

RESEARCH ARTICLE

CULTURE OF PSYCHOLOGICAL COMMUNICATION BETWEEN PARENTS AND TEACHERS

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Annotation

The culture of psychological communication between parents and teachers represents a crucial element in building a healthy and supportive educational environment. This form of communication is not limited to the simple exchange of information; rather, it emphasizes mutual understanding, emotional responsiveness, and respect for each other's roles in the child's upbringing and development. In the process of raising and educating a child, cooperation between family and school must be based on psychological sensitivity, empathy, and constructive dialogue. When such a culture is established, it significantly contributes to the child's academic success, emotional stability, and social adaptability. However, the lack of emotional awareness, poor communication skills, and misunderstandings can hinder this collaboration. The article analyzes the essential components of psychological communication, identifies barriers, and proposes strategies to strengthen parent-teacher interaction through a culturally sensitive and psychologically competent approach. Promoting this communication culture is a key factor in ensuring inclusive and sustainable educational outcomes.

Keywords: psychological communication, parent-teacher interaction, emotional competence, empathy, inclusive education, collaboration, communication culture, child development, family-school partnership, educational environment.

INTRODUCTION

The category of *communication* is one of the fundamental concepts in the science of general psychology. It encompasses the key mechanisms underlying interpersonal relationships and serves as a crucial component in the understanding of human interaction. Broadly interpreted within psychological science, communication reflects the internal dynamics of cooperative activity. It embodies reciprocal influence and mutual

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relationships, representing the social and procedural dimensions of interaction.

Among the essential elements of communication, *verbal interaction* (dialogue) holds a central place. Just as motivation plays a critical role in the motivational domain, communication is of equal importance in the development and functioning of interpersonal relationships. It acts as a mediating process that enables individuals to understand each other, coordinate actions, and maintain social harmony.

Definition and Structure of Communication

Communication can be defined as a multifaceted process that arises from the need for collaborative activity. It is a dynamic and multidimensional process that fosters the development of interpersonal interaction. As a psychological phenomenon, communication is composed of several interconnected components:

The Communicative Component: this refers to the transmission and exchange of information between individuals. Communication, in this sense, includes the sharing of messages among participants involved in a joint activity. It may involve both one-way and two-way transmission of information. From a psychological perspective, the communicative function is primarily realized through language and speech activities. When individuals engage in dialogue, they actively utilize linguistic tools—spoken or written language—to encode, transmit, and decode messages. This interaction is critical for establishing mutual understanding and cooperation.

The Interactive Component (*to be expanded further if needed*): beyond the mere transmission of information, communication also involves the regulation of mutual actions. This aspect concerns the influence individuals exert on each other's behavior, either consciously or unconsciously. The interactive component plays a key role in coordinating efforts and establishing social norms within group settings.

The Perceptive Component (*also known as the interpretative or affective dimension*): this element of communication pertains to the understanding and interpretation of the partner's personality, emotional states, intentions, and attitudes. It includes processes such as empathy, perception of nonverbal cues, and social cognition. Through perceptive processes, individuals form impressions, make judgments, and adjust their behavior in accordance with the perceived mental and emotional state of others.

LITERATURE ANALYSIS AND METHODOLOGY

The culture of psychological communication between parents and teachers has been the subject of increasing academic interest in the fields of developmental psychology, pedagogy, and social communication. Historically, the foundation of this topic lies in the broader study of home-school relationships and interpersonal communication within educational settings.

In international scholarship, early contributions to understanding parent-teacher communication can be traced back to Bronfenbrenner's ecological systems theory (1979), which emphasized the significance of

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interconnected systems in a child's development—particularly the microsystem interactions between family and school. Joyce Epstein (1995) further elaborated the importance of school-family partnerships, outlining six key types of involvement, including communication as a central element.

More recent research by Hoover-Dempsey and Sandler (2005) examined the psychological motivators of parental involvement and highlighted the role of effective communication in promoting educational outcomes. Their model underscores the need for schools to cultivate an emotionally supportive and trust-based environment to encourage active parental participation.

