



COMMUNICATIVE CAUSES OF PROBLEMATIC SITUATIONS BETWEEN TEACHERS AND STUDENTS DURING THE LEARNING PROCESS AND STRATEGIES FOR THEIR RESOLUTION.

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Annotation: The article examines communicative causes of problematic situations that arise between teachers and students during the learning process and identifies effective strategies for their resolution. In the context of contemporary educational transformations and the shift toward learner-centered paradigms, communication becomes a decisive factor influencing the quality of pedagogical interaction. Drawing on theoretical frameworks of pedagogical communication, the study conceptualizes teacher–student interaction as a dynamic system shaped by verbal and nonverbal exchanges, expectations, emotional climate, and institutional norms.

The article identifies key communicative causes of conflict, including authoritarian communication styles, lack of feedback, misinterpretation of messages, low levels of empathy, cultural and linguistic differences, and discrepancies between teachers' expectations and students' perceptions. Particular attention is paid to barriers in interpersonal communication such as semantic misunderstandings, psychological defensiveness, status asymmetry, and insufficient development of communicative competence. The study emphasizes that ineffective communication not only generates tension but also negatively affects motivation, academic performance, and classroom climate.

Based on the analysis, the article proposes evidence-based strategies for conflict prevention and resolution. These include the development of communicative competence, implementation of dialogical teaching methods, active listening techniques, constructive feedback practices, mediation approaches, and the cultivation of emotional intelligence in both teachers and students. The importance of reflective practice, participatory classroom management, and institutional support mechanisms is also highlighted.

The findings contribute to the field of educational psychology and pedagogy by systematizing communicative factors underlying teacher–student conflicts and offering practical recommendations for fostering positive, collaborative learning environments. The article underscores that effective pedagogical communication serves not only as a tool for knowledge transmission but also as a foundation for mutual respect, trust, and academic success.



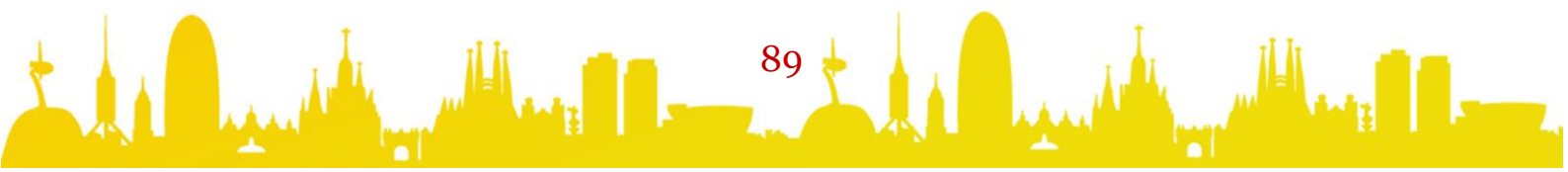
Keywords: pedagogical communication, teacher–student interaction, conflict resolution, communicative competence, classroom climate, educational psychology.

Introduction: Effective communication is a fundamental component of the educational process, serving as the primary medium through which knowledge, values, expectations, and social norms are transmitted. In contemporary education, characterized by rapid social change, increasing diversity, and the transition toward learner-centered pedagogical models, the quality of teacher–student interaction has become especially significant. Communication in the classroom extends beyond the simple exchange of information; it shapes the emotional climate, influences students’ motivation, and determines the overall effectiveness of learning.

Conflicts cannot cease to exist, as they are intrinsic to human beings, forming an integral part of their moral and emotional growth. Likewise, they exist in all schools. The school is inserted in a space where the conflict manifests itself daily and assumes relevance, being the result of the multiple interpersonal relationships that occur in the school context. Thus, conflict is part of school life, which implies that teachers must have the skills to manage conflict constructively. Recognizing the diversity of school conflicts, this chapter aimed to present its causes, highlighting the main ones in the classroom, in the teacher-student relationship. It is important to conflict face and resolve it with skills to manage it properly and constructively, establishing cooperative relationships, and producing integrative solutions. Harmony and appreciation should coexist in a classroom environment and conflict should not interfere, negatively, in the teaching and learning process. This bibliography review underscores the need for during the teachers’ initial training the conflict management skills development. [5, 12].

