

SCIENTIFIC THEORETICAL FOUNDATIONS OF THE FORMATION OF  
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**Abstract:** Student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all.

**Keywords:** Strategies, higher education, secondary education, development, primary education, student, teacher.

The two dimensions are demandingness (academic press) and responsiveness. Research indicates that 70–90% of U.S. students are disengaged from school. This phenomenon is not unique to the United States and appears to be common and widespread. In a study using data from the Program for International Student Assessment 3000 Willms found that 30% of students in the 50 countries studied reported a low sense of belonging, and 50% of students reported low participation. Lack of student engagement at school is a serious concern for educators and policy makers because disengaged students are more likely to struggle academically, to drop out of school, and to have problem behaviors. Researchers and educators have emphasized the significant influence of schools on student engagement and academic performance. Student engagement is a multifaceted concept. Researchers have identified several components of student engagement. Although there is no consensus on which of these components is important, most studies have included behavioral and emotional components. Behavioral engagement refers to the students' participation in academic and nonacademic activities at school. Emotional engagement refers to the students' sense of belonging at school and identification with school. Student engagement is a robust predictor of student success at school. Studies have reported a positive association between student engagement and academic achievement regardless of race, gender, and socio-economic status. Highly engaged students are also less likely to drop out of school. Taking a developmental perspective, academic failure and dropping out are not isolated events but the result of a long-term process of disengagement from school. Thus, enhancing student engagement may help prevent these poor student outcomes. Through many of our experience that each of us had, during our schooling period, we could relate to many stories that we have heard or read or encountered personally about teachers and student relationship. When planning educational material, bearing in mind the instability of the attention of children, one should resort to frequent changes in the types of activities of children. A child usually gets tired not by activity, but by its monotony and one-sidedness. Changing different activities is a good way to relax for your child. Therefore, during classes in a foreign language, various teaching methods should be alternated, including the use of mobile activity. This makes the classes as rich as possible and gives the teacher



the opportunity to concentrate directly on the educational process, without being distracted by the restoration of discipline.

In preschool children, visual-figurative memory dominates over logical memory. They are best at remembering specific objects, colors, events. Therefore, the association of words with specific objects or actions is a necessary condition for the assimilation of linguistic material at this stage.

A characteristic feature of the psychology of preschool children is the concreteness of their thinking, sensitivity to mobile, colorful objects. This feature of kids requires visual, concrete, vivid and intelligible teaching. Therefore, when teaching young children, bright and colorful visibility is a good helper. A child learns a word in a foreign language much faster if it is directly related to an object, picture or action that he sees or performs himself. That is why, when learning poems and songs, you should accompany them with movements and gestures.

The correct, pedagogically and methodically thought-out organization of the lesson and its regime are of great educational importance. Each element of the lesson should be planned and implemented taking into account the age and psychological characteristics of children, taking into account the main goal of this lesson, the specific characteristics of a foreign language as an academic discipline.

Many of these stories have shown us that the effect of a good relationship turn a student around and changed his or her life. There are thousand of stories about students who were in verge of failing or were being expelled from school for good as a result of their bad behaviors and unacceptable performances. However, a good friend who happened to be their teachers came to their rescue. Teachers and their students have a special relationship; what they do affects each other. Teachers and students can't survive without one another since there would be no teacher without any student. Based on this special relationship, a certain expectation has been developed in the classroom environment. Gradually, some spoken or unspoken rules and systems have been established between these two individuals which exist till now. On the surface, the main aspect of this relationship has been founded, typically on responsibility and obligation that these individuals feel about each other, yet, in depth there are other elements into teacher and student's relationship which work more than obligation. Although, the nature of teacher and...show more contents. The qualities of a good teacher are endless, never the less. Nevertheless, among these, we can mention few basic traits that an educator has to have, in order to be called a capable teacher<sup>2</sup>. Qualities such as, kindness, self control, duty, reliability, sportsmanship and truthfulness are among the many of characteristics of a good educator who wants to have a nurturing and nourishing relationship with students. For example, the kind and reliable teachers are always available for their students mentally and physically; They spend many of their precious time after school to help a students learn a subject matter student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all. Good teacher-student relationships can positively impact student behaviour in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning Advantages of a Student-Teacher





