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**PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND THEIR  
IMPACT ON RELATIONSHIPS WITH TEACHERS**

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*The psychological characteristics of students significantly influence their relationships with teachers, which are crucial in the learning process. This article explores the core psychological traits of students, such as emotional intelligence, motivation, and self-regulation, and how these attributes affect interactions with educators. By analyzing empirical studies and theoretical frameworks, the paper emphasizes the importance of understanding these dynamics to foster a positive educational environment. Practical recommendations for teachers to enhance communication and build constructive relationships with students are also discussed.*

**INTRODUCTION.** The relationship between students and teachers plays a fundamental role in the success of the educational process. These interactions are shaped by various psychological characteristics inherent in students, including their emotional intelligence, cognitive abilities, motivation, and social behaviors (Pianta, Hamre, & Stuhlman, 2003). Understanding these traits is essential for educators to create a supportive learning environment that promotes both academic and personal growth. In the modern educational landscape, the focus has shifted toward a student-centered approach that emphasizes the individuality of learners. This paradigm highlights the importance of recognizing students' psychological profiles to address their unique needs effectively. The present paper delves into the psychological aspects that define students' behaviors and interactions, analyzing their implications for teacher-student relationships.

Students' psychological characteristics play a pivotal role in shaping their interactions with teachers. By recognizing and addressing these traits, educators can create a supportive, inclusive, and collaborative learning environment that nurtures students' growth. The findings in this paper emphasize the critical importance of psychological awareness in

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educational practices, calling for sustained efforts in teacher training and professional development.

Future research should delve deeper into the interplay between cultural, socioeconomic, and psychological factors to develop a more holistic understanding of teacher-student dynamics. Moreover, the rapid evolution of digital learning presents new challenges and opportunities, making it imperative to design innovative interventions that address these changes. By prioritizing psychological insights and adapting to emerging trends, the education sector can ensure a more effective and enriching experience for all stakeholders involved.

Emotional intelligence refers to the ability to recognize, understand, and manage one's emotions and those of others (Goleman, 1995). It plays a critical role in interpersonal interactions, including those between students and teachers. Students with high EI often demonstrate enhanced communication skills, empathy, and adaptability, making it easier for them to build and maintain positive relationships with educators. For example, such students can articulate their academic challenges more effectively, enabling teachers to provide targeted support. On the other hand, low EI can lead to misunderstandings, conflicts, and disengagement. Educators need to identify students with varying levels of EI and employ strategies such as emotional coaching and reflective practices to help them improve.

Motivation, both intrinsic and extrinsic, significantly influences students' engagement in the learning process. Deci and Ryan's (1985) Self-Determination Theory outlines that students who experience autonomy, competence, and relatedness are more likely to be intrinsically motivated. These students tend to seek out meaningful interactions with teachers, fostering a collaborative and respectful relationship. Externally motivated students, however, may prioritize rewards or external validations, potentially impacting their communication dynamics with educators. Teachers can play a pivotal role in nurturing intrinsic motivation by creating a supportive and stimulating classroom environment.

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Self-regulation encompasses the ability to control emotions, thoughts, and behaviors in pursuit of long-term goals (Zimmerman, 2002). Students with strong self-regulation skills can adapt to various academic challenges, manage stress, and maintain focus, which positively impacts their interactions with teachers.

Conversely, students with weak self-regulation may exhibit procrastination, impulsivity, or avoidance behaviors, complicating teacher-student dynamics. Teachers can support these students by introducing structured routines, goal-setting exercises, and mindfulness techniques.

Social skills such as active listening, empathy, and conflict resolution are vital for building constructive relationships. Students with strong social skills are more likely to establish a positive rapport with teachers, while those struggling in this area may require additional guidance. Peer influence is another critical factor. Students who belong to supportive peer groups often exhibit cooperative and respectful behaviors, enhancing their relationships with teachers. Conversely, negative peer influence can lead to disruptive behaviors that strain teacher-student interactions.

Effective communication is the cornerstone of teacher-student relationships. Students' psychological traits, such as confidence, emotional stability, and assertiveness, directly impact their ability to communicate with educators. For instance, anxious students may hesitate to ask questions, leading to gaps in understanding (Skinner & Belmont, 1993). Teachers can address these challenges by fostering an inclusive and non-judgmental environment where students feel comfortable expressing themselves. Open communication not only enhances academic outcomes but also strengthens trust and mutual respect.

Conflicts between students and teachers are inevitable but can be managed effectively through an understanding of psychological characteristics. For example, recognizing that a student's defiance stems from low self-esteem rather than intentional misconduct can help educators respond with empathy and patience. Teachers who adopt a problem-solving approach and involve students in conflict resolution processes tend to build stronger and more resilient relationships. Training in conflict resolution and active listening can further enhance these interactions.

Trust is the foundation of a healthy teacher-student relationship. Students are more likely to engage and perform well when they trust their teachers. Emotional intelligence and empathy on both sides play a crucial role in building this trust (Hamre & Pianta, 2001). Teachers can cultivate trust by demonstrating consistency, fairness, and genuine concern for students' well-being. Additionally, creating opportunities for informal interactions, such as mentoring sessions, can strengthen these bonds.

Practical Recommendations for Teachers

1. **Cultivate Emotional Intelligence:** Teachers should integrate activities that enhance emotional intelligence, such as role-playing, journaling, and group discussions.

2. **Provide Personalized Support:** Recognizing the unique psychological traits of each student enables educators to tailor their approaches. For example, shy students may benefit from one-on-one interactions, while highly motivated students might thrive in collaborative projects.

3. **Encourage Self-Regulation:** Teachers can introduce techniques like goal-setting, time management, and mindfulness exercises to help students develop self-regulation skills. Providing regular feedback and celebrating small achievements can also motivate students to stay on track.

4. **Promote Positive Peer Influence:** Encouraging collaborative learning and team-building activities fosters a sense of community and reduces negative peer influence. Teachers can also act as mediators in peer conflicts, promoting harmony and mutual respect.

**Conclusion** Students' psychological characteristics play a pivotal role in shaping their interactions with teachers. By recognizing and addressing these traits, educators can create a supportive, inclusive, and collaborative learning environment that nurtures students' growth. The findings in this paper emphasize the critical importance of psychological awareness in educational practices, calling for sustained efforts in teacher training and professional development.

Future research should delve deeper into the interplay between cultural, socioeconomic, and psychological factors to develop a more holistic understanding of teacher-student dynamics. Moreover, the rapid evolution of digital learning presents new challenges and opportunities, making it imperative to design innovative interventions that address these changes. By prioritizing psychological insights and adapting to emerging trends, the education sector can ensure a more effective and enriching experience for all stakeholders involved.

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