Conflict is a concept that can affect the relations and experiences of people as a social entity during their interaction with the public positively or negatively. Conflict naturally and normally occurs in schools. Conflicts can range from ordinary personal differences and anger, to violence that may end in terror and in wars. Sometimes unresolved conflicts may lead to violence. Conflicts are events which occur because of the problems in teams in which the individuals or groups have difficulty in working together, thus leading things to a standstill, or simply leading to chaos. [1, 146].

Management conflict between teachers and students is a phenomenon that often occurs in various educational institutions. In the teaching and learning





process, the dynamics of the relationship between teachers and students are very complex and involve various factors, both individual and environmental. Conflicts can arise due to differences of opinion, disagreements in how to learn or teach, as well as student behavior problems that disrupt the course of the educational process. According to Emynorane et al, conflicts between teachers and students can arise due to various factors, one of the main causes is differences in communication styles and teaching styles. Teachers who use methods that do not pay attention to students' individual needs can cause dissatisfaction and confusion among students. In addition, differences in expectations between teachers and students are also a significant source of conflicts. Teachers may hope that students can follow certain rules or expectations in learning, while students may feel that these expectations are too high or unrealistic for them. Another factor is student behavior problems that may not be following the norms expected in the learning environment. Teachers who face students who are undisciplined or lack focus in learning often feel frustrated, and this can trigger conflict. Conversely, students who feel pressured by rules or an overly authoritarian teaching approach may feel disrespected and try to challenge the teacher's authority. This factor is supported by Perez, who stated that conflict between teachers and students can take various forms, ranging from small disputes that occur in daily interactions, to major tensions involving student dissatisfaction with teaching methods or teacher treatment. Several factors that can trigger this conflict include differences in communication styles, differences in expectations in the learning process, lack of understanding between both parties, as well as external factors such as students' problems or pressure from parents. In this case, effective conflict management is very important so that the negative impact of conflict can be minimized and the learning process continues to run smoothly. Meanwhile, conflict management is the process of managing tensions or disputes that arise between two or more parties to reach a solution that is acceptable to all parties involved. In the educational context, conflict management refers to the methods used by teachers, students, and other related parties to deal with problems that arise in their relationships. According to Smith, effective conflict management aims to minimize negative impacts and optimize the results of the conflict. The importance of conflict management in the educational context cannot be underestimated. Poor conflict management can lead to detrimental situations, both for teachers and students. Teachers who are unable to handle conflict well can lose authority in the classroom, while students involved in conflict can feel pressured or even disrespected. Therefore, a deep understanding





of this conflict is needed and how to manage it in order to create a more harmonious and productive relationship between teachers and students. Furthermore, teachers as educators have an obligation to create a conducive learning atmosphere and deliver material in an effective way. However, in reality, teachers are often faced with challenges in managing the diversity of students' character differences in learning styles, and even behavioral problems that affect interactions in the classroom. On the other hand, students, who are often still in the character formation stage, have certain needs and expectations for the learning process, which are not always in line with the teacher's expectations. The differences between the two often trigger tension and conflict. [3, 165-166].

Research Methods: The present study is grounded in a descriptive-analytical research methodology, aimed at identifying and systematizing the communicative causes of problematic situations between teachers and students during the learning process, as well as determining effective strategies for their resolution.

The research is based on a systematic and integrative approach, which considers pedagogical communication as a multidimensional phenomenon influenced by psychological, social, and instructional factors. A comprehensive theoretical analysis of scientific literature in the fields of pedagogy, educational psychology, and communication studies was conducted to establish the conceptual framework of the study.

