

¹Bibigul Vasic*, ²Venera Kubieva, ²Elmira Kapina

¹University of Nis, Republic of Serbia

²Aktobe Regional University named after K. Zhubanov, Aktobe, Republic of Kazakhstan

PEDAGOGICAL COMMUNICATION AS A FACTOR IN THE EMOTIONAL WELL-BEING OF STUDENTS

Abstract. This article explores the impact of various pedagogical communication styles on the emotional well-being of primary school students within the context of contemporary education. The relevance of the study is linked to the need to create a favorable psycho-emotional climate in the classroom, which enhances students' academic motivation and reduces anxiety. The main objective of the empirical research was to identify correlations between communication styles (authoritarian, democratic, and laissez-faire) and students' emotional responses. The study involved students from the specialty "5B010200 - Pedagogy and Methods of Primary Education" at Aktobe Regional University named after K. Zhubanov during their teaching practice. The research methods included questionnaires, classroom observation, the Luscher color test, and statistical analysis using SPSS 26.0. Results indicated that a democratic communication style contributes to the development of emotional stability and intrinsic motivation, while authoritarian and liberal styles are associated with increased anxiety and reduced engagement. The study underscores the importance of developing flexible communication strategies and emotional intelligence among future teachers.

Keywords: communication style, emotional state of students, primary education, anxiety, teaching practice.

Introduction

In the Republic of Kazakhstan, in the context of modernization of education and the introduction of updated educational content, the requirements for the quality of pedagogical interaction are increasing. One of the key factors determining the success of the educational process is the teacher's communication style, which creates an emotional atmosphere in the classroom. The education system of the Republic of Kazakhstan is aimed at developing the student's personality, social activity, creativity and internal motivation, which is impossible without the emotional well-being of students.

The emotional well-being of students is recognized as a priority not only in national but also in international educational policy. In particular, the UN Convention on the Rights of the Child (1989), ratified by Kazakhstan, emphasizes the right of every child to respect for human dignity, protection from any form of violence and the creation of conditions conducive to his or her comprehensive development (World Health Organization, Article 29, 2020). Effective pedagogical interaction and the creation of a positive emotional climate in the classroom are directly related to these international commitments.

The UNESCO Social and Emotional Learning (UNESCO, 2021) guidelines emphasize that an emotionally supportive school environment promotes better learning, the development of stable interpersonal relationships, and reduced anxiety among students. The World Health Organization (WHO), through its Health Promoting Schools initiative, emphasizes the importance of a psychologically safe environment as a key condition for maintaining and strengthening children's mental health (OON, 1959).

Issues of pedagogical interaction acquire particular importance in the context of training future primary school teachers. In this context, the activities of the Aktobe Regional University named after K. Zhubanov are of particular interest. Here, we train qualified specialists in the field of primary education who are capable of establishing effective communication with their future students, including developing empathy, the ability to listen, observe and support children. This study is also based on data collected from students of this university studying in the specialty "Pedagogy and Methodology of Primary Education", which allows us to consider the problem from the position of a practice-oriented approach and professional readiness for emotionally sensitive pedagogical interaction.

Methods and organization of the study

The study was conducted at the Faculty of Education of the Aktobe Regional University named after K. Zhubanov and included a mixed (qualitative-quantitative) approach. The empirical base consisted of data collected from students in the specialty “5B010200 - Pedagogy and Methodology of Primary Education”, as well as primary school students as part of their teaching practice. The study involved 68 third- and fourth-year students and 112 primary school students from four schools in the city of Aktobe: 21, 27, 35, 56. We also involved class teachers from the elementary classes where students completed their internships and where the experiment itself took place.

To diagnose the communication style of teachers, the questionnaire of I.A. Zimnyaya was used, adapted to the conditions of primary school education. The students' emotional state was assessed using the Luscher Color Test method, as well as questionnaires with closed and open questions aimed at self-assessment of emotional comfort, anxiety level, and mood in the learning environment.

