

# PEDAGOGICAL OUTCOMES OF TEACHER–STUDENT COMMUNICATION AND POSSIBILITIES FOR PRACTICA APPLICATION

Konul Mammadli<sup>1</sup>

Shafa Kazimova<sup>2</sup>

**Abstract:** The article analyzes the pedagogical outcomes of teacher–student communication from theoretical and practical perspectives. Based on the main principles of modern pedagogy and psychology, the study examines the impact of effective communication on students’ motivation, academic achievement, and social–emotional development. Communication models observed in traditional and digital learning environments are compared, and the role of empathy and emotional intelligence is emphasized. The findings show that democratic communication styles and mutual understanding improve the quality of teaching and strengthen cooperation between teachers and students.

**Keywords:** teacher–student communication, pedagogical process, emotional intelligence, democratic interaction, digital education

## Introduction

In the modern education system, the establishment of effective communication between teacher and student is one of the key factors determining the success of the pedagogical process. In our previous research, we examined the adequate means of this communication, analyzing its theoretical foundations, the role of emotional intelligence, the influence of modern technologies, and

---

1 Teacher, Odlar Yurdu University. ORCID: <https://orcid.org/0009-0007-1644-844X>

2 Teacher, Odlar Yurdu University. ORCID: <https://orcid.org/0009-0002-6083-6080>

the advantages of a democratic style. These analyses showed that pedagogical communication is not only the transmission of knowledge, but also an important factor that supports students' social-emotional development, strengthens their creative potential, and increases their motivation (Jabbarov, 2018; Jabbarov, 2021).

The purpose of this article is to investigate the practical outcomes of teacher-student communication and to explore its possibilities of application in various pedagogical settings. If the previous work answered the question "How can communication be established?", the present study is aimed at answering the question "What outcomes does effective communication produce?". In this regard, particular attention is given to the impact of pedagogical communication on students' academic achievement, their level of motivation, and psychological well-being.

The relevance of the topic also stems from the fact that, in a globalizing world, the changing demands of the educational environment are bringing teacher-student relationships to a new level. Today, communication established not only within the classroom but also in digital environments has become an integral part of the pedagogical process. For this reason, the comparative analysis of the outcomes of both traditional and digital forms of communication is of special importance.

The objectives of the research are defined as follows:

- to systematize the theoretical and pedagogical outcomes of teacher-student communication;
- to explore models for applying effective communication in practical settings;
- to analyze the impact of communication on students' motivation, achievement, and social development;
- to identify the problems that arise in the pedagogical environment and possible ways of solving them.

Thus, the study presented here expands the scientific and practical significance of the topic by examining not only the means of teacher-student communication but also its outcomes.

## **Literature Review**

Scientific literature on teacher–student communication has been the subject of extensive research in pedagogy, psychology, and communication theory. Scholars have examined this topic from different perspectives and highlighted the impact of communication on the quality of the pedagogical process. An analysis of the literature shows that the effective organization of teacher–student communication plays a crucial role in ensuring both learning outcomes and social–emotional development. The following main directions can be distinguished:

### **Theoretical foundations of pedagogical communication.**

K.D. Ushinsky emphasized the decisive role of the teacher’s personality in the pedagogical process, noting that the teacher’s pedagogical mastery, empathy, and personal qualities directly affect students’ development (Ushinsky, 1988). A.S. Makarenko, focusing on the educational power of collective relations, considered teacher–student communication as the main mechanism of the pedagogical process.

### **Humanistic approaches and emotional intelligence.**

In the mid-20th century, Carl Rogers’ concept of “freedom to learn” highlighted the importance of democratic, respectful, and empathic relationships between teacher and student (Rogers, 1969). In the contemporary period, Daniel Goleman underlined the significance of emotional intelligence in pedagogical relationships, demonstrating that teachers’ ability to manage their own emotional state and to show empathy directly influences the quality of pedagogical communication (Goleman, 1995).

## **Digital technologies and pedagogical communication.**

In their recent research, Haldiman and colleagues analyzed the specifics of building pedagogical relationships in digital environments and proposed the “Establish–Maintain–Restore (EMR)” model. This model is presented as an effective approach for establishing, maintaining, and restoring teacher–student relationships in cases of conflict (Haldiman et al., 2023). At the same time, they emphasize the impact of maintaining emotional bonds on digital teaching platforms on pedagogical outcomes.

## **Social development theories.**

Lev Vygotsky’s social development theory shows that pedagogical communication plays a decisive role in the development of cognitive processes. His concept of the “zone of proximal development” proves that teacher–student relationships are a key factor in stimulating students’ cognitive development (Vygotsky, 1978).