The methodological foundation of the article also incorporates elements of qualitative interpretative analysis, enabling an in-depth examination of interaction patterns, communicative barriers, and behavioral responses within the classroom environment. Through comparison, classification, and generalization of existing theoretical perspectives, the study identifies key communicative factors contributing to conflict situations.

Thus, the research methodology ensures a structured and theoretically grounded analysis of teacher–student communication problems and provides a basis for the development of practical resolution strategies.

There are many cases such as personality traits of students and teachers in the educational organizations, differences between their values, beliefs and attitudes, crowded classes, lack of quality educational teach-in processes, misunderstanding of the communication process, inadequate tools and equipment's and sharing of limited resources which cause conflict to be experienced in class or school level. There are likely to be many factors that can potentially affect the quality of teacher–student relationships. Some of these





factors may include individual student characteristics and behaviors, teacher characteristics and behaviors, prior relationship experiences, and broader social and contextual influences. The defects of a teacher-student relationship and a failure to cooperate may cause teacher student conflicts. The important thing is for teachers to solve these matters correctly and effectively without damaging the relationship, losing the cooperation with students or disrupting educational process. The primary task of teaching is to gain and maintain the cooperation of students. Without that cooperation, the school or individual classroom cannot function.

There is some research on managing conflicts in schools through the use of authority. a survey of high school, undergraduate, and graduate students about methods of resolving conflict revealed that students viewed the actions of instructors as coercive, highly powerful and authoritarian. Research results revealed that distributive conflict resolution strategies such as violence, complaint, anger, and swearwords were used frequently instead of constructive solutions such as negotiation, problem solving discussion and mediation. The use of coercive power is shown to be negatively related to student satisfaction, learning, and the extent to which teacher influence transcends the classroom. [2, 147].

Results: The results of the descriptive-analytical study confirm that communicative factors play a central role in the emergence and escalation of problematic situations between teachers and students during the learning process. The systematic review and qualitative interpretation of theoretical and empirical sources allowed for the identification, classification, and generalization of the main communicative causes of conflict, as well as the determination of effective strategies for their constructive management.

1. Identification of Key Communicative Causes

The analysis revealed that the most significant communicative causes of teacher–student conflicts include:

a) Differences in communication styles and teaching approaches.

Conflicts frequently arise when teachers employ rigid, authoritarian, or non-adaptive instructional methods that do not consider students' individual learning needs. A mismatch between instructional delivery and student expectations leads to dissatisfaction, confusion, and resistance.

b) Discrepancies in expectations.

The study confirms that differences between teachers' academic, behavioral, and disciplinary expectations and students' perceived capabilities or



interpretations constitute a major source of tension. Unrealistic or poorly articulated expectations contribute to misunderstanding and frustration on both sides.

c) Ineffective feedback and misunderstanding of messages.

Breakdowns in verbal and nonverbal communication, lack of clarity in instructions, and insufficient feedback mechanisms often distort meaning and intensify interpersonal tensions.

d) Authoritarian and domination-based strategies.

The findings support evidence that coercive, power-centered approaches to conflict management negatively affect student satisfaction, motivation, and learning outcomes. The frequent use of distributive strategies such as anger, complaint, verbal aggression, or punitive measures correlates with lower levels of cooperation and trust.

e) Behavioral and personality-related factors.

Individual characteristics of both teachers and students, including temperament, emotional regulation, prior relational experiences, and value systems, significantly influence the quality of interaction. Crowded classrooms, limited resources, and external pressures further intensify communicative strain.

f) Lack of conflict management competence.

The literature analysis underscores that insufficient preparation in conflict resolution during initial teacher training contributes to the persistence of ineffective communicative practices in educational settings.