Relationship Student- teacher relationships have displayed many advantages in the classroom. To start, students who share a positive relationship with their teacher develop stronger social-emotional skills. In addition, these students are more likely to absorb an increased amount of academic knowledge. Positive teacher-student relationships have cascading benefits. The result of a strong student-teacher relationship is that it allows students to feel confident through exploration and taking risks in their academic tasks. In short, students who have a positive student-teacher relationship demonstrate a stronger performance in the classroom. Positive teacher-student relationships have cascading benefits. However, one of the most important impacts of a positive student-teacher relationship is the production of an environment that incorporates mutual respect. One way an educator can produce a strong relationship with a student is to explicitly define learning goals and expectations in a positive manner. This could look different for groups of students or individual students. The strong relationship will allow for educators to be aware of their students' learning and adjust their learning goals and expectations as needed. In the same manner, the educator should allow opportunities for students of all learning styles to participate in class discussions through oral and written communication. In addition to academic advantages, positive student-teacher relationships improve mental health and assist students in developing self-worth. Oftentimes, students look up to their educators as mentors. With this in mind, students are likely to feel pride when the educator encourages them in their learning and social interactions. Social competence, problem-solving abilities, autonomy, and a feeling of a bright future or purpose are protective elements that boost resilience; these all can be developed in a supportive teaching atmosphere. As noted, students benefit from positive student-teacher relationships. Likewise, educators benefit as well. While creating strong relationships with their students, educators are strengthening their own interpersonal and professional skills. By strengthening their interpersonal communication skills, educators are more likely to respond effectively to stressful situations. In addition, educators are able to form relationships with parents and coworkers. In summary, it can be noted that students and educators equally benefit from the creation of positive student-teacher relationships.

**Causes of Poor Student Teacher Relationships**

Poor teacher-student relationships result from the instructor's lack of awareness. Some students require tailored educational approaches since they do not respond to learning in the same way as others. When a teacher fails to regard an individual student's educational needs, relationship problems between teachers and students arise. Each student's ability to learn and interact with educators is influenced by their personality, family backgrounds, mental processes, learning styles, priorities, maturity levels, and academic ambitions. When possible, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education. In addition, a poor student-teacher relationship will develop if the educator's main or only priority in the classroom is academics. In correspondence with academics, students need to feel cared for and have the chance to feel strong emotions. Educators are responsible for building relationships with students that are not surface level or academically focused. Students should feel that their educator is someone they can trust and communicate freely with. The lack of empathy displayed by an educator can result in a poor student-teacher relationship.

**The Importance Of Student-Teacher Relationships: Short and Long Term**

As stated, student-teacher relationships are highly essential in an effective classroom. Specifically, student-teacher relationships are important for students in their short term and long term education. Student-teacher relationships are important in the short term because it creates a thriving classroom environment, helps students develop self worth and improves student mental health. In the same manner, these positive relationships may decrease behavioral problems and promote academic success.



Student-teacher relationships help foster the academic success of students. With this being said, student-teacher relationships assist students in the short term. These relationships support students for the specific year they spend in that educational setting with the educator. Likewise, a positive student-teacher relationship is very important in the long term because it gives students confidence as well as ensuring that they know that their ideas are valuable. In turn, this allows students to carry this confidence throughout their future years pursuing academics.

The reported magnitude of the effect of student engagement varies depending on the components of engagement that are examined. In a study by Willms, behavioral engagement was defined as attendance and punctuality and it had a moderate correlation with students' literacy skills at the school level. Further, a positive relationship between behavioral engagement and academic performance was found in studies that examined efforts in learning, attendance and extracurricular activities. The positive effect of behavioral engagement on academic performance seems to be more evident among academically resilient students. For example, in a study of 865 low-SES minority students, Borman and Overman found that greater engagement in academic activities was a characteristic shared by all students who were deemed to be academically resilient, defined by having higher than predicted math scores (predictions were based on previous math scores and individual).

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