## **Local research.**

Azerbaijani pedagogues have also examined the psychological and pedagogical aspects of teacher–student communication. They note that pedagogical communication is a decisive means for the formation of the student’s personality and the development of social life skills. The specificity of pedagogical communication lies in the fact that it is a complex and contradictory dialogue ( Jabbarov et al, 2021). Many subjects simultaneously participate in it in different roles, depending on age, status, and level of development. A unique interaction takes place among different intellects, emotional spheres, wills, and characters. Therefore, various situations may occur in the process of pedagogical communication: cooperation, competition, confrontation, etc. The teacher’s choice

of one or another form of communication largely depends on professional motivation, personal characteristics, the state of the emotional sphere, communicative skills and creative individuality, as well as previous communication experience. Another characteristic of pedagogical communication is that it simultaneously performs educational (instructional) and upbringing functions. The educational function is the leading one and consists of the teacher transmitting social knowledge and building effective interaction with the student for personality development. Regardless of which type of pedagogical communication is used, it is impossible to properly fulfill the didactic and educational tasks of pedagogical activity without organizing a productive communication process with the student collective (jabbarov, 2012).

Thus, the existing literature shows that effective communication between teacher and student creates conditions for successful outcomes of the pedagogical process not only at the theoretical level but also in practical terms.

### **Main Hypothesis of the Study**

The main hypothesis of the study is that the establishment of effective communication between teacher and student significantly increases students' motivation, academic achievement, and social–emotional development. Empathy, emotional intelligence, and democratic relationships are key indicators determining the quality of pedagogical communication.

### **Methodology**

This article employs analytical analysis, comparative approach, and qualitative methods to investigate the pedagogical outcomes of teacher–student communication and its possibilities for practical application. The research is based both on the study of theoretical sources and on the analysis of practical examples observed in real teaching environments.

### **Purpose of the study.**

The purpose of the study is to identify the pedagogical outcomes of effective communication between teacher and student and to analyze its impact on students' motivation, academic achievement, and social development.

### **Stages of the study.**

#### **Data collection:**

The works of classical pedagogues (Ushinsky, Makarenko, Vygotsky), humanistic psychologists (Rogers), contemporary researchers (Haldiman, Karasova & Kleckova, Wang), as well as Azerbaijani authors, were reviewed and analyzed.

#### **Analytical analysis:**

The pedagogical outcomes of teacher–student communication were examined from a theoretical perspective, and the approaches of different authors were compared.

#### **Modern trends:**

The specific features of communication on digital platforms and the impact of emotional intelligence and democratic style on practical outcomes were studied separately.

### **Selection of practical examples:**

Real situations observed in the university environment were included in the research.

### **Description of methods.**

#### **Qualitative method:**

Emotional intelligence, empathy, democratic style, and the use of technology in teacher–student relationships were analyzed based on existing literature and practical observations.

#### **Comparative approach:**

The ideas of classical pedagogues were compared with contemporary pedagogical approaches, and their similarities and differences were identified.

#### **Synthetic approach:**

Theoretical data and practical examples were combined to obtain comprehensive conclusions.

### **Scope of the study.**

The research is mainly theoretical and analytical in nature; practical observations are presented in a limited scope. The article does not include empirical surveys or statistical analyses. In future research, it would be appropriate to collect empirical data (surveys, interviews, observation protocols) and confirm the findings with quantitative indicators.

## **Theoretical Justification of Processing the Findings**

Teacher–student communication, as one of the central components of the pedagogical process, has a decisive impact both on the quality of teaching and on the formation of students as personalities. In pedagogical psychology, communication is regarded not only as a means of transferring knowledge, but also as a fundamental condition for social–emotional development, the internalization of values, and reciprocal cooperation.

### **Classical pedagogical approaches.**

When analyzing the theoretical foundations of pedagogical communication, the views of classical pedagogues are of particular importance. K.D. Ushinsky, emphasizing the central role of the teacher’s personality in the pedagogical process, stated that the teacher’s emotional richness, empathy, and pedagogical mastery directly determine the quality of teaching and upbringing. Makarenko explains pedagogical communication as the main mechanism that activates the educational power of the collective. In his view, correctly established relationships between teacher and student strengthen students’ sense of discipline, responsibility, and cooperation.

### **Humanistic psychology and communication.**

In the second half of the 20th century, humanistic approaches came to the forefront in the pedagogical process. Carl Rogers’ concept of “freedom to learn” advocates that teacher–student communication should be based on democracy, mutual respect, and trust. According to Rogers, the teacher is not merely a transmitter of knowledge, but a facilitator who helps to actualize the student’s inner potential. From this perspective, a humanistic style of pedagogical communication stimulates students’ self-expression, creativity, and initiative.