In addition to the questionnaire, observation and pedagogical interview methods were used, which allowed for a deeper understanding of the nature of pedagogical interaction. To increase the reliability of the results, data triangulation was used: comparison of information obtained from students, pupils and mentors (practicing teachers).

Quantitative data were processed using SPSS 26.0 software: methods of descriptive statistics, correlation analysis (Pearson) and one-way analysis of variance (ANOVA) were applied, which made it possible to identify significant relationships between the teacher's communication style and the emotional reactions of students. Qualitative data were analyzed using content analysis followed by categorization of participants' statements.

This integrated approach provided a comprehensive examination of the influence of pedagogical communication on the emotional state of primary school students in the context of both the educational environment and the personal characteristics of the teacher.

Research results and discussion

As part of the theoretical analysis of the chosen research topic, we relied on the works of foreign and domestic scientists. Thus, Zimnyaya I.A., Selevko G.K. identified the concept of “communication style” as a stable set of techniques, forms and methods of interaction between a teacher and students. It is determined by the personal characteristics, pedagogical attitudes and professional position of the mentor (Putilovskaja, 2021; Selevko, 2006). In turn, Levin K. emphasizes that communication style has a long-term impact on self-esteem, motivation and adaptation of students in the educational environment (Novikova, 2023). Davydov V.V., Lazarus R., Myers D. interpret “emotional state” as a person's internal psychological state, reflecting the level of his emotional well-being, experiences, moods and attitudes towards what is happening. In the context of education, this condition manifests itself in the level of anxiety, motivation, emotional involvement and resilience of students to stress factors (Kuzakina, 2024; Esetova, 2020; Majers, 2018).

An analysis of the works of Kazakhstani scientists Karaev Zh.A., Kabdykalikova S.K., Kobdikova G.Zh., testifies to the importance of teachers' orientation towards a personality-oriented model of interaction. Researchers emphasize that effective pedagogical communication must be flexible, sensitive to changes in the emotional background of students, and contribute to the creation of a trusting and supportive educational environment (Karaev, 2023; Kobdikova, 2019).

Communication styles (authoritarian, democratic, liberal) are considered in the context of their influence on the personal development and psycho-emotional background of the child. According to research by A.A. Rean and I.A. Zimnyaya, a democratic style helps reduce anxiety and build trust and confidence in students (Rean, 2006; Putilovskaja, 2021).

In the context of digitalization of education, pedagogical communication is acquiring new features, transforming into multimodal interaction, where digital communication channels are used along with verbal and non-verbal forms. We view the style of pedagogical communication as a dynamic system that includes digital behavioral patterns that manifest themselves in the online environment: through feedback in electronic diaries, participation in instant messengers, online learning, and digital platforms. In the modern educational paradigm, pedagogical communication should not only be personally oriented, but also

technologically adapted, open to constant reflection and change in response to students' emotional signals in the digital environment. In this regard, the teacher's choice of communication style, as well as his ability to build trusting interactions with students in both traditional and hybrid or online forms of education, are of particular importance.

