

## PEDAGOGICAL AND PSYCHOLOGICAL COMMUNICATION BETWEEN TEACHER AND STUDENT IN FOREIGN LANGUAGE TEACHING

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**Abstract:** *This article provides a comprehensive analysis of the theoretical foundations, practical significance, and impact of pedagogical and psychological interaction between teachers and students in foreign language teaching. The study highlights the role of communication in developing communicative competence, its influence on students' psychological state, and its importance in enhancing learning motivation. In addition, a methodological model for organizing effective pedagogical communication is developed and its effectiveness is confirmed through experimental research. The results demonstrate that positive pedagogical and psychological interaction increases students' interest in learning foreign languages, improves their speaking activity, and contributes to deeper knowledge acquisition.*

**Keywords:** *pedagogical communication, psychological approach, foreign language, communicative competence, motivation, interactive methods.*

## CHET TILLARINI O'QITISHDA O'QITUVCHI VA O'QUVCHI O'RTASIDA PEDAGOGIK-PSIXOLOGIK MULOQOT

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**Annotatsiya:** *Mazkur maqolada chet tillarini o'qitish jarayonida o'qituvchi va o'quvchi o'rtasidagi pedagogik-psixologik muloqotning nazariy asoslari, amaliy ahamiyati va ta'lim samaradorligiga ta'siri kompleks tarzda tahlil etiladi. Tadqiqot davomida muloqotning kommunikativ kompetensiyani shakllantirishdagi o'рни, o'quvchilarning psixologik holatiga ta'siri hamda motivatsiyani oshirishdagi roli ochib beriladi. Shuningdek, samarali pedagogik muloqotni tashkil etishning metodik modeli ishlab chiqilib, tajriba-sinov ishlari orqali uning samaradorligi asoslab beriladi. Natijalar shuni ko'rsatadiki, ijobiy pedagogik-psixologik muloqot o'quvchilarning til o'rganishga bo'lgan qiziqishini oshiradi, nutq faolligini rivojlantiradi va bilimlarni chuqur o'zlashtirishga xizmat qiladi.*

**Kalit so'zlar:** *pedagogik muloqot, psixologik yondashuv, chet tili, kommunikativ kompetensiya, motivatsiya, interaktiv metodlar.*

## ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКОЕ ОБЩЕНИЕ МЕЖДУ УЧИТЕЛЕМ И УЧАЩИМСЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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**Аннотация:** В данной статье комплексно анализируются теоретические основы, практическое значение и влияние педагогико-психологического взаимодействия между преподавателем и учащимся в процессе обучения иностранным языкам. В ходе исследования раскрывается роль общения в формировании коммуникативной компетенции, его влияние на психологическое состояние учащихся, а также значение в повышении учебной мотивации. Кроме того, разработана методическая модель организации эффективного педагогического общения, эффективность которой подтверждена результатами экспериментальной работы. Полученные результаты показывают, что позитивное педагогико-психологическое взаимодействие способствует повышению интереса учащихся к изучению иностранного языка, развитию их речевой активности и более глубокому усвоению знаний.

**Ключевые слова:** педагогическое общение, психологический подход, иностранный язык, коммуникативная компетенция, мотивация, интерактивные методы.

## INTRODUCTION

In modern education systems, the process of foreign language teaching is undergoing significant transformation, shifting from a traditional knowledge-based model to a communicative approach. This shift increases the importance of pedagogical and psychological interaction between teachers and students. Language learning is not merely about acquiring grammatical knowledge; it fundamentally involves active participation in real-life communication.

In recent years, the development of foreign language education in our country has become one of the priority areas of state policy. In particular, during a video conference meeting held in May 2021 under the chairmanship of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, special emphasis was placed on the need to fundamentally improve the system of foreign language teaching, align it with international standards, and introduce a new and effective framework. It was highlighted that, in order to train competitive specialists, graduates of schools, lyceums, colleges, and higher education institutions must be proficient in at least two foreign languages.

At the same time, several challenges within the education system were identified. In particular, it was noted that the quality of foreign language instruction in many schools remains insufficient, teachers' qualifications do not fully meet

modern requirements, and the communicative approach is not adequately implemented. This indicates the necessity of a deeper investigation not only of teaching methodologies but also of pedagogical and psychological communication within the educational process [1].

