

PAPER

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF TEACHER–STUDENT COMMUNICATION IN FOREIGN LANGUAGE TEACHING

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Abstract

This article examines the psychological and pedagogical features of teacher–student communication in the process of foreign language teaching. Effective interaction between teachers and learners is considered a key factor in enhancing learners' communicative competence, motivation, and emotional engagement. The study analyzes theoretical approaches to pedagogical communication and highlights the role of psychological factors such as motivation, anxiety reduction, and positive classroom climate in foreign language acquisition. Based on pedagogical observations and analytical methods, the article identifies essential characteristics of effective teacher–student interaction and proposes methodological recommendations for improving communication in foreign language classrooms.

Key words: teacher–student communication, foreign language teaching, psychological factors, pedagogical interaction, communicative competence.

Introduction

In modern educational contexts, foreign language teaching is increasingly viewed as an interactive and communicative process rather than a purely instructional one. Teacher–student communication plays a crucial role in shaping learners' linguistic abilities, emotional comfort, and motivation. Psychological and pedagogical factors embedded

in classroom interaction directly influence the effectiveness of foreign language acquisition.

Therefore, analyzing the specific features of teacher–student communication is essential for improving teaching practices and learning outcomes. Teacher–student communication serves as a central mechanism through which knowledge, values, and attitudes are transmitted. Modern pedagogical theories emphasize that successful

Compiled on: January 17, 2026.

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foreign language acquisition largely depends on the quality of interaction between teachers and learners. Psychological comfort, mutual respect, and pedagogical support are essential elements of effective classroom communication.

Methods

The study employed qualitative research methods, including theoretical analysis of pedagogical and psychological literature, classroom observation, and comparative analysis of communication strategies used in foreign language teaching. These methods allowed for identifying key communicative patterns and evaluating their pedagogical effectiveness.

In the process of foreign language teaching, teacher–student communication functions as a complex psychological and pedagogical system. This interaction serves not only as a means of transmitting knowledge but also as a crucial factor in shaping learners' personal development, communicative competence, and social engagement. From a psychological perspective, a positive emotional atmosphere created by the teacher enhances learners' confidence in using a foreign language and reduces psychological barriers such as anxiety and fear of making mistakes.

From a pedagogical standpoint, teacher–student communication is considered one of the key mechanisms determining the effectiveness of the teaching process. The use of dialogic approaches, interactive methods, and learner-centered educational technologies intensifies classroom communication and promotes learners' verbal activity and independent thinking. According to Vygotsky's theory, collaborative interaction mediated through communication expands learners' zone of proximal development and facilitates more effective foreign language acquisition.

Furthermore, effective communication in foreign language classrooms plays a significant role in increasing learning motivation, fostering positive attitudes toward the target language, and creating an artificial language environment conducive to practice. Therefore, foreign language teachers are required to consciously design communicative interactions and select pedagogical strategies that take into account learners' psychological characteristics. From a psychological perspective,

teacher–student communication in foreign language teaching directly influences learners' emotional well-being and readiness to engage in communicative activities. When learners feel psychologically safe and supported, they are more likely to take risks, participate actively in discussions, and use the target language without fear of negative evaluation. Research indicates that supportive teacher feedback, empathy, and encouragement significantly reduce foreign language anxiety and increase learners' self-efficacy.

Pedagogically, effective communication requires teachers to adopt flexible instructional roles, shifting from authoritative knowledge transmitters to facilitators of interaction. In this context, the teacher acts as a mediator who guides learners through communicative tasks, scaffolds language use, and encourages collaborative learning. Such interaction aligns with communicative language teaching principles, where meaning-focused communication and real-life language use are prioritized over mechanical drills.

Moreover, teacher–student communication contributes to the development of learners' metacognitive and social skills. Through purposeful interaction, learners learn to negotiate meaning, ask for clarification, and express their opinions in the target language. These skills are essential components of communicative competence and are closely linked to learners' autonomy and lifelong learning abilities.

Results

The analysis of teacher–student communication in foreign language classrooms revealed several significant psychological and pedagogical outcomes. First, a supportive communicative environment created by the teacher was found to have a positive impact on learners' emotional state. Learners demonstrated higher levels of participation and willingness to use the target language when psychological safety, encouragement, and constructive feedback were consistently provided.

Second, the findings indicate that learner-centered communication strategies contribute to reducing foreign language anxiety. When teachers employed dialogic interaction, open-ended questions, and collaborative tasks, learners

showed increased confidence and communicative initiative. These strategies enabled learners to express ideas freely and engage in meaningful language use without fear of making mistakes.

From a pedagogical perspective, the results showed that effective teacher–student communication enhances learners’ communicative competence. Interactive teaching methods and scaffolded support facilitated the development of speaking and listening skills, as well as learners’ ability to negotiate meaning in the target language. Additionally, the use of culturally responsive communication practices promoted inclusivity and mutual respect in the classroom.

Discussion

The results of the study confirm the theoretical assumptions of communicative and learner-centered approaches to foreign language teaching. In line with psychological theories of learning, the findings demonstrate that emotional support and positive teacher behavior play a crucial role in lowering affective barriers and increasing learners’ readiness for communication. This supports the view that affective factors are integral to successful foreign language acquisition. Pedagogically, the findings align with Vygotsky’s concept of mediated learning, where interaction and collaboration serve as key mechanisms for cognitive and linguistic development. Teacher–student communication, when organized as guided interaction, expands learners’ zone of proximal development and promotes deeper engagement with the learning process.

Furthermore, the discussion highlights that effective communication in foreign language teaching extends beyond linguistic instruction. It encompasses the development of learners’ social, intercultural, and metacognitive skills. By adopting facilitative communicative roles, teachers not only improve language outcomes but also foster learner autonomy and long-term motivation.

Conclusion

Teacher–student communication in foreign language teaching has distinct psychological and pedagogical features that directly influence learning effectiveness. Psychologically supportive

and pedagogically structured interaction enhances communicative competence, motivation, and overall learning outcomes. Therefore, foreign language teachers should continuously develop their communicative skills and apply learner-centered approaches in classroom practice. Overall, the results emphasize that teacher–student communication should be regarded as a central pedagogical tool in foreign language teaching. Its psychological and pedagogical dimensions must be consciously integrated into instructional practices to achieve sustainable and effective learning outcomes.

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