furthermore, the use of methods such as encouragement, individual approach, and active listening strengthens students' classroom engagement.

In the current era of globalization and the development of information technologies, various factors influence the psychological state of young people. Therefore, in the educational

process, not only providing academic knowledge but also ensuring students' psychological stability has become one of the urgent tasks. In effectively implementing this task, healthy psychological relationships between teacher and student play a significant role.

Literature review. The issue of psychological relationships between teachers and students is considered one of the important research directions in the field of pedagogical psychology. A number of scientific studies have been conducted on this topic by foreign, CIS, and Uzbek scholars, in which the relationship between pedagogical communication, emotional environment, and educational effectiveness has been widely explored.

The American psychologist Carl Rogers, within the framework of humanistic psychology, emphasized the importance of sincerity, respect, and empathy in the educational process. He stated that an effective learning environment can only be created when the student's personality is treated with respect. According to Rogers, a trusting relationship between teacher and student increases students' intrinsic motivation and supports the development of independent thinking.

Similarly, Jean Piaget, in his theory of cognitive development, demonstrated that children's thinking develops in stages and emphasized that effective communication with the teacher has a positive impact on the child's cognitive activity. According to the scholar, active communication in the educational process helps to develop students' independent thinking skills. The CIS scholar Lev Vygotsky emphasized the important role of the social environment and communication in the educational process. According to him, a student's cognitive activity and intellectual development are formed through interaction and cooperation with adults. In particular, psychological support created by the teacher has a positive impact on students' level of knowledge acquisition. Similarly, V. Sukhomlinsky, in his scientific views, promoted the idea of "education through kindness." According to the scholar, humane relationships between teacher and student are considered one of the key

factors in education. His research highlights that a teacher's sincere attitude increases students' psychological stability and motivation to learn. Among Uzbek scholars, E. G'oziev, in his research on pedagogical psychology, extensively analyzed the influence of the teacher's personality on students' psychology. According to the scholar, the teacher's communicative culture and psychological literacy are among the key factors determining educational effectiveness.

Similarly, V. Karimova studied the psychological characteristics of interpersonal relationships and emphasized that a positive emotional environment increases students' social activity. In research, the effectiveness of pedagogical communication is often analyzed in relation to students' motivation. According to the results of modern studies, higher academic performance has been observed in classrooms where teachers use supportive and democratic teaching styles. In contrast, authoritarian and excessively critical approaches may lead to psychological pressure, anxiety, and a negative attitude toward learning among students.

In recent years, significant attention has also been given to the issues of emotional intelligence and pedagogical communication in scientific research. Researchers note that a teacher's emotional stability and empathic approach improve the psychological environment in the classroom and increase students' engagement in learning activities.

The analyzed scientific sources show that psychological relationships between teachers and students are an important factor in improving educational effectiveness. Therefore, in modern education systems, it is essential to develop teachers' psychological competence, form effective communication skills, and create a healthy psychological environment

Analysis and results. During the study, the relationship between the quality of pedagogical communication, the emotional environment in the classroom, students' motivation, and their level of knowledge acquisition was considered the main object of analysis.

The analysis showed that a positive psychological relationship between teacher and student significantly increases students' activity

in the learning process. A student who feels free and safe actively participates in lessons, is not afraid to express independent opinions, and shows a high level of interest in acquiring new knowledge. In particular, the teacher's sincerity, ability to listen to students, and use of encouragement methods were found to have a positive impact on educational effectiveness. Observations also revealed that emotional support in the pedagogical process is one of the key factors. Students highly value a teacher's fair and respectful attitude. In such a psychological environment, students' self-confidence increases, intrinsic motivation develops, and their sense of responsibility toward lessons strengthens.

The research results also showed that in cases where teachers demonstrate rude behavior, harsh criticism, or indifference, students experience psychological discomfort. This leads to fear, anxiety, shyness, and passivity during lessons. As a result, a decrease in students' level of knowledge acquisition and a decline in interest in education were observed. Furthermore, the effectiveness of individualized pedagogical approaches was analyzed. It was found that lesson processes organized by considering each student's psychological characteristics, interests, and needs contribute to increasing students' intellectual activity. In particular, methods based on encouragement and support help develop students' creative thinking and communicative skills.

Based on the obtained results, it can be stated that educational effectiveness largely depends on the psychological environment formed between teacher and student. Pedagogical practice based on positive relationships has a strong impact not only on students' academic performance but also on their personal development. In the modern education system, developing teachers' psychological competence, forming an effective communication culture, and establishing healthy psychological relationships with students are among the key conditions for improving the quality of education.

Conclusion.

In conclusion, psychological relationships between teachers and students are considered

one of the important components of the educational process. Research has shown that educational effectiveness depends not only on the teacher's knowledge and professional skills but also on the emotional and psychological relationships established with students.

In an educational process where a positive psychological environment is formed, students' interest in lessons, motivation, and activity increase. A teacher's approach based on respect, empathy, support, and fairness helps develop students' self-confidence and supports effective learning. Furthermore, healthy pedagogical communication has a positive impact on students' independent thinking, creative approach, and communicative skills.

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