

DESCOURSE BETWEEN TEACHER AND STUDENT

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A.**, Teacher at Andijan State Institute
of Foreign Languages (Uzbekistan)**Abstract :**

The discourse between teacher and student plays a pivotal role in shaping educational experiences and outcomes. This interaction extends beyond the simple exchange of information, encompassing a dynamic process of negotiation, understanding, and mutual growth. Effective teacher-student discourse fosters critical thinking, promotes engagement, and supports the development of both cognitive and emotional intelligence. Through various forms dialogue, questioning, feedback, and discussion this communication forms the backbone of a responsive and inclusive learning environment. This theme explores how discourse patterns reflect pedagogical strategies, cultural contexts, and individual learner needs, ultimately highlighting the importance of communicative competence in education.

Key words:

Communication, Dialogue, Interaction, Pedagogy, Feedback, Questioning, Classroom talk, Engagement, Learning environment, Teacher-student relationship, Instructional discourse

Аннотация:

Дискурс между учителем и учеником играет ключевую роль в формировании образовательного опыта и результатов. Это взаимодействие

выходит за рамки простого обмена информацией, охватывая динамический процесс переговоров, понимания и взаимного роста. Эффективный дискурс между учителем и учеником способствует критическому мышлению, способствует вовлеченности и поддерживает развитие как когнитивного, так и эмоционального интеллекта. Благодаря различным формам диалога, опроса, обратной связи и обсуждения это общение формирует основу отзывчивой и инклюзивной среды обучения. Эта тема исследует, как модели дискурса отражают педагогические стратегии, культурные контексты и индивидуальные потребности учащихся, в конечном итоге подчеркивая важность коммуникативной компетентности в образовании.

Ключевые слова:

Коммуникация, Диалог, Взаимодействие, Педагогика, Обратная связь, Опрос, Беседа в классе, Вовлеченность, Учебная среда, Отношения учитель-ученик, Учебный дискурс

INTRODUCTION:

Discourse between teacher and student is one of the most fundamental components of the educational process. More than a mere exchange of words, it represents a dynamic interaction through which knowledge is constructed, ideas are clarified, and understanding is deepened. In modern educational theory and practice, communication is no longer viewed as a one-way transmission of information from teacher to student, but rather as a reciprocal and interactive process that shapes learning outcomes and classroom culture. The nature and quality of teacher-student discourse greatly influence the effectiveness of teaching, the level of student engagement, and the overall learning experience. The foundation of meaningful discourse lies in dialogue—where both teacher and student contribute ideas, ask questions, and respond to one another. This dialogic approach contrasts with traditional monologic teaching methods, where the teacher speaks and students listen

passively. When students are encouraged to participate in discussions, express their thoughts, and question what they learn, they become active participants in their own learning process. Such interactions can improve critical thinking, deepen comprehension, and promote a greater sense of ownership over one's learning journey.

Teacher-student discourse also plays a crucial role in building relationships and establishing a positive classroom climate. Respectful and open communication fosters trust and encourages students to voice their opinions without fear of judgment. When students feel heard and understood, they are more likely to stay motivated, take academic risks, and engage in deeper learning. Teachers, in turn, can use discourse to assess student understanding, identify misconceptions, and provide tailored feedback that meets individual learning needs.

In the context of 21st-century education, where collaboration, creativity, and communication are key competencies, teacher-student discourse takes on even greater significance. With the rise of technology, hybrid learning environments, and diverse student populations, educators must adopt flexible and inclusive communication strategies that respond to varied learning needs and cultural backgrounds.

Discourse between teacher and student

Discourse between teacher and student is central to the educational experience. It encompasses all forms of communication in the classroom and plays a vital role in the construction of knowledge, development of understanding, and building of relationships. This discourse is not confined to the spoken word; it includes non-verbal communication, written interactions, and digital exchanges. As the nature of teaching and learning evolves in the 21st century, the role of discourse is increasingly recognized as essential for fostering an inclusive, student-centered, and effective learning environment. In both traditional and modern classrooms, the quality and style of teacher-student discourse significantly influence student engagement, motivation, and academic achievement.

The Nature of Classroom Discourse

Classroom discourse refers to the language used in teaching and learning contexts. It includes teacher talk, student responses, questioning strategies, feedback, and dialogue. Traditionally, classrooms were often dominated by a monologic style of communication, where teachers delivered content and students listened passively. However, educational theorists and practitioners now advocate for dialogic teaching approaches, where communication is interactive, student contributions are valued, and meaning is co-constructed. Dialogic discourse encourages students to actively participate in conversations, question ideas, explore alternative viewpoints, and construct new understanding through interaction. Teachers guide, support, and challenge students by creating opportunities for discussion, collaboration, and reflection. This interaction is essential for developing higher-order thinking skills and fostering deeper understanding of subject matter.

