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TEACHER–STUDENT INTERACTION AS A FACTOR IN DEVELOPING PEDAGOGICAL CULTURE OF FOREIGN LANGUAGE TEACHERS WITHIN CONTEMPORARY ELT PARADIGMS

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ABSTRACT: Contemporary English Language Teaching (ELT) paradigms have shifted educational priorities from teacher-centered instruction toward interactive, learner-oriented approaches. Within this transformation, pedagogical culture has become an important component of foreign language teachers' professional development. This article examines teacher–student interaction as a key factor influencing the formation and development of pedagogical culture in modern foreign language education. The study employs qualitative theoretical analysis and comparative interpretation of contemporary ELT perspectives, including communicative language teaching, constructivist learning, sociocultural theory, and reflective pedagogy. The findings demonstrate that meaningful classroom interaction contributes to the development of teachers' communicative competence, reflective practice, instructional flexibility, and professional identity. The study argues that pedagogical culture is formed not only through methodological knowledge but also through continuous interactional experiences that shape educational values and classroom behavior. The article concludes that effective teacher–student interaction serves as a foundational mechanism for sustainable professional growth in contemporary foreign language education.

Keywords: pedagogical culture, teacher–student interaction, foreign language education, ELT paradigms, classroom interaction, reflective teaching, communicative competence

INTRODUCTION

The rapid transformation of educational systems and the expansion of global communication have significantly influenced the theory and practice of foreign language teaching. Modern educational environments increasingly demand that language teachers perform roles extending beyond traditional knowledge transmission. Contemporary expectations emphasize communication, collaboration, flexibility, learner support, and professional reflection. As a result, the professional profile of foreign language teachers is undergoing continuous change, particularly within the framework of contemporary English Language Teaching (ELT) paradigms.

Traditional approaches to language instruction were primarily based on teacher authority, structured delivery of information, and controlled learning environments. In such models, students often functioned as passive recipients of knowledge while teachers maintained complete responsibility for instructional processes. However, modern educational paradigms have challenged these assumptions and introduced interaction-oriented approaches that recognize learners as active participants in knowledge construction.

Within this transition, the concept of pedagogical culture has become increasingly important. Pedagogical culture represents a complex system of professional values, communicative practices, ethical principles, instructional decisions, and reflective behaviors demonstrated by teachers in educational contexts. It reflects not only what teachers know but also how they interact, communicate, guide, motivate, and support learners throughout the educational process.

Foreign language teaching provides a particularly important environment for studying pedagogical culture because language learning itself is fundamentally interactional. Unlike subjects focused primarily on content acquisition, language education relies on communication, negotiation of meaning, collaborative engagement, and social participation. Therefore, the quality of