UDC 378.147 (043.2)

*L. Nemliy,*

*a teacher (NAU, IAN)*

**THE EFFECT OF STUDENT-TEACHER RELATIONSHIP ON THE QUALITY OF TRAINING**

*Many cognitive theorists argue that learning is a social event, and studies have proven that both teachers and students will pay the price if teachers neglect to form emotionally warm, supportive relationships with and among their students. To improve students’ chances for academic success, educators must strive to form meaningful personal relationships with students.*

Relationships, whether positive or negative in nature, have proven to have profound effects on quality of studying. Students make learning a higher priority and thus work harder for teachers whom they care about and perceive as also valuing their learning[1].

Teachers and students relation is affected by their personality type. Many educational psychologists feel that based on personality type, everyone has an individual style of learning. In this theory, working with that style, rather than against it, beneﬁts both teacher and student. Although controversy often swirls around the educational beneﬁts of teaching students according to personality types, it has gained a large following and been implemented at many levels of education. Today’s student can visit any number of websites, take a personality test, and discover what type of student he or she is and how best to study[2].

Not only personality type inﬂuences how one learns, it also inﬂuences how one teaches. Learning one’s personality type helps a teacher recognize how he or she teaches. The match or mismatch between the way a teacher teaches and the way a student learns contributes to student satisfaction or dissatisfaction. Students whose learning styles are compatible with the teaching styles of a teacher tend to retain information longer, apply it more effectively, learn more, and have a more positive attitude toward the course in general. Although a teacher cannot change his or her preferred style of teaching to match a learning style, steps can be taken to actively bridge the differences[2].

The teacher-student relationship is an important element in the mobility training process. The teacher does not teach apart from what he feels toward a particular student. Nor the student learns as though he was receiving his information from a teaching machine. Each has feelings toward the other. If the feelings are positive they will facilitate the learning process. If they are negative they will interfere. The teacher who likes a particular student will be more interested in his progress. On the other hand, the student who likes his instructor will be more eager to please by doing well on his lessons. Conversely, the teacher who dislikes a student may still teach competently, but finds it costs him a greater effort; while the student who has such feelings may resist the efforts of the teacher to help him[2].

The relationship is further complicated by the degree to which either or both are aware of the other's feelings. The teacher may not be experiencing negative feelings toward his student, but if he perceives such feelings in his client, he may find it difficult to maintain any degree of warmth toward him. On the other hand, if the student is aware that his teacher is cool toward him, he may find it difficult to trust the judgment of the teacher. When the teacher perceives positive feelings in his student, he looks forward to these lessons and works harder for the benefit of the student. If the student knows the teacher likes him, he finds it easier to accept constructive criticism. Both find it easier to communicate their ideas and wishes in such a situation.

Students are more likely to be emotionally and intellectually invested in the classes in which they have positive relationships with their teachers (Phelan). Therefore, teachers who build positive relationships with their students may enjoy the following benefits:

• Increased levels of students’ interested in and enjoyment of the class.

• Increased levels of students’ academic achievement (Murray).

• A decrease in the occurrence of classroom disruptions (Phelan) [3].

High-achieving students will do what is expected of them, but if a strong student-teacher relationship hasn’t been formed, they tend to distance themselves from the teacher and from the coursework (Phelan). Obviously, if teachers form positive relationships with academically successful students, these students are more likely to be engaged in the class and internalize the course materials [3].

Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy[3].

Teachers can improve their relationship if they do the following:

* Learn as much as possible about students’ personal interests and backgrounds.
* Try to connect their personal interests with classroom work, where possible. Also, learning about students’ cultures and religious backgrounds may help you relate to them more effectively.
* Include journal-writing activities, weekly student-teacher meetings, and class discussions, which enable students to voice and teachers to address concerns.
* Implement social emotional learning opportunities, which improve students’ abilities to understand their own and others’ emotions.
* Be aware of classroom dynamics. Try to diffuse tensions that may exist between students.
* Be patient with those students who are disruptive and disrespectful. Bonding with disruptive students may improve their behavior in the classroom.
* Model appropriate behavior. Students are very sensitive to teacher’s attitudes towards the class in general; therefore, teachers must be extremely self-reflective, making certain that they are modeling positive behaviors for the class.
* Videotaping several class sessions may make teachers aware of any negative feelings they may be projecting towards their students.

The knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. For this reason, it is essential to ensure that those recruited to teaching and school leadership posts are of the highest caliber and well-suited to the tasks they have to fulfill great care and attention should be devoted to defining the required profile of prospective teachers and school leaders, to selecting them and preparing them to fulfill their tasks[4].

**Conclusions**

Quality of studying depends on student and teacher relation. Forming strong and supportive relationships with teachers allows students to feel safer and more secure, feel more competent, make more positive connections with peers, and make greater academic gains.

**References**

1. http://digitalcommons.unl.edu/cgi/viewcontent.

2. [www.cedu.niu.edu/.../](http://www.cedu.niu.edu/.../StudentTchrRelationships)**[Student](http://www.cedu.niu.edu/.../StudentTchrRelationships)**[Tchr](http://www.cedu.niu.edu/.../StudentTchrRelationships)**[Relationships](http://www.cedu.niu.edu/.../StudentTchrRelationships)**.

3. Aviation instructor’s handbook. U.S. Department of Transportation Federal Aviation Administration Flight Standards Service, 2008 http://www.faa.gov/about/ofﬁce\_org/headquarters\_ofﬁces/avs/ofﬁces/afs/afs60

4. http://ec.europa.eu/education/policy/school/teacher-training\_en.htm