Theoretical Foundations

Several educational theorists have emphasized the importance of discourse in learning. One of the most influential is Lev Vygotsky, whose sociocultural theory highlights the significance of social interaction in cognitive development. According to Vygotsky, learning occurs in the "Zone of Proximal Development" (ZPD), where students can achieve higher levels of understanding with guidance from a more knowledgeable individual. Language plays a crucial role in this process, acting as the primary tool through which teachers scaffold learning and support student progress.

Functions of Teacher-Student Discourse

Discourse serves multiple purposes in the classroom. First and foremost, it is a tool for instruction. Through clear and structured language, teachers present new content, give directions, and explain concepts. Effective instructional discourse helps students understand complex ideas, connect prior knowledge with new information, and stay engaged in the learning process. Secondly, discourse is essential for assessment. Teachers use questions, discussions, and feedback to evaluate student understanding and identify areas of misconception. This formative assessment allows

for timely intervention and personalized support. Third, discourse is a means of motivation. Encouraging, respectful, and supportive communication builds student confidence and fosters a positive attitude toward learning. When students feel heard and valued, they are more likely to participate actively and take academic risks. Fourth, discourse shapes classroom relationships. Through empathetic and respectful interaction, teachers can create a safe and inclusive environment where students feel comfortable expressing themselves. These relationships form the foundation for effective classroom management and student well-being.

Questioning and Feedback

Two key components of teacher-student discourse are questioning and feedback. Effective questioning stimulates thinking, checks understanding, and encourages dialogue. Open-ended questions promote exploration and creativity, while higher-order questions require analysis, synthesis, and evaluation. Feedback, both verbal and written, provides students with information on their performance and guidance for improvement. It should be timely, specific, and constructive. Research shows that feedback is most effective when it is dialogic—when students have the opportunity to discuss it, ask questions, and reflect on how to apply it.

Challenges in Teacher-Student Discourse

Despite its importance, teacher-student discourse is not always effective. In many classrooms, communication remains largely one-sided, with teachers dominating the talk and students remaining passive. This imbalance can limit student engagement and hinder the development of critical thinking skills. Cultural and linguistic differences can also pose challenges. In increasingly diverse classrooms, students may come from backgrounds where interaction styles differ significantly from those expected in Western educational settings. Teachers need to be culturally responsive, recognizing and valuing different communication norms and creating space for all voices to be heard. Another challenge is the influence of standardized testing and rigid curricula, which may limit the time and flexibility teachers have to engage in meaningful dialogue with students. In such environments, discourse may

become mechanical or superficial, focused more on correct answers than on deep understanding.

Discourse in the Digital Age

With the rise of technology in education, teacher-student discourse is also taking new forms. Digital tools such as learning management systems, discussion forums, and video conferencing platforms offer new opportunities for interaction. Online discussions can provide a space for more reflective and equitable participation, especially for students who may be less comfortable speaking in traditional classroom settings. However, digital discourse also presents new challenges, such as the loss of non-verbal cues, limited immediacy, and the need for strong digital communication skills. Teachers must adapt their communication strategies to maintain engagement, clarity, and connection in virtual environments.

Conclusion In conclusion, the discourse between teacher and student is more than a pedagogical tool; it is a vehicle for transformation. It shapes not only what students learn, but how they learn, how they relate to others, and how they see themselves as learners. As education continues to evolve, cultivating meaningful, respectful, and empowering communication must remain a central priority. By doing so, educators not only enhance academic achievement but also contribute to the development of thoughtful, articulate, and engaged individuals prepared to contribute meaningfully to society. To overcome these challenges, educators must view discourse not as an incidental part of teaching, but as a skillful and deliberate practice that requires ongoing reflection and development. Professional learning, peer collaboration, and self-assessment of classroom interactions can help teachers enhance their communicative effectiveness. Adopting dialogic teaching strategies, encouraging open-ended inquiry, and creating safe spaces for student expression are practical steps toward fostering richer and more inclusive discourse. Despite its importance, teacher-student discourse often faces challenges. Time constraints, standardized testing, and curriculum pressures can reduce classroom dialogue to rigid, surface-level exchanges. Furthermore, cultural and linguistic diversity in today's

classrooms requires educators to be culturally responsive, recognizing that students may bring different communication styles and expectations. Without sensitivity to these differences, discourse can become exclusive or disengaging. Additionally, the increasing reliance on digital platforms for learning necessitates new approaches to fostering meaningful dialogue in virtual spaces, where non-verbal cues and immediacy may be limited. The importance of discourse is supported by key educational theories

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