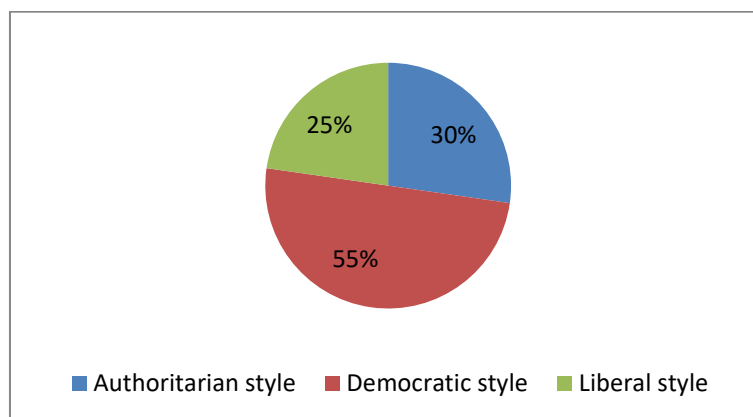
Given the growing importance of the emotional aspect in educational practice, special attention should be paid to the psychological state of the students themselves, especially those studying in elementary grades. The emotional state of primary school students during the primary school period is a key indicator of adaptation to the educational environment, influencing the success of learning and the psychological development of the child. According to L.D. Stolyarenko, emotional well-being is formed in close connection with interpersonal relationships and the style of interaction between adults and the child, and its disruption can cause both short-term and long-term difficulties in learning and socialization (Stolyarenko, 2010). We interpret the emotional state of primary school students as an integrative characteristic reflecting the level of internal stability, adaptability and satisfaction with the learning environment, and we believe that a teacher who is aware of their communication strategies is able to consciously influence the formation of this state.

Based on the obtained theoretical data, an empirical study was developed aimed at identifying specific relationships between the teacher's communication strategies and the emotional reactions of students. The psychological study was conducted with the aim of empirically testing theoretical conclusions and included both quantitative and qualitative diagnostic methods. Particular attention was paid to identifying the degree of comfort of the educational environment, the level of motivation, anxiety and the general emotional state of students with different styles of interaction between teachers.

The first study was conducted among 68 third - and fourth-year students in the specialty "5B010200- Pedagogy and Methodology of Primary Education," using questionnaires to assess the teacher's communication style (according to Levin's classification) and an emotional state scale. Comparison of the results made it possible to identify the relationship between communication style and the emotional state of students.

Figure 1

Results of diagnostics of communication styles of teachers according to the questionnaire of I.A. Zimnyaya



Source: Stolyarenko, L. D., (2010)

The diagram shows the results of the diagnostics of communication styles of future primary school teachers using the questionnaire of I.A. Zimnyaya. The democratic style prevails (55%). An authoritarian style was recorded in 30% of pedagogues. A liberal style was noted by 25% of respondents. The interpretation of the results allows us to state that the focus on a democratic communication style contributes to maintaining a positive emotional climate in primary school and should be a priority in the system of teacher training.

The following diagnostics were carried out with primary school students during their educational and pedagogical practice. 112 primary school students from comprehensive schools in the city of Aktobe served

as referees. This assessment revealed the emotional state of primary school students at the beginning and end of the pedagogical study. The Luscher color test was used as a basis.

Table 1

Results of the diagnostics of emotional state according to Luscher (at the beginning and end of the experiment)

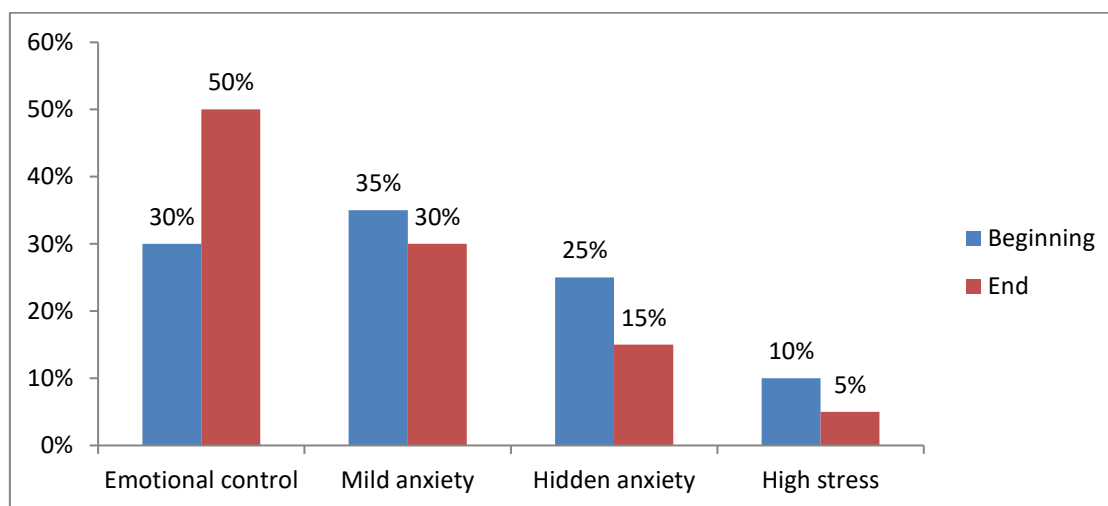
Class	Number of students	Comfortable state		High anxiety	
		beginning	end	beginning	end
1	18	4	10	8	3
2	26	9	18	9	4
3	34	15	28	10	3
4	34	16	29	11	3