In the context of Uzbekistan, the study of psychological communication in education has evolved alongside national reforms in the education system. Uzbek scholars such as A.A.Asqarova and Z.A.Raxmatullaeva have contributed to the conceptual understanding of pedagogical communication and the psychological climate of educational institutions. Asqarova (2016) emphasizes the cultural and emotional aspects of communication in teacher-parent interactions, suggesting that successful cooperation is grounded in mutual respect, listening, and value alignment. Raxmatullaeva's research (2020) highlights the challenges in communication arising from traditional family roles, generational differences, and limited psychological training among educators.

Methodologically, this study employs a qualitative approach to explore the nuances of psychological communication between parents and teachers. The primary methods include content analysis of academic literature, semi-

structured interviews with teachers and parents, and participant observation during school meetings. These methods aim to uncover both the explicit and implicit factors that shape the communication culture, such as emotional tone, nonverbal cues, and socio-cultural attitudes.

Additionally, a comparative analysis of international and local practices provides a framework for evaluating communication strategies across diverse educational settings. By integrating theoretical perspectives and empirical data, the research seeks to offer practical recommendations for fostering a psychologically competent and culturally sensitive communication culture between families and schools.

DISCUSSION

Interactive (two-way interaction) - is understood as the interaction of the participants in the dialogue, their interaction in speech activity is not only through the exchange of ideas through words, but also through actions and behavior.

Perceptive (mutual perception, understanding) in this case, the process of mutual perception of the participants in the dialogue is manifested, that is, one of them is perceived by the other as a trustworthy, intelligent, insightful, experienced, highly trained person.

Considering all three aspects of the interaction as a whole, it is manifested as a method of organizing cooperative activity and the relationships of its participants.

A professional problem can be successfully solved only when the teacher and the students (students) can enter into cooperative activities, establish mutual influence and

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understanding on the goals and tasks of personality formation.

Pedagogical interaction is a specific system of methods of influencing the teacher on students.

The exchange of information between the participants of cooperation

The organization of interaction and interaction by the teacher with students using various communicative means

Performs the function of planning and implementing the implementation of a specific goal on a programmatic basis.

In pedagogical activity, communication is, firstly, a means of individual performance of educational activities, secondly, a socio-psychological system of ensuring the educational process, thirdly, a method of organizing a certain system of interaction between teachers and students, ensuring the success of education and upbringing, fourthly, a process that allows improving the individuality of the student, revealing his talents, and fifthly, it is the basis for realizing him as a subject of individual activity.

Pedagogical communication is understood as the ability, method and system of interaction between the teacher and the student (student) team, understanding its essence, mutual exchange of information, educational and educational influence, achieving mutual understanding and organizing it.

In the process of communication, social control and social rules are important to ensure its purposeful implementation. This control involves 3 important means of influence: disapproval, condemnation, and punishment.

If the behavior of a student or a teacher in the process of communication contradicts the

norms of social laws and regulations, then his or her actions are condemned, and influence is exerted by means such as objections, reprimands, and reminders. During communication, etiquette and politeness are of great importance and ensure its success. It regulates the correct implementation of its main tasks (information exchange, interaction, mutual understanding).

When expressing each opinion, understanding that it is being accepted from the dialogue, paying attention to its appearance, changes, apologizing, and addressing with humility, etiquette is maintained.

In the process of communication, a thoughtless thought or excessive gesture leads to indecency.

And indecency leads to a conflict situation, a confrontational and contradictory situation. As a result, the exchange of ideas becomes a conflict situation. Establishing psychological contact in pedagogical communication is of particular importance, because the relationship with the student is built on the basis of respect and trust. In this case, the teacher should not lose sight of the student's rights and obligations, as well as the role he plays in the school, community, and family.

