

# DEFINING NEW MODELS OF TEACHER-STUDENT COLLABORATION

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**Abstract:** The article examines the transformation mechanisms of teacher-student relations in the higher education system and the formation of new pedagogical models based on collaboration. The modern socio-cultural and information environment transforms the learning process from an act of knowledge transfer to a dialogical interaction. Knowledge creation is not only a function of the teacher, but is also considered a joint cognitive activity between the teacher and the student. Modern research (Bovill, 2020; Cook-Sather, 2023; Healey & Healey, 2022) shows that the collaboration model increases the student's learning motivation, strengthens his self-awareness as a subject, distributes learning responsibility, and ensures the stability of academic results. The article presents the theoretical foundations of collaboration models, their application in the higher education environment, and the empirical results of students' attitudes towards these models. The transformation of teacher-student relations in the higher education system is one of the important directions of modern pedagogical innovations. In the conditions of information abundance, digitalization and acceleration of knowledge production, knowledge is valued not only as content transmitted from teacher to student, but as a socio-cognitive product resulting from constructive cooperation between teacher and student. In modern approaches, the teacher is not the sole bearer of knowledge in the learning process, but acts as a mediator who regulates the learning environment and directs the cognitive activity of the student. The student is not a passive consumer of the knowledge process, but is perceived as a subject and creator of his own education.

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## Introduction

One of the most important changes in the education system in our time is the teacher's departure from the position of the dominant source of information and the student's acquisition of the status of an active subject of the learning process. Traditional pedagogy presented the teacher as the main bearer of knowledge, and the student as a passive object receiving knowledge. However, the socio-political, information and technological reality of the 21st century requires that the student not only become a recipient of information, but also a creator, analyzer and implementer of knowledge. From this perspective, teacher-student cooperation has become a central element of modern educational philosophy. Interactive, dialogical, and critical thinking-oriented learning models create a partnership relationship based on mutual respect between teacher and student. This relationship strengthens the role of the teacher as a moderator and guide of the learning process, not as a controlling authoritarian role. The aim of the article is to identify new models of teacher-student cooperation in the modern era based on scientific literature, to examine their implementation mechanisms and their impact on the higher education environment. In the traditional learning model, the teacher acted as the main carrier and transmitter of knowledge, and the student was a passive recipient of knowledge. This system of relations was vertical and control-oriented; the teacher stood at the center of the learning process, while the student learned, repeated information, and was controlled through assessment. However, the modern socio-technological environment has expanded the possibilities for free acquisition of knowledge, and the main function of learning has become the process of co-construction of knowledge, not the transfer of knowledge. Freire (1996) characterized the traditional teacher-student relationship as a "bank model" and noted that providing knowledge to the student in a ready-made form limits his cognitive space. According to the constructivist approach, knowledge is not "taught", but is

constructed by the individual (Piaget, 1972; Vygotsky, 1962). Thus, the main goal of higher education is not only to provide the student with knowledge, but also to educate him as a person who guides his own learning, analyzes, makes decisions, and participates in the production of knowledge. This requires the restructuring of teacher-student relationships on the basis of the principles of cooperation, dialogue, interaction, and cognitive partnership.

## Literature review

The scientific foundations of the problem of teacher-student cooperation were formed within the framework of research on pedagogical psychology, social constructivism, humanistic theories of education, and institutional development trends of the partnership model in higher education. Modern scientific literature analyzes the essence of teacher-student relationships through the prism of the transition from the knowledge transfer model to the co-construction model of knowledge. (Healey & Healey, 2022; Cook-Sather, 2023). Let's consider these models together. According to constructivism, the learning process is characterized by the individual independently constructing knowledge structures based on existing cognitive schemes (Piaget, 1972). Constructivism considers knowledge not as a ready-made object, but as an essence created by the individual through active transformation in the cognitive process. Vygotsky (1962) proved that learning in the social constructivism model moves from the interpsychic (social interaction) level to the intrapsychic (individual assimilation) level. The main mechanism in this process is the “zone of proximal development”: the student exceeds his or her actual level of development through cooperation with the teacher or a more experienced partner. This theoretical approach radically changes the role of the teacher. In the traditional model, the teacher transmits, checks and evaluates knowledge, is the central figure, while in the constructivist model the teacher mediates, supports and directs learning, is one of the participants. Thus, teacher-student cooperation acts as a basic condition of constructivist learning, since knowledge is created in the structure of interaction.

The humanistic concept of education (Maslow, 1968; Rogers, 1983) considers education as a psychological condition for the process of human self-realization. Rogers (1983) emphasizes that empathy, transparency and respect for the individual play a decisive role in the teacher-student relationship. In the humanistic model, the main function of the teacher is to create a psychologically safe, appreciative and personality-enhancing learning environment.

Research shows that communication between a teacher and a student based on emotional support and respect increases a student's:

- academic motivation (Farrington, 2019),
- self-confidence (Khan, 2022),
- academic attendance (Baker & Lee, 2021),

### **Statistically significantly**

These results confirm that collaboration is not only a didactic issue, but also a problem of personality development.

