

THE PROBLEM OF SOCIAL EXPECTATIONS IN TEACHER AND STUDENT RELATIONSHIPS

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Annotatsiya: *This article is devoted to the study of the problem of social expectations in teacher-student relations. The study analyzes how stereotypes and teacher expectations affect student learning outcomes. The article recommends various measures and strategies to alleviate this problem. This study provides important information for educators, education policy makers, and researchers.*

Keywords. *Social expectations, stereotypes, teacher-student relationships, learning outcomes, Pygmalion effect, Golem effect, cultural sensitivity, educational diversity.*

1. Enter. The teacher-student relationship plays an important role in the educational process. The basis of this relationship is social expectations, which depend on teachers' opinions and expectations about students. Stereotypes and false expectations can negatively impact student achievement. This article examines the problem of social expectations in the teacher-student relationship and suggests measures to alleviate them.

2. Adabiyotlar sharhi

2.1. Stereotypes and expectations

Research by J. Dovidio, K. Kawakami, and P. Glick provides important insights into the impact of stereotypes on education. These studies examine how powerful stereotypes can be and ways to reduce that influence. Stereotypes can create false expectations that teachers have about students, which negatively affects student achievement.

2.2. Pygmalion and Golem effects

The study *Pygmalion in the Classroom* by R. Rosenthal and L. Jacobson provides important insights into how teacher expectations affect students. This study shows the relationship between expectations and outcomes. The Pygmalion effect shows that high expectations have a positive effect on student achievement, while the Golem effect shows that low expectations have a negative effect.

2.3. Cultural and language differences

C. Sleeter and C. Grant's work on cultural sensitivity and diversity provides theoretical and practical insights into approaches to teacher-student relationships. These studies provide recommendations for improving teachers' cultural sensitivity and developing their skills in working with students from different cultures.

3. Methods

3.1. A qualitative method

The experiences and opinions of teachers and students are explored through interviews and focus group discussions. Through this method, detailed information can be obtained about teachers' expectations and students' attitudes towards themselves.

3.2. Quantitative method

The relationship between expectations and results is statistically analyzed through questionnaires. Surveys examine teacher and student expectations, achievement levels, and teacher evaluations.

4. Results

The results of the study show the following main aspects:

Teacher expectations: High or low teacher expectations have a significant impact on student learning outcomes. High expectations motivate students to do more, while low expectations reduce students' self-confidence.

- Stereotypes: Stereotypes have a negative impact on student achievement, lower self-confidence, and lower educational outcomes.

- Cultural and language differences: Cultural and language differences can lead to false expectations and misunderstandings, which can negatively affect relationships with students.

5. Discussion

The results show how the problem of social expectations affects the educational process. Teacher expectations and strategies to reduce stereotypes are discussed. Including:

- Practical measures to identify and eliminate stereotypes: Teachers should participate in trainings and exercises to identify and combat stereotypes.

- Cultural sensitivity and diversity training for teachers: Teachers should regularly attend cultural sensitivity and diversity training.

- Encourage open communication between teacher and student: Fostering open and honest communication between teachers and students helps to clarify social expectations and reduce misconceptions.

6. Summary

This article identifies the problem of social expectations in the teacher-student relationship and recommends measures to alleviate it. The results of the study can be useful for teachers, education policy makers and researchers. Educators can increase student achievement by reducing stereotypes and increasing cultural sensitivity.

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