Methods of managing pedagogical communication in the educational process. In psychology, the techniques of communication of leaders with members of their team have been analyzed, and various types of socio-psychological portraits have been developed. The methods of managing communication of leaders are given in the form of authoritarian, democratic, liberal styles. These styles can be seen in the form of the teacher's leadership style

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in pedagogical communication. Authoritarian style. The teacher personally determines the direction of the group's activities, the teacher decides who sits with whom, who works with whom. A teacher working in this style does not allow students to take initiative. The main form of cooperation is an order, a command, an instruction, a warning. Even gratitude, which is rarely expressed, is in the form of humiliation. Like "You answered well today. I did not expect this from you."

When a student sees a mistake, he laughs at him instead of correcting it. In his absence, work slows down or stops altogether.

Democratic style. The teacher tries to convey the goal of the activity to each student, encourages everyone to actively participate in determining the course of work. He sees his task not only as control and coordination, but also as upbringing, each student is motivated, self-confidence appears in him, self-management develops. In a democratic style, the teacher, managing, encourages the optimal distribution of tasks, taking into account the individual abilities and interests of children. Encourages activity, supports initiative. The main form of communication is in the form of requests, advice, information.

Liberal style. The teacher tries not to interfere in the activities of the team, does not show activity, treats advice formally, quickly succumbs to various influences. Avoids responsibility.

The best style is the democratic style. Quantitative indicators may be lower than in the authoritarian style, but the need to work continues even under the leadership. Creativity is high, a sense of responsibility, pride in one's own team is developed. The worst style is the

liberal style, in which both work is done less and the quality is poor.

Authoritarianism is characterized by the immaturity of the teacher, his moral and political upbringing, and low pedagogical culture.

There are the following main types of pedagogical styles that teachers can use in school practice in moral education:

1. A democratic approach to the implementation of educational goals requires an open discussion of the results of educational work, its evaluation together with students, and the development of future plans. This method forms interpersonal relationships between the teacher-student team on the basis of freedom and democratic requirements, and creates the basis for the realization of all psychological and individual capabilities and abilities through the initiative of students and a creative approach to self-education.

2. Friendly relations with students - a pedagogical style. It is built on the basis of respect for the student's personality and the criterion of inquisitiveness. A teacher who organizes his activities on the basis of this style should look with hope at the future of each student, try to approach him individually, not use punitive methods indiscriminately, and strive to set promising educational goals for the student collective. In fact, this style can pave the way for the transition to the first style we have considered, be a prelude to it. On the contrary, if the teacher does not strive to have a certain pedagogical essence, if his knowledge of his subject is shallow, if he does not approach interpersonal relationships creatively, if he does not improve his communicative skills, the students will gradually cease to recognize him as

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an "older brother", "consultant". A teacher can lose his leadership role in implementing his educational work and become a petty person who wants to easily earn the respect of students.

3. Pedagogical behavior - distance style.

Both experienced teachers and young teachers who are just starting their careers can try to use it. Teachers rely mainly on pedagogical demand: they set certain educational goals for students, monitor the process of their implementation, correct their mistakes, and evaluate them. In the classes taught by such teachers, educational activities are carried out only in the name of educational goals; educational activities do not form motives for action, developmental needs in students. At best, students in the class can master moral knowledge. However, this kind of knowledge is rarely used in practice.

4. Fear-based style. Usually young, inexperienced teachers try to use it. This style is mainly based on prohibition. Children's activity and initiative are denied. This style is completely incompatible with the interests of school reform.

5. The style of striving for mastery. It is usually used by some teachers who do not have certain knowledge, do not have confidence in themselves as teachers, and do not have the ability to manage a group of students in the classroom. However, students will sooner or later fall for this trick. If this is not prevented, it can seriously undermine educational work in the classroom.

The desire to gain the respect of students is not only a pedagogical goal, but also a means of realizing the goals of communist education.

It is obvious that the first and second pedagogical methods give good results in

educational activities; teachers should avoid the third, fourth and fifth pedagogical methods as much as possible.

The effectiveness of a teacher's influence on students is reflected in his principledness and demandingness. In addition, he must be very demanding of himself, and naturally gain respect and attention by his personal example.