The SaP model, which is based on the student acting as a partner, not a participant, in the learning process in higher education, was systematized by Bovill (2020), Cook-Sather (2023), and Mercer-Mapstone (2021). The model is based on the following principles:

1. Shared decision-making
2. Shared responsibility
3. Co-creation of knowledge
4. Reflective evaluation

The application of the SaP model strengthens the student's activity as a subject of the learning process, that is, the student becomes not only a "learner", but also a person who creates the learning process.

In modern times, the digitalization of the educational environment has formed new forms of teacher-student cooperation. The digital cooperation model implies that learning activities are not limited to physical space, and mutual learning and communication between teacher and student can be effectively carried out through virtual environments. The emergence of this model is primarily due to the rapid development of information and communication technologies (ICT), and secondly, the formation of cognitive and social behavioral codes of the younger generation based on digital thinking. Zhao and Frank (2003) note that digital education is not only about bringing technical tools to the classroom, but also about changing pedagogical structures. In the digital collaborative model, the teacher is no longer a transmitter of knowledge, but a curator and moderator of the digital learning environment. His task is to organize an environment for students to explore, discuss and apply the materials rather than to present information. The student, on the other hand, is not a ready-made recipient of information, but rather an individual and social learning subject who can build his own learning trajectory. In this model, learning combines synchronous (simultaneous, for example, via Zoom or Microsoft Teams) and asynchronous (at any time, for example, via Moodle or Google Classroom) formats. As a result of the implementation of the digital collaborative model, learners gain freedom of time and space. This is especially relevant to the lifestyle of modern students; because they are accustomed to obtaining information not only in the classroom, but also on social networks, video lessons, interactive discussions, and global knowledge platforms. This model also allows for personal learning, as students can watch and work through the materials at their own pace multiple times. One of the psychological advantages of digital collaboration is emotional comfort and freedom of expression. Students who have difficulty speaking in front of an audience become active in online discussions and can express their ideas more freely and fully in written form. This has a positive effect on the integration process, especially for introverted students. However, the digital collaboration model also creates certain difficulties. Firstly, the problem of digital inequality - not all students may have the same technical capabilities (computer, internet, software). Secondly, there is a risk of decreased motivation, a sense of isolation, and passive participation in the online learning environment.

Therefore, the teacher should enrich digital lessons not in the form of monotonous presentations, but with necessarily interactive activities - case analysis, debate, group assignment, reflection survey, etc. As a result, the digital collaboration model has become an integral part of modern education. It serves to rebuild teacher-student relationships on the basis of continuous communication, dynamic feedback, personal and group-oriented learning, as well as the development of digital literacy. This model not only optimizes the existing teaching process, it, but also provides the student with the skills of independent knowledge acquisition and cooperation necessary for future professional activity.

In modern educational philosophy, the project-based learning model (Project-Based Learning – PBL) is a training concept that assumes that the student acquires knowledge not only at the theoretical level, but also in the process of solving real situations. This model is based on the main provisions of constructivism and emphasizes that knowledge is acquired by a person through internal interpretation, analytical thinking and direct experience. Project-based collaboration removes the teacher-student relationship from the traditional “teacher speaks - student listens” format and moves the learning process to the level of joint activity, dialogue and creative cooperation. J. Dewey’s thesis “the essence of learning is experience and its reflection” is considered the theoretical starting point of the PBL model. According to Dewey, the student acquires knowledge as a result of independent research and participation in activity; this acquisition is not an act of passive memory, but a conscious cognitive creative process.

In the project-based collaborative model, the teacher acts as a person who organizes and facilitates the learning environment, not as a transmitter and evaluator of knowledge. The student is not the object of learning, but as a subject, that is, the decision-maker, the one who determines the direction of research and creates results. In this model, learning is not carried out in the form of “assimilation of ready-made knowledge”, but in the sequence of problem formulation - hypothesis construction - research - presentation of results. Thomas (2000) describes project-based learning as a form of learning in which the student develops knowledge and skills in a complex way through research and creative activity. One of the important features of this model is that it is based on a real

context. Students do not perceive the problem they are solving in an abstract way, but in a way that is connected to a certain area of life, and this creates meaningful learning in the cognitive process. For example, the preparation of a project on the topic of “student stress management in a university environment” by students studying psychology allows them to both apply theoretical knowledge and analyze real needs in a socio-professional environment. (Jabbarov and Ibrahimova, 2013).

The mentoring model is one of the oldest but most relevant approaches to teacher-student cooperation. This model is based on the socio-emotional development of personality and professional formation rather than the transfer of knowledge. In the mentoring model, the teacher-student relationship is not hierarchical control, but a psychological partnership based on mutual trust. This cooperation is usually established individually, but in some cases, the group mentoring format can also be applied. Crisp and Cruz (2009) characterize mentoring as a complex development process that supports the student’s academic success, emotional mood, social adaptation and future career direction. As a result, the mentoring model builds teacher-student relationships at the center of internal development, personal independence and self-realization. This model turns the student from being a person who acquires knowledge into a social and professional subject who can consciously build his own life trajectory.