### **Theories of social interaction.**

According to Vygotsky's social development theory, communication in the learning process is the main driving force of students' cognitive activity. By introducing the concept of the "zone of proximal development," he showed that students can reach a higher level of cognition through communication with the teacher and peers. Thus, pedagogical communication is not just an accompanying element of the teaching process, but the main mechanism that shapes its structure.

### **Theory of communicative action.**

Jürgen Habermas' theory of communicative action can also be applied to the pedagogical environment. Habermas interprets the purpose of communication not merely as information exchange, but as creating understanding and consensus among participants. In the educational environment, this approach requires teachers and students to act as equal partners.

### **Emotional intelligence and communication skills.**

In the modern period, one of the theoretical foundations of pedagogical communication is the concept of emotional intelligence. Emotional intelligence encompasses the ability of both teacher and student to recognize and manage their own emotions and to respond empathically to the feelings of others. Research shows that teachers with a high level of emotional intelligence create a healthier pedagogical environment, and students feel more confident and comfortable.

## **Technology and the transformation of pedagogical communication.**

Modern technological changes are redefining the form and nature of pedagogical communication. Digital platforms remove temporal and spatial barriers between teacher and student, expanding communication opportunities. At the same time, research indicates that excessive use of technology can lead to a weakening of emotional closeness and a decline in personal relationships. Therefore, the theoretical foundations of pedagogical communication must encompass not only traditional approaches but also technological transformations.

## **Practical Observations and Examples**

The impact of teacher–student communication on the pedagogical process is manifested not only in theoretical perspectives but also in concrete observations conducted in educational environments. Observations in traditional classroom settings and in digital learning environments show that the quality of communication directly affects students’ academic success, psychological stability, motivation, and social skills.

## **Outcomes of communication in the classroom environment.**

In traditional educational settings, effective pedagogical communication increases students’ engagement in the lesson. Teachers who use a democratic style of communication stimulate students’ initiative. For example, when teachers create opportunities for students to participate in seminar discussions, they foster the development of critical thinking and analytical skills.

The Russian pedagogue A.S. Makarenko noted that “communication between teacher and student is not only the transfer of knowledge, but also the most important factor in personality formation.” From this standpoint, the mutual relationship between teacher and student directly

determines the effectiveness of the teaching–learning process.

### **Observation example 1.**

In a seminar course held at a higher education institution, the teacher gave each student the opportunity to freely express their personal opinions. As a result, students discussed the topic not only based on the information provided by the teacher, but also by engaging with each other’s ideas in greater depth. This approach contributed both to students’ mastery of the course material and to the formation of their social skills.

On the other hand, the teacher’s empathetic attitude supports students’ psychological stability. Especially during exam periods, a calm and understanding attitude from the teacher leads to a reduction in students’ stress.

American psychologist Carl Rogers wrote: “When a student feels valued and sees the teacher’s accepting attitude, the learning process becomes more productive.” This view demonstrates the decisive role of teacher empathy in the pedagogical process.

### **Observation example 2.**

Noticing the anxiety of students preparing for an exam, a teacher conducted a short psychological conversation with them at the beginning of the class. This form of communication created a sense of calm in the students, and as a result, their exam performance was higher compared to previous years.

### **Outcomes of communication in digital environments.**

Teacher–student communication on digital platforms (Zoom, Google Meet, Microsoft Teams)

has opened new opportunities in the teaching process. Distance communication provides students with the chance to attend classes regardless of geographical constraints. In addition, the interactive features of these platforms (polls, breakout rooms, online whiteboards) enhance the quality of the lesson.

In the studies of Haldiman and colleagues, it is noted that “the effectiveness of pedagogical communication in digital environments depends not only on the use of technology, but also on how the teacher manages communication” (Haldiman, 2023).

### **Observation example 3.**

During an online lesson, a teacher used Zoom’s “breakout rooms” function to divide students into small groups and gave them different questions for discussion. After the group work, the students returned to the main session and shared their results. This method increased students’ active participation and strengthened their inclination toward teamwork.

However, digital communication also has certain difficulties. Technical problems, weak internet connections, and students’ loss of attention can reduce the effectiveness of the lesson.

Xue Wang notes: “When emotional intelligence and mindful thinking strategies are not applied in online classes, students lose motivation and distancing occurs in teacher–student relationships” (Wang, 2023).