RESULTS

As a result of the teacher's influence on students in the process of interaction and cooperation, they develop:

- respect for themselves and others;
- evaluation of their own and others' activities and behavior;
- self-control and control over others;
- self-management (both in cognitive activity and behavior)
- self-improvement and acquisition of new qualities are formed.

Friendly interaction between the student and the teacher ensures thorough assimilation of knowledge and serves to form excellent personal qualities. The manners of interaction that occur in the pedagogical process reflect the moral culture and level of upbringing of the teacher. The teacher's attitude to himself, his profession, and students as a pedagogical professional can be clearly seen in his communication.

In the system of relations in the pedagogical process, the interaction between the teacher and the student plays a significant role. In this process, the child acquires the knowledge and moral experience accumulated by mankind over the centuries. The teacher is the leader in the pedagogical process. He is entrusted with the task of educating and educating the younger

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generation. Therefore, special, high requirements are imposed on the teacher, his moral qualities, behavior, and interaction with students. A teacher is a person who is just entering life, forming as a well-rounded individual, communicating with young children. Children in the process of education and upbringing master universal and national moral norms. A student perceives etiquette mainly in the image of a teacher. In the teaching community, the interaction between teachers is based on the principles of humanity and voluntariness. They are usually of two types, one is called official, the other is called informal interaction. Official interaction is based on the laws and directive documents of the Republic of Uzbekistan. Informal interaction is based on the laws of pedagogical ethics (teacher etiquette) and is performed voluntarily by each member of the community. Etiquette is governed by psychological laws, norms of etiquette, rules, and requirements based on the opinion of the teaching staff. Educating and educating young people is not the work of one person, but of a team of teachers. To achieve the goal of education, the entire team of the school, the educational institution, and all teachers must work together. The behavior, behavior, and attitude of each teacher should correspond to the goals of the teaching team. The influence of the team on individual teachers depends on the etiquette and relationships formed in the teaching team. The unity of responsibility for the upbringing of each child requires that the requirements of the teaching team for the student be the same. This is one of the laws of teacher etiquette. The discipline of students in the lesson shows the level of etiquette and moral

relationships in the teaching team. Maintaining academic discipline at school is the work of the entire teaching team. The presence of mutual assistance and trust in the teaching team depends on the moral level of the teachers in the teaching team, adherence to etiquette, and the goals of the teaching team. Mutual relations in the teaching team are based on collegiality and individual leadership, and maintaining discipline. When there is a healthy mental and spiritual environment in the pedagogical team, ethical norms and guidelines are not only implemented, but they also become the beliefs and habits of each teacher. As a result of the influence of the pedagogical team on the work useful for the individual and the collective, profound qualitative changes occur in the spiritual image of the teacher. A correct understanding of social duty, the ability to correctly assess behavior are usually formed, and mutual relations in the team improve. Relations in the pedagogical team are not simple friendship and neighborliness, but responsible ties of team members responsible for the common cause.

CONCLUSION

In conclusion, the development of a psychologically competent communication culture between parents and teachers is a crucial factor in ensuring the holistic development of children and the effectiveness of the educational process. Mutual understanding, emotional sensitivity, respect, and collaboration form the foundation of such communication. Both international and Uzbek scholars have emphasized that effective parent-teacher communication not only supports students'

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academic performance but also fosters their emotional well-being and social adaptation.

The research shows that communication culture is not limited to information exchange; rather, it includes deeper psychological and socio-cultural elements such as empathy, active listening, and nonverbal understanding. Strengthening this culture requires systematic efforts: providing psychological training for educators, raising parents' awareness, and institutionalizing regular dialogue mechanisms between schools and families.

In the context of modern educational reforms and increasing attention to inclusive and child-centered learning, promoting a healthy communication environment is more important than ever. The integration of global best practices with local cultural values offers a pathway toward more effective and sustainable

school-family partnerships. Therefore, cultivating a psychologically informed communication culture should be considered a strategic priority in educational development policies.

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