Based on the data analysis and the interviews with various parties, namely students, teachers, parents and the school principal, it can be concluded that conflicts between teachers and students arise due to differences in expectations, values, and ineffective communication. Teachers have certain expectations for student behavior and performance, while students also have different needs and perspectives on how to learn and interact. Tension can arise due to misunderstandings, such as when students feel restricted or not understood by the teacher, or when the teacher feels students do not respect authority and rules in the classroom. Additionally, external factors such as academic pressure, students' problems, or cultural differences can also exacerbate conflict, making communication and understanding more difficult. To overcome conflicts between teachers and students, it is very important to strengthen open communication and mutual respect. Teachers need to listen to students' views and feelings with empathy, while students are also invited to respect authority and rules in the classroom. Conflict resolution can be done through constructive dialogue, where





both parties can express feelings and find mutual solutions that are mutually beneficial. In addition, implementing a more inclusive approach based on understanding students' backgrounds and needs can help prevent conflicts from arising. Social and emotional skills training, for both teachers and students, can also promote more harmonious relationships in the classroom. [4, 167].

Discussion: The findings of this study confirm that problematic situations between teachers and students during the learning process are predominantly rooted in communicative factors rather than in purely disciplinary or academic deficiencies. Communication functions not only as a vehicle for knowledge transmission but also as the primary mechanism through which roles, expectations, values, and emotional climates are constructed within the classroom. When communication is ineffective, ambiguous, authoritarian, or mismatched to students' needs, it becomes a catalyst for misunderstanding and conflict.

The analysis demonstrates that differences in communication styles and teaching approaches represent one of the most significant triggers of tension. Teachers who rely heavily on directive, rigid, or domination-based strategies often unintentionally suppress student autonomy and participation. Research on domination strategies in educational settings indicates that coercive approaches are negatively associated with student satisfaction, engagement, and long-term influence of the teacher beyond the classroom. When authority is exercised through pressure rather than dialogue, students may respond with resistance, passive disengagement, or open confrontation. These patterns confirm that communication style directly shapes relational outcomes.

Another major source of conflict identified in the study concerns discrepancies in expectations. Teachers frequently maintain implicit academic and behavioral standards that are not fully articulated or negotiated with students. Simultaneously, students bring their own expectations, shaped by prior experiences, social context, and developmental stage. When expectations remain misaligned or unrealistic, frustration accumulates on both sides. Teachers may perceive students as unmotivated or undisciplined, while students may interpret instructional demands as unfair or unattainable. This reciprocal misinterpretation intensifies relational strain and contributes to a breakdown of cooperation.

The results also highlight the multidimensional nature of communicative barriers. These barriers include semantic misunderstandings, insufficient feedback, emotional defensiveness, lack of empathy, and power asymmetry





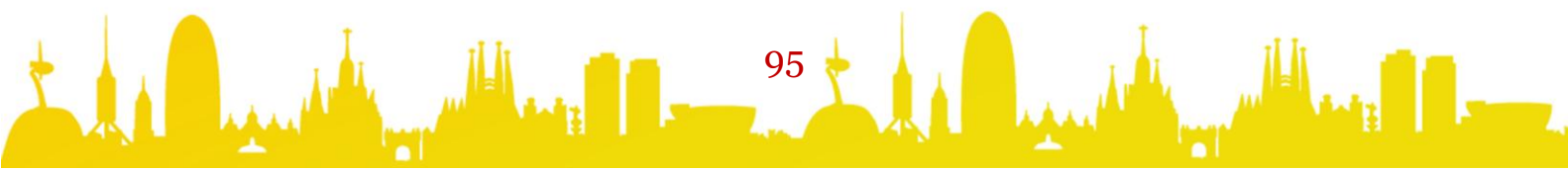
inherent in teacher–student relationships. Drawing on sociocultural perspectives associated with Lev Vygotsky, learning is understood as a socially mediated process that depends on meaningful interaction. When mediation is distorted by unclear communication or emotional tension, the learning process itself becomes compromised. Similarly, the humanistic perspective of Carl Rogers emphasizes empathy, authenticity, and unconditional positive regard as necessary conditions for constructive interpersonal relationships. The absence of these qualities in classroom communication increases the likelihood of alienation and defensive behavior.

