

## **Relationship between students and teachers as a determining factor of motivation**

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### **Summary**

Many instances of classroom indiscipline are nothing more than an echo of a problem that exists between the students and the teacher. A modern teacher in a Georgian public school has many rights and duties, and the main task is to organize a modern and contemporary educational process for students. It is necessary to create a favorable learning environment for students, conduct lessons and use additional meetings, circle or club activities to promote diversity and emphasize interactive approaches. The concept of a teacher comes from ancient times. Even in the history of the ancient world we meet people of this profession. The role of the teacher has always been important and relevant in the life of the student. Since ancient times, families entrusted their children to tutors in order to teach them about life.

Today, a teacher of the XXI century appears to us from a slightly different perspective, but with the same burden (education of a person). Their task is more difficult than ever. The mission of a teacher is to be the main motivator of the student has not changed. This is the main reason why the student-teacher relationship is always the main priority for an effective learning environment.

These processes determined by Basic goals of the state policy in the field of general education. From the one point of view the teacher is focused on the student and from other point all contemporary bureaucratic nuances (for example: plans, journals, complex works, summaries, evaluation of everything, relations with colleagues, parents, school administration etc.) prolongs teacher's work. We already know, the classroom processes are the most important. This is the place where a teacher becomes a creator of knowledge, a guide and a mentor and a facilitator in difficult and interesting learning processes.

**Keywords:** "motivation", "complex work", "holistic approach", "student-teacher relationship"

## **Introduction**

After getting acquainted with the results of the studies conducted in the 70s, the researchers: American educational psychologist and professor of the Michigan State University, University of Teacher Education, Jere Brophy and American professor Thomas Good, wrote that the myth that the teacher had nothing to do with the student's motivation was shattered once and for all. This is confirmed by the results of recent studies, which claim that the teacher has a much greater influence on the student's learning process and academic results than it was observed in previous studies.

After analyzing the testing of more than one hundred thousand students, researchers Wright and his colleagues concluded that the first thing that needs to be done is to promote the growth of teacher effectiveness. Accordingly, if the teacher is not effective as an educator, the academic results of his students also go down. Due to the fact that the teacher is the leader of the entire learning process, he needs to have the skills that will motivate the student. Researchers are exploring this complex process and working to identify specific characteristics that make teachers more effective. They make the learning process more interesting for students, positive, focused on their interests, and thus contribute to the establishment of healthy, cooperative relationships with students (for example, Barry, 1958; Gudida Brophy, 1995). According to these studies, such characteristics of teachers are: attentiveness, optimism, patience, energy, care, listening and others.

## **Main part**

As we know, the teacher conducts the lesson process not with one individual student, but with a class (from 15 to 35 students), where students with different needs and disabilities gather. That is why the discussion of the topic includes both teacher-student and teacher-class relationship. One of the best studies in this direction was conducted by Theo Wubels, professor of education and associate dean for academic affairs at the Faculty of Social and Behavioral Sciences at Utrecht University in the Netherlands, and his colleagues (Wubels, Breckelmans, van Tartwijk, & Admiral, 1999; Wubels & Levy, 1993; Breckelmans, Wubbels, & Cretton, 1990). The aim of the study was to identify two dimensions: dominance and cooperation, which determine the interaction between the students and the teacher.

The given diagram clearly shows the not high coefficient of dominance and cooperation between the teacher and the student. While discussing this research result, it is clear that the characteristics of teachers' effectiveness are: empathy, friendliness, willingness to help, assertive behavior, support, active communication, ability to get close to students. Generally a good teacher is not negative, shallow, aggressive, punishment-oriented, resentful, sarcastic, withdrawn, quarrelsome, and/or easily irritated. Establishing a healthy teacher standard is vital for a teacher. A teacher who organizes a high responsibility and at the same time a free environment is a strong model of values for the student (Theo Wubels, 1999, p. 167). According to the research, the role of the teacher in the effective and efficient management of the learning process is determined. A teacher who possesses all the skills and methods by which he balances, on the one hand, cooperation and, on the other hand, a dominant influence in the classroom space. Creates and leads a harmonious process with positive feedback and approaches focused on the personal growth of students.

The effectiveness of the student-teacher relationship is confirmed by the study. "Students' wishes in relation to the teacher's classroom management style" conducted by American researchers: Lian Chium and Michael Tulim. The researchers interviewed 712

students in 4th, 5th and 6th grades (368 girls and 344 boys). The students were presented four classroom management methods to be used by the teacher. Used methods:

- 1) rules / reward - punishment;
- 2) communication - listening;
- 3) agreement;
- 4) Neither approach is superior

The first method (rules/reward-punishment) that was used was clearly established rules and procedures.

According to the second method (relationship-listening), the teacher pays less attention to related disciplines and listens to the student.

The third method (agreement) is a style that involves focusing attention on discipline problems accordingly.

The researchers made the following conclusion: in the classroom, where the teacher takes internal responsibility for creating a healthy, safe, learning-oriented, positive environment, the students freely organize all the rules and procedures and follow them. In addition, their academic results are high and stable.

Jere Brophy explored this issue within the framework of classroom strategy studies (Brophy, 1996; Brophy & McCaslin, 1992). The research was conducted using the method of in-depth interviews. 98 teachers participated in it. Some of these teachers were recognized as effective classroom managers, and some as ineffective.

Within the framework of the research, teachers were introduced to short stories about different types of students (for example, hostile and aggressive students, passive and aggressive students, hyperactive students, etc.). The study found that the most effective classroom managers used different approaches with different types of students, while ineffective managers used the same strategies with all students. Effective classroom managers consider the individual needs of students when selecting teaching methods. Although Jere Brophy does not address the relationship between the teacher

and the students in this study, this relationship is clearly visible.

## **Conclusion**

Based on these studies and their analysis, we have developed a certain list of methods that will help the teacher in the classroom, in some cases to maintain student motivation and in other cases to increase motivation.

Recommendations for teachers:

1. Balancing between dominance and cooperation. The main essence of the method lies in active communication with students;
2. Active implementation of non-verbal communication in the teaching-learning process;
3. Clear learning objectives for each lesson;
4. Introduction of informal education in the educational process;
5. Protection of a safe, equal environment in the classroom;
6. Providing timely and fair feedback to the student;
7. Inclusive approach.

It is a very difficult process to prepare a student for life, to teach them academic subjects, to reveal and transfer into a habit all the skills that are necessary to form a person/citizen with general human values with the national goals of general education, and at the same time to dress all this with adequate attitudes. Especially when the motivation is very low. Confirmation of competence, that Georgian education system requires from a modern teacher, stands in need of constant and fundamental training. Being satisfied only with the received statuses (senior, leader, mentor) is not good when demotivated students are sitting in the classroom.

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