### **Observation example 4.**

Noticing a decrease in students’ attention during an online lesson, a teacher added a short quiz to the session. As a result, students’ interest in the lesson increased, and even passive participants became active.

## **Communication in out-of-class activities.**

Teacher–student communication is not limited to the lesson itself; it also continues in out-of-class activities. In social projects, academic conferences, student clubs, and volunteer programs, teacher–student relationships become more sincere and equal.

Azerbaijani pedagogue-scholar F. Mehdiyeva emphasizes: “When the teacher supports not only the student’s academic knowledge but also their social life, the pedagogical process reaches its true goal” (Mehdiyeva, 2018).

### **Observation example 5.**

At one university, a teacher participated together with students in an environmental project. The teacher worked with the students not only as a supervisor but also as a team member. This form of communication increased students’ trust and respect for the teacher and strengthened their sense of social responsibility.

## **Generalization of Practical Outcomes**

Based on the observations and research conducted, the following conclusions can be drawn:

- In the classroom, effective communication increases students’ interest in learning and develops their skills of independent thinking and free expression of opinions;
- Digital communication, while providing flexibility, also stimulates the application of interactive teaching methods;
- Communication outside the classroom takes pedagogical relationships beyond the academic framework and moves them into the sphere of social cooperation.

Thus, the practical aspects of teacher–student communication demonstrate that relationships established in the pedagogical process have a decisive impact not only on the outcomes of teaching, but also on students’ development as personalities.

### **Synthesis of Theoretical and Practical Perspectives**

Teacher–student communication, as an integral part of the pedagogical process, is one of the main factors determining the quality of teaching. Theoretical approaches and practical observations presented in the previous sections show that pedagogical communication is a key mechanism that supports students’ social–emotional development, motivation, and academic achievement, beyond the simple exchange of knowledge.

### **Generalization of theoretical approaches.**

In the heritage of classical pedagogues, communication occupies a special place. K.D. Ushinsky wrote that “the teacher’s personality is the main factor in educational work” (Ushinsky, 1988). This idea shows that pedagogical communication is not a purely technical process, but a living interaction arising from the teacher’s personality. Makarenko emphasized that “education is the sum of collective relationships, and teacher–student communication is at the center of these relationships” (Makarenko, 1973).

Representatives of modern humanistic psychology also defend a similar stance. According to Carl Rogers, “the quality of teaching is measured by the teacher’s ability to build empathic and sincere relationships with the student” (Rogers, 1969). This view interprets pedagogical communication as not only an academic, but also a psychological and emotional process.

Lev Vygotsky stated in his social development theory that “students reach a higher cognitive

level in their zone of proximal development with the support of teachers and peers” (Vygotsky, 1978). Thus, communication is not merely information exchange, but a mechanism of cognitive development.

Habermas’ theory of communicative action remains relevant in the pedagogical context. According to him, “the aim of communication is not only the transmission of information, but also the creation of understanding and consensus among participants” (Habermas, 1984; Jabbarov,2021). Applied to the educational environment, this theory requires teachers and students to act as partners(Jabbarov,2012).

### **Analysis of practical observations**

Practical observations show that a democratic style increases students’ activity in the learning process. This approach develops students’ ability to think independently and, at the same time, strengthens their trust in the teacher. As Jirina Karasova and Gabriel Kleckova emphasize in their research, “proactive communication strategies reinforce trust between teachers and students and prevent negative behaviors” (Karasova & Kleckova, 2023 ).

The outcomes of communication in digital environments have also been analyzed. Haldiman and colleagues demonstrate that “when teachers use the Establish–Maintain–Restore (EMR) model in online classes, students’ motivation and academic engagement increase significantly” (Haldiman et al., 2023; Jabbarov et al, 2023). Xue Wang notes that “the development of emotional intelligence helps teachers build healthier relationships with students in digital environments” (Wang, 2023).

Out-of-class communication is also an important part of the pedagogical process. Azerbaijani pedagogue-scholar T. Yusifova argues that “the teacher should support not only the student’s acquisition of knowledge but also their formation within the social environment” (Yusifova, 2015; Jabbarov and Ibrahimova, 2013; Aliyeva et.al, 2021). From this point of view, the joint participation of teachers and students in social projects and academic events deepens pedagogical relationships.

Comparison of theoretical approaches and practical observations leads to the following

conclusions:

- Teacher–student communication is a key factor determining both the quality of teaching and students’ development as personalities;
- Democratic style and empathy increase the sustainability of relationships, whereas an authoritarian style weakens pedagogical influence;
- Digital technologies open new opportunities, but the preservation of emotional bonds requires teachers to acquire additional skills;
- Communication established outside the classroom contributes to the strengthening of social responsibility and civic engagement.