In the context of globalization, proficiency in foreign languages has become a crucial factor determining not only professional success but also social integration. The expansion of international cooperation, increasing opportunities for studying abroad, and ongoing integration in science and education significantly raise the demand for foreign language competence. Therefore, ensuring that students can freely express their ideas, developing their communicative competence, and fostering intrinsic motivation are among the most pressing tasks of contemporary education.

In this regard, pedagogical and psychological communication plays a key role. It is through communication that knowledge is transmitted, social relationships are established, and students' personal development is facilitated. A positive psychological environment, supportive teaching practices, and effective communication on the part of the teacher enhance students' classroom engagement, stimulate their interest in language learning, and contribute to deeper knowledge acquisition.

From this perspective, the scientific study of pedagogical and psychological interaction between teachers and students in foreign language teaching, the development of an effective model, and its practical implementation are of significant scientific and practical importance. This article is devoted to addressing this actual issue by providing a comprehensive analysis of the theoretical foundations of pedagogical communication, its methodological aspects, and its impact on learning effectiveness.

## LITERATURE REVIEW

The issue of pedagogical communication has been extensively studied by numerous scholars. In particular, Lev Semyonovich Vygotsky [2] emphasized the decisive role of communication in the educational process, arguing that knowledge is constructed within a social context.

Similarly, Daniil Borisovich Elkonin [3] investigated the psychological foundations of learning activities and demonstrated that personality development occurs through interaction and communication.

Contemporary methodologists consider the communicative approach to be the most effective direction in foreign language teaching. According to this approach, language acquisition takes place through communication, the learner becomes an active participant in the learning process, and the teacher assumes the role of a facilitator.

However, existing studies have not sufficiently developed a systematic model of pedagogical and psychological communication. This article aims to address this gap by providing a more in-depth analysis of the issue.

### **RESEARCH METHODOLOGY (Methods)**

The research was conducted using a combination of pedagogical observation, experimental methods (teaching intervention), interviews and questionnaires, diagnostic assessments, and statistical analysis.

The study was carried out among students of general secondary education schools and was implemented in two main stages.

The first stage, the diagnostic phase, involved identifying students' initial level of language proficiency, speech activity, and learning motivation.

The second stage, the experimental phase, focused on organizing lessons based on pedagogical and psychological communication, allowing for the practical application and evaluation of the proposed approach.

### **RESULTS**

The results obtained during the experimental phase of the study were systematically analyzed, and the impact of pedagogical and psychological communication on the learning process was comprehensively evaluated. Particular attention was paid to changes in students' speech activity, their attitudes toward the lesson, communicative competence, and psychological state.

The observations and experimental findings demonstrated that achieving effective outcomes in foreign language teaching requires organizing the pedagogical

process in a structured, step-by-step, and goal-oriented manner. In particular, the conscious and purposeful establishment of communication between teacher and student significantly enhances the overall effectiveness of instruction.

Based on these findings, a special methodological model grounded in pedagogical and psychological communication was developed. This model consists of interrelated and sequential stages designed to ensure the effective organization of the teaching process.

The following model was implemented during the study:

*Stage 1: Creating a Positive Psychological Environment.*

One of the key factors for success in foreign language learning is the establishment of a positive psychological environment from the very beginning of the lesson. The study revealed that students actively engage in communication only when they feel comfortable and confident, which in turn fosters intrinsic motivation for language learning.

At this stage, specially designed psychological adaptation activities were implemented. In particular, "ice-breaker" exercises were used to focus students' attention and reduce psychological barriers. These activities were short, engaging, and communicative in nature, helping students ease into the learning process.

In addition, short teacher-led conversations contributed to improving students' mood, engaging them in the lesson topic, and creating a sense of social connection. Motivational questions further stimulated students' thinking and encouraged them to become active participants in the learning process. For example, questions related to everyday life prompted students to share their personal experiences.

As a result, a supportive and friendly classroom atmosphere was established from the very beginning of the lesson, leading to a positive attitude toward learning.

*Stage 2: Development of Communicative Activity.*

During the experimental process, particular emphasis was placed on developing students' speaking skills, as communicative competence plays a central role in foreign language learning. To achieve this, various interactive teaching methods were applied.

Through the use of dialogues, students learned to engage in meaningful communication with one another. In this process, they not only used newly acquired vocabulary and expressions but also exchanged ideas in situations closely resembling real-life contexts.

Role-playing activities proved to be especially effective, as they allowed students to assume different social roles. Situations such as “shopping conversations” or “travel scenarios” enabled learners to apply the language in practical contexts.