Importantly, the discussion confirms that conflict in educational settings is neither abnormal nor inherently negative. Conflict is an intrinsic element of social interaction and a potential driver of moral and emotional growth. Schools, as complex social institutions, inevitably reflect the diversity of personalities, values, and beliefs present in society. However, the determining factor is not the presence of conflict itself, but the manner in which it is managed. When conflict is approached constructively through negotiation, mediation, and collaborative problem-solving it can enhance mutual understanding, strengthen communication skills, and foster emotional maturity.

Conversely, unresolved or poorly managed conflict may escalate into persistent relational breakdowns. The study underscores that inadequate conflict management can undermine teacher authority, damage trust, and create a hostile classroom climate. Students exposed to repeated coercive strategies may experience decreased motivation, anxiety, or disengagement, while teachers may develop frustration, burnout, or diminished professional satisfaction. Thus, ineffective communicative practices not only disrupt immediate interactions but also produce long-term educational consequences.

The discussion further reveals the influence of contextual and environmental factors. Crowded classrooms, limited resources, institutional pressures, and external family expectations may intensify communicative tension. Additionally, diversity in cultural backgrounds, learning styles, and personality traits requires adaptive communication strategies. Teachers must navigate these complexities while maintaining instructional effectiveness and relational stability. Therefore, communicative competence must be viewed as a dynamic professional skill that integrates psychological awareness, emotional regulation, ethical sensitivity, and pedagogical adaptability.

A central implication of the findings is the necessity of integrating systematic conflict management training into initial teacher education and ongoing





professional development programs. The literature reviewed in this study consistently emphasizes that many teachers enter the profession with strong subject-matter knowledge but insufficient preparation in managing interpersonal dynamics. Without structured training in communication theory, emotional intelligence, negotiation techniques, and reflective practice, teachers may default to authoritarian or avoidance strategies that exacerbate conflict.

Furthermore, the study highlights the importance of fostering a cooperative classroom culture grounded in shared norms and mutual respect. Establishing clear expectations through dialogue rather than unilateral imposition enhances transparency and reduces ambiguity. Active listening, constructive feedback, and participatory decision-making contribute to psychological safety and strengthen teacher–student relationships. The development of trust serves as a preventive mechanism against conflict escalation and supports sustainable collaboration.

Overall, the discussion reinforces the conceptualization of pedagogical communication as a multidimensional, relational, and ethically grounded process. The effectiveness of the educational process depends not only on curricular design or instructional techniques but also on the quality of interpersonal interaction within the classroom. Transforming communication from a hierarchical transmission model into a dialogical and cooperative framework is essential for minimizing problematic situations and promoting academic success.

Conclusion: This study has examined the communicative causes of problematic situations between teachers and students during the learning process and identified strategies for their constructive resolution. The results confirm that conflicts in educational settings are primarily rooted in communication-related factors, including differences in communication and teaching styles, discrepancies in expectations, ineffective feedback, domination-based strategies, and insufficient conflict management competence. Conflict is a natural and inevitable component of school life, reflecting the complexity of interpersonal relationships within educational institutions. However, its impact on the teaching and learning process depends largely on how it is addressed. When managed destructively through coercion or avoidance, conflict undermines cooperation, weakens motivation, and deteriorates classroom climate. When approached constructively through dialogue, empathy, and collaborative problem-solving, it can contribute positively to personal growth and relational development. The study underscores that the primary task of teaching is to establish and maintain student cooperation. Sustainable cooperation cannot be achieved through authoritarian control but through communicative competence,





emotional intelligence, and mutual respect. Therefore, the development of conflict management skills must become an integral component of teacher education and professional training.

In conclusion, effective pedagogical communication constitutes the foundation of a harmonious and productive learning environment. By prioritizing dialogical interaction, reflective practice, and constructive conflict resolution strategies, educational institutions can transform problematic situations into opportunities for growth, thereby enhancing both academic outcomes and the quality of teacher–student relationships.

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