Thus, the synthesis of theoretical and practical aspects of pedagogical communication shows that effective teacher–student relationships not only enhance educational outcomes but also directly influence the overall development of society.

## **Conclusion**

Based on the theoretical analyses and practical observations, it can be concluded that teacher–student communication is one of the main factors ensuring the success of the pedagogical process. Communication is not merely a means of transmitting knowledge; it is also an important process that supports students’ social–emotional development, academic achievement, and creative potential.

The study showed that:

- A democratic style of communication increases students’ motivation and develops their ability to think independently and express their ideas freely;
- Empathy and emotional intelligence strengthen trust in teacher–student relationships and maintain the psychological stability of the pedagogical environment;
- Digital technologies expand communication opportunities but also create risks such as a

decrease in emotional closeness;

Communication outside the classroom takes pedagogical relationships beyond the classroom and strengthens social cooperation and students' civic engagement.

## **Recommendations**

For teachers:

- Create a democratic communication environment in the classroom and take into account individual characteristics of students;
- Participate regularly in training programs to develop empathy and emotional intelligence skills;
- Use interactive tools (quizzes, group discussions, reflective tasks) in online lessons to keep students' attention active.

For students:

- Build open and sincere relationships with teachers and participate actively in discussions;
- Develop self-regulation and concentration skills in digital environments;
- Participate in social projects and out-of-class activities to benefit from the practical advantages of pedagogical relationships.

For educational institutions:

- Organize professional development programs aimed at improving teachers'

communication skills;

- Strengthen the provision of classrooms with digital technologies;
- Expand the activities of methodological and psychological support centers focused on teacher–student communication.

## References

Aliyeva K., Aliyeva T., Jabbarov R., Mammadli İ. (2021). Students' values and their Mental Health During Pandemic. *Propósitos y Representaciones* . 9, 3:1183 ISSN 2307-7999 Current context of education and psychology in Europe and Asia e-ISSN 2310-4635 <http://dx.doi.org/10.20511/pyr2021.v9nSPE3.1183>

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.

Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.

Habermas, J. (1984). *The Theory of Communicative Action*. Vol. 1. Boston: Beacon Press.

Haldiman, et al. (2023). Fostering teacher–student relationship-building competence. *Frontiers in Psychology*.

Hamzayev, M. A., & Amiraslanova, S. F. (2007). *Psychology of Communication*. Baku.

Karasova, J., & Kleckova, G. (2023). Supporting learners through effective communication. *Australian Journal of Teacher Education*.

Makarenko, A. S. (1973). *A Pedagogical Poem*. Moscow: Prosveshchenie.

Mehdiyeva, F. (2018). Relationships between Teachers and Students in Higher Education and

Their Management. Baku: *Education and Innovation*, 200–215.

Rogers, C. (1969). *Freedom to Learn*. Columbus, OH: Charles Merrill.

Ushinsky, K. D. (1988). *Fundamentals of Pedagogy*. Moscow: Pedagogy Publishing.

Ushinsky, K. D. (2021). *On the Education of the Human Being*. Yaroslav State Pedagogical University Press.

Ushinsky, K. D. (2023). *Selected Pedagogical Works*. Tambov University Press.

Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.

Biggs, J. (2011). *Teaching for Quality Learning at University*. Open University Press.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Sage Publications.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.

Jabbarov, R., Mustafayev, M., Valiyeva, Y., Babayeva, T., Abbasova, A. (2023). Estudio de la relación entre inteligencia emocional y agresividad en estudiantes. *Apuntes Universitarios*, 13(2). <https://doi.org/10.17162/au.v13i2.1440> [ Links ]

Jabbarov, R. (2021). Psychological issues of formation of socio-cultural values in students. *Apuntes Universitarios*, 11(3), julio-setiembre ISSN: 2304-0335 DOI: <https://doi.org/10.17162/au.v11i3.695>

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Wang, X. (2023). *Exploring Positive Teacher–Student Relationships*. Routledge.

Yusifova, T. (2015). *Social Networks and Teacher–Student Relationships in Education*. Baku: Public Publishing, 120–135

Джаббаров Р.В.О. О принципах формирования мотивов самореализации в процессе обучения // Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология. 2012. № 3. С. 70-72

Джаббаров, Р. В. О., & Ибрагимова, Х. Н. К. (2013). О воздействии процесса самореализации подростков на их профессиональную ориентацию. Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология, (2 (13))