Source: Stolyarenko, L. D., (2010)

The results of the table show positive dynamics in the emotional state of primary school students at the end of the pedagogical experiment. The greatest improvements are observed among students in grades 3-4, which is explained not only by a more stable adaptation to the school environment, but also by the active use of modern behavioral strategies by teachers.

Figure 2

Results of the Luscher Color Test



Source: Stolyarenko, L. D., (2010)

A comparative analysis of the emotional state of schoolchildren before and after the experiment shows positive dynamics. The proportion of students with emotional comfort increased from 40% to 58%, indicating an improvement in the psychological climate in the classroom. The number of children with mild anxiety decreased from 30% to 24%, and latent anxiety decreased from 20% to 12%. Particularly significant is the reduction in high stress levels - from 10% to 6%. This indicates the effectiveness of introducing a teaching style focused on support and emotional involvement.

The improvement in the emotional state of schoolchildren at the post-diagnostic stage is explained by the introduction of well-thought-out behavioral strategies of the teacher, aimed at creating a trusting and supportive educational environment.

The following strategies have proven to be the most effective:

- *empathic listening* (the teacher listened attentively to students' opinions and feelings without criticism; actively monitored children's emotional cues and adapted their communication style to the current mood of the class);
- *gamification of the educational process* (the introduction of game elements (points, badges, mini-quests) to increase motivation and reduce anxiety in stressful situations);
- *digital feedback technologies* (using online tools (e.g. Padlet, Mentimeter) to anonymously express

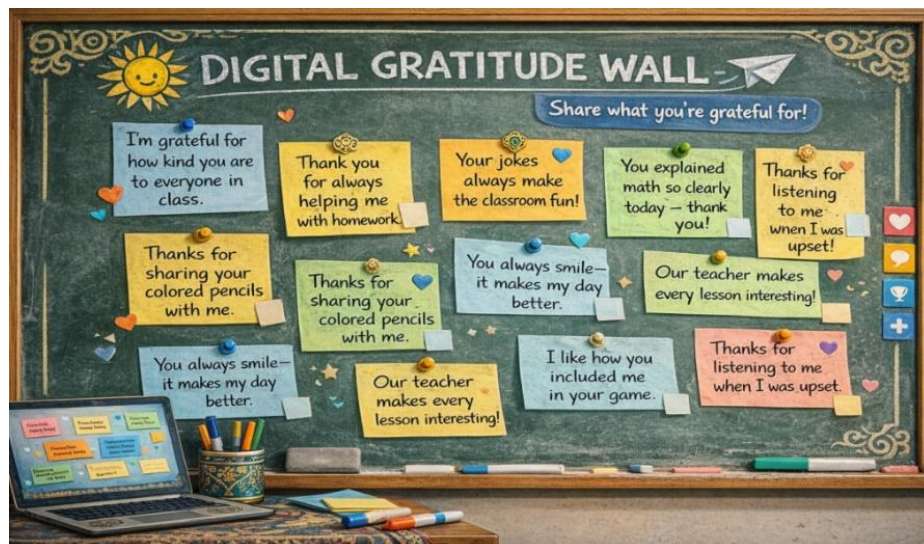
emotions, suggestions, questions);

- creating an "emotional vocabulary" in the classroom (developing children's ability to recognize and name their emotions through working with pictograms, colors, or simple digital applications);
- micro-practices of mindfulness (short breathing exercises, "minutes of silence," and visualization techniques to reduce stress and restore concentration).