Mentoring strengthens the student’s emotional well-being, increases his self-confidence and strengthens his psychological stability, which is one of the quality indicators of higher education.

The Flipped Classroom model involves a fundamental restructuring of the traditional lesson structure in the modern education system. If in the classical teaching process, the teacher explains the knowledge during the lesson, and the student tries to apply that knowledge at home, in the flipped classroom model this sequence changes: the student independently studies the theoretical materials before coming to the lesson, and during the lesson, together with the teacher and peers, he performs application, discussion, analysis and problem-solving activities. Thus, the learning process is based not on content, but on activity, not on passive listening, but on interactive thinking and cooperation (Bergmann & Sams, 2012; Bishop & Verleger, 2013; Jabbarov, 2012). The main theoretical starting point

of the flipped classroom model is related to Vygotsky's concept of the "zone of proximal development" (ZPD). According to this approach, learning is more effective when the student collaborates with a person who has developed knowledge and skills at a higher level (a teacher or a peer learning environment). In the flipped classroom, since class time is devoted to this stage of cooperation and mutual support, the cognitive process takes on a deeper and more meaningful character. The cooperative learning model is a modern pedagogical approach that bases teacher-student cooperation on social interaction, group dynamics, and collective knowledge production. In traditional teaching, students acquire knowledge individually and assessment is mainly based on individual results. In cooperative learning, the learning process is organized within a group and the result is evaluated as the product of joint cooperation. This model, first of all, q It was systematized by Johnson and Johnson and widely spread as one of the pedagogical applications of social constructivism (Johnson, Johnson & Smith, 1998).

The research-oriented collaboration model is a pedagogical approach that aims to form the student not as a consumer of knowledge, but as a creator of knowledge in the process of higher education. This model combines the joint scientific activity of the teacher and the student - the stages of problem identification, hypothesis formulation, empirical research, discussion based on the results and scientific presentation. Healey and Jenkins (2009) characterize research-oriented education as a complex model that provides academic and personal development based on the student's actual participation in the scientific research process. This approach is based on both collective scientific activity and the formation of the student's independent research skills (Jabbarov, 2021; Jabbarov et al., .2023).

Research-oriented collaboration, by its very nature, reflects a deeper level of constructivism. If project-based learning is mainly related to solving practical problems, then research-oriented collaboration is focused on the source of knowledge creation - the process of scientific cognition. This model transforms the student's relationship with external information: the student no longer assimilates ready-made knowledge; he collects information, compares, analyzes and draws conclusions. Here, the

learning process is centered on analysis and critical thinking. The integrative collaboration model involves building the learning process in teacher-student relationships on the basis of interdisciplinary connections, multidimensional thinking and multidisciplinary analysis. The traditional educational system organizes the cognitive process in a “segmented” way, presenting knowledge within the framework of separate disciplines. However, in the modern world, problems arise not within the boundaries of independent disciplines, but in the environment of interaction of knowledge from different fields. This reality requires that the educational process also present knowledge in a single system structure (Beane, 1997; Fogarty, 1991). The goal of the integrative collaboration model is to develop the student’s ability to create new meanings, establish connections and conduct analytical synthesis by combining knowledge from different scientific fields. In this model, the teacher does not operate only within the framework of his own discipline; it is open to the content of other subjects and organizes learning in a multidimensional cognitive space. The student, on the other hand, understands a topic not only with theoretical knowledge, but also within cultural, social, psychological, historical and technological contexts.

## **Conclusion**

The essence of teacher-student relations in the modern higher education system is changing radically. The traditional transmissive (one-way transfer of knowledge from teacher to student) model no longer meets the evolving social, cultural and technological realities. The new era requires the student to be formed not only as an object receiving information, but as an active subject of the learning process, a party creating, researching and applying knowledge. (Ramiz and Vakil, 2020).

The project-based learning, digital collaboration, mentoring, flipped classroom, cooperative learning, research-oriented collaboration, peer-learning and integrative learning models analyzed in this article show that the renewal of teacher-student cooperation is not only a change in method, but also a transformation of the philosophical paradigm of pedagogical relations. These models:

- transform learning into an interactive and dialogical environment,
- encourage independent cognitive activity of the student,
- strengthen critical and creative thinking skills,
- develop social and professional competencies. (Jabbarov et.al, 2020).

In this system, the teacher acts not as a controller, but as a guide, supporter and facilitator. The student, on the other hand, moves from the position of a passive listener and becomes a co-author of learning.

Thus, new models of cooperation serve to form a person-oriented, responsible, creative, decision-making and analytical thinking specialist in a higher education institution. Therefore, the renewal of teacher-student relations is not only a pedagogical necessity, but also a strategic condition for the formation of a knowledge society.

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