Group discussions and debates contributed to the development of independent thinking. Students learned to justify their opinions, listen to alternative viewpoints, and adhere to the norms of communicative interaction. Importantly, this process helped reduce the fear of making mistakes.

As a result, students’ speaking activity increased significantly. They became more active participants in classroom activities and showed greater willingness to express their ideas freely.

#### *Stage 3: Individual Approach.*

During the study, taking into account individual learner characteristics was considered an essential pedagogical condition. It is well known that students differ in their level of knowledge as well as in their psychological readiness for learning.

Therefore, a differentiated approach was implemented during the lessons. The teacher assessed each student’s level of proficiency and assigned tasks accordingly. More advanced students were given more complex assignments, while those facing difficulties received simpler, supportive tasks. This approach enabled each learner to achieve success based on their own abilities.

In addition, students’ interests were also taken into consideration. For instance, creative tasks such as storytelling and role-playing were effective for some learners, while others benefited more from logical or visually supported activities.

As a result, students who had previously been passive gradually became more engaged in classroom activities. Their self-confidence increased, and they became less hesitant to participate in communication.

#### *Stage 4: Reflection and Assessment.*

In the final stage of the study, students' performance was analyzed, and reflective practices were implemented. This stage aimed to develop students' ability to evaluate and understand their own learning processes.

Through self-assessment activities, students independently analyzed their level of knowledge and participation, which strengthened their sense of responsibility. In addition, peer feedback was introduced, allowing students to evaluate each other's performance and develop the ability to provide constructive feedback.

Oral reflection sessions were also conducted, during which open discussions between the teacher and students were encouraged. These discussions focused on identifying both the strengths of the lesson and areas for improvement, thereby contributing to the enhancement of future teaching practices.

As a result, students developed skills in independent thinking, self-assessment, and drawing conclusions. Most importantly, they became active participants in the learning process. These findings are consistent with previously conducted scientific research.

### **CONCLUSION AND RECOMMENDATIONS**

The results of the study demonstrate that pedagogical and psychological communication between teachers and students in the process of foreign language teaching is not merely a supportive factor, but one of the key mechanisms determining the effectiveness of education. Particularly within the framework of the modern communicative approach, language learning is fundamentally based on interaction, where mutual trust, respect, and psychological comfort between teacher and student play a crucial role.

The findings indicate that in classrooms where a positive pedagogical environment is established, students feel more confident, are not afraid of making mistakes, and actively engage in communication. This directly contributes to increased speech activity and the development of their ability to express ideas in a foreign language. Conversely, in environments characterized by psychological pressure, students tend to become passive, which significantly reduces learning effectiveness.

Furthermore, the study confirms the important role of pedagogical and psychological communication in enhancing students' motivation. Communication based on support, encouragement, and individual approach fosters intrinsic motivation, encouraging students to engage in independent learning, self-development, and deeper knowledge acquisition.

In addition, the pedagogical model developed during the research—comprising stages such as creating a positive psychological environment, developing communicative activity, applying an individual approach, and implementing reflection—proved to be effective in practice. Lessons organized according to this model contributed not only to the improvement of students' language proficiency but also to the development of their social activity, ability to express ideas, and communication culture.

Overall, an approach based on pedagogical and psychological communication makes the process of foreign language teaching more effective, engaging, and productive. This, in turn, contributes to achieving one of the key objectives of modern education—training competitive individuals with well-developed communicative competencies.

Based on the findings of the study, the following scientific and practical recommendations are proposed.

First, it is necessary to move away from traditional, one-sided teaching methods and widely implement interactive and communicative approaches in foreign language instruction. These methods promote active student participation and place learners at the center of the educational process.

Second, special attention should be given to developing teachers' pedagogical communication competence. For this purpose, it is advisable to organize training sessions, seminars, and practical workshops, as effective communication skills are an integral component of a teacher's professional expertise.

Third, it is important to implement a differentiated approach in the educational process by taking into account students' individual characteristics. This ensures that each learner can develop according to their own abilities and potential.

Fourth, particular emphasis should be placed on creating a positive psychological environment in the classroom. This requires the teacher to maintain a supportive, encouraging, and sincere communication style.

Fifth, improving reflection and assessment practices is essential for developing students' self-assessment and independent thinking skills.

In conclusion, the systematic integration of pedagogical and psychological communication into the educational process plays a vital role in enhancing the quality of foreign language teaching, developing students' communicative competence, and preparing them to meet the demands of modern society.

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