As an example, consider the "Digital Gratitude Wall" technique: using an online board, children write down what they are grateful for in each other and in the teacher. This enhances a positive classroom climate. As part of this technique, students are encouraged to regularly record in the digital space words of gratitude to classmates and the teacher for help, support, goodwill, or successful collaboration in the lesson. This form of interaction helps children develop skills of emotional reflection, the ability to notice positive manifestations in the behavior of others and to express gratitude in a socially acceptable form. In addition, the Digital Gratitude Wall enhances a sense of community, reduces anxiety, and creates a sustainable, positive emotional climate in the classroom, which is especially important in hybrid and distance learning settings.

Figure 3

Digital Gratitude Wall



Source: Vasic B.K., Kubieva V.A., Kapina E.A. (2025)

In order to identify the relationship between the style of pedagogical communication and the emotional state of students, a questionnaire was developed, including both closed and open questions aimed at self-assessment by schoolchildren and future teachers of such parameters as the level of emotional comfort in the learning environment, the degree of anxiety in the process of interaction with the teacher, the general mood and emotional background in the classroom, and the perception of the teacher's behavioral strategies.

The purpose of the questionnaire: to determine which components of pedagogical communication influence the emotional state of students, and to compare the perception of these factors by the children themselves, students of pedagogical fields and practicing teachers.

Table 2*Structure of the questionnaire “How I feel in lessons/classes”*

Block 1. Emotional comfort	Do you enjoy coming to school? (yes/no) Do you feel confident in class? (always/sometimes/never) What helps you feel comfortable in class? (open-ended question)
Block 2. Anxiety and its causes	Are you afraid to answer questions at the board? (Yes/Sometimes/No) What makes you nervous in class? (Options: a strict teacher, fear of making mistakes, unclear assignments, etc.) Tell me about moments in class that make you especially nervous. (Open-ended question)
Block 3. Perception of teacher behavior	Does your teacher praise you more often than criticize you? (yes/no) Does your teacher speak to you in a friendly manner? (always/sometimes/never) Does your teacher notice when you're sad or tired? (always/sometimes/never) What words from your teacher stand out to you? (open-ended question)
Block 4. General mood and climate in the class/group/team	What's your typical mood like in class? (open-ended question) How do you rate the classroom atmosphere? (1-10, please explain your answer) Would you like your teacher to change anything about how they interact with you? (open-ended question)

Source: Vasic B.K., Kubiyeva V.A., Kapina E.A. (2025)

The questionnaire aims to obtain a comprehensive picture of the students' emotional state and to reveal which aspects of communication (support, demandingness, participation, feedback, etc.) are observed or contribute to emotional well-being. Comparing the opinions of pupils, students and teachers will allow for data triangulation and increase the reliability of the interpretation of the results.

The survey was conducted among three groups of respondents: 112 primary school students (grades 1–4); 68 students in the specialty “5B010200 - Pedagogy and Methodology of Primary Education” and 12 primary school teachers. The results were distributed as follows:

1) Emotional comfort in the learning environment

Among school students, 62% of respondents reported feeling comfortable in the classroom and enjoying attending school. At the same time, 24% indicated that they occasionally experience anxiety, particularly when answering questions at the board or taking tests. Another 14% admitted to feeling insecure or fearful, especially in situations where teachers adopt a strict or authoritarian communication style.

Among university students, 58% believed that the democratic communication style demonstrated by their mentors contributes to a positive and supportive learning environment. However, 31% noted that increased anxiety among students is most commonly associated with unconstructive criticism or a lack of attention from teachers. An additional 11% reported observing emotional stress among learners resulting from insufficient feedback and limited pedagogical support.

Among pedagogues, 69% identified support and active listening as the most important factors in creating a psychologically comfortable educational environment. Nevertheless, 23% acknowledged that heavy workloads sometimes prevent them from adequately considering students' emotional well-being during the educational process. Furthermore, 8% reported experiencing difficulties in establishing effective communication with withdrawn, anxious, or emotionally vulnerable students.

2) Level of anxiety and the reason for its occurrence

Based on the results of closed questions: the main sources of anxiety for schoolchildren are: fear of being called upon without preparation (37%); criticism from the teacher in the presence of the class (32%); comparison with other students (21%); unclear assignments or instructions (10%).

Based on the results of open questions: children most often use the words: “I’m afraid of making a mistake,” “I’m always worried,” “I sometimes don’t understand what they want from me.” Students cited the following as reasons for anxiety: “suppression of initiative” and “lack of positive reinforcement”. Teachers highlighted: “emotional instability of children,” “family problems,” “weak academic motivation.”

3) Classroom mood and the influence of teacher communication style:

The findings indicate that 74% of elementary school students believe that the overall classroom atmosphere largely depends on the teacher’s behavior and communication style. This highlights the significant role of teachers in shaping a positive emotional climate and fostering students’ engagement in the learning process. Students exposed to a democratic communication style reported the most positive learning

experiences. In particular, 84% indicated that they felt more confident, motivated, and actively involved in classroom activities when teachers encouraged open communication, respect, and collaboration.

In contrast, an authoritarian communication style was associated with less favorable emotional outcomes. Sixty-three percent of respondents reported experiencing feelings of tension, discomfort, or anxiety in classrooms where teachers adopted a strict and controlling approach to communication.

A liberal communication style also presented certain challenges. Forty-one percent of students reported confusion regarding learning tasks and a decline in motivation, suggesting that insufficient guidance and limited teacher involvement may negatively affect students' understanding of instructional expectations and their engagement in the educational process. Quantitative data were processed using SPSS 26.0 software: methods of descriptive statistics, correlation analysis (Pearson) and one-way analysis of variance (ANOVA) were applied, which made it possible to identify significant relationships between the teacher's communication style and the emotional reactions of students. In particular, statistically significant correlations were established between a democratic communication style and such indicators as high academic motivation ($r = 0.62$, $p < 0.01$) and emotional comfort ($r = 0.58$, $p < 0.01$). The authoritarian style showed inverse relationships, particularly with regard to anxiety ($r = -0.49$, $p < 0.01$) (Rogov E.I., 2006).

The results of a survey conducted among primary school students, students of pedagogical specialties and practicing teachers showed that the majority of respondents noted a significant influence of the style of pedagogical communication on their emotional state: a democratic style is associated with a feeling of security, motivation and a positive attitude towards learning, while an authoritarian style is associated with anxiety, fear of making mistakes and a decrease in activity. Students participating in the internship emphasized the importance of feedback and empathy in creating a comfortable learning environment, while teachers emphasized the need for an individual approach and the ability to regulate the emotional background of the class. The combined data from the questionnaire confirmed the importance of developing flexible communication strategies and emotional competence in future teachers.

Conclusion

The results of the study confirmed that the teacher's communication style has a significant impact on the emotional state of students. The democratic style turned out to be the most effective in terms of emotional comfort, academic motivation and student trust. It promotes the formation of a favorable psycho-emotional climate, the development of confidence and a reduction in anxiety levels. An authoritarian style, on the contrary, correlates with a high level of tension and fear of mistakes, and a liberal style – with uncertainty and emotional instability.

The data obtained indicate the need for increased attention to the issues of training future teachers in the field of pedagogical communication and emotional intelligence. Including modules on developing empathy, reflection, and emotionally sensitive interaction skills in educational programs will be an important step towards improving the quality of primary education.

Thus, the results of the study have both scientific and applied significance: they allow for the development of recommendations for improving the effectiveness of pedagogical communication, contribute to the justification of educational policies focused on the emotional well-being of students, and emphasize the need for continuous psychological support of the educational process in the context of updated educational content in the Republic of Kazakhstan.

Conflicts of Interest Statement.

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

Author Contributions.

Vasic Bibigul: Conceptualization, Methodology, Data curation, Writing-Original draft preparation. Kubiyeva Venera: Reviewing and Editing. Kapina Elmira: Data curation, Writing-Reviewing and Editing

References

Declaration of the Rights of the Child (archived February 15, 2011). Official Reports of the General

- Assembly: Fourth Session. New York: UN, 21-22.
- Esetova, A.E., Moon, M.V. (2020) Features of emotionally-oriented coping strategies. *Psychological sciences*, Almaty, 46-49.
- Karaev, Zh.A., Kobdikova, Zh. U. (2023) Technology of a three-dimensional methodological system of training as a means of improving the quality and efficiency of the education sector. St. Petersburg: National Association of Scientists, 204.
- Kobdikova, Z. U. (2019) *Scientific and theoretical issues of designing developmental textbooks based on a technological approach*. Astana: Bilim, 2, 15-23
- Kuzakina, V. O. (2024) Psychological safety as a condition for developmental learning. Davydov's Readings: Collection of Abstracts of Participants of the III International Scientific and Practical Conference. Moscow, 34-37.
- Majers, D. (2018) *Social Psychology: Textbook*. St. Petersburg: Translated from English, 800.
- Novikova, N. V., Balandina, A. J., Shajhilislamova, V. R. (2023) Using the Levine Curve Model to Implement Changes During the COVID-19 Pandemic. *Economy and Business: Theory and Practice*, Moscow, 12-1(106), 168-172.
- Putilovskaja, T.S., Haraeva, L.A. (2021) I. A. Zimnyaya's contribution to the theory and practice of teaching a foreign language in Russia. *Modern Pedagogical Education*. Moscow, 3, 119-124.
- Rean, A.A. (2005) *Psychology and pedagogy: textbook*. St. Petersburg: Piter, 432.
- Rogov, E.I. (2006) *Handbook of a practical psychologist*. Moscow: Vldos, 512.
- Selevko, G.K. (2006) *Modern educational technologies: textbook*. Moscow: Narodnoe obrazovanie, 256.
- Stoljarenko, L.D. (2010) *Fundamentals of Psychology: a textbook*. Rostov n/D: Feniks, 512.
- World Health Organization. (2020) *Health Promoting Schools: A Framework for Action*. Geneva: WHO.
- UNESCO. (2021) *Social and Emotional Learning*. Paris: UNESCO, <https://unesdoc.unesco.org>

Information about authors:

Vasic Bibigul - Faculty of Applied Sciences, Nis, Visiting Professor, Candidate of Pedagogical Sciences, University of Nis, Serbia, gallavasic@gmail.com, ORCID ID: 0000-0002-8723-1703 (*corresponding author*).

Kubiyeva Venera - K. Zhubanov Aktobe Regional University, Faculty of Pedagogy and Education Management, Department of Preschool and Primary Education, Senior Lecturer, Master, Kazakhstan, Aktobe, kubieva.70@mail.ru, ORCID ID: 0000-0001-8491-7999

Kapina Elmira - K. Zhubanov Aktobe Regional University, Faculty of Pedagogy and Education Management, Department of Preschool and Primary Education, Senior Lecturer, Master, Kazakhstan, Aktobe, elm.22.82@mail.ru, ORCID ID: 0009-0003-7548-5823

Received: 08.01.2026

Revised: 28.01.2026

Revised: 11.03.2026

Accepted: 24.06.2026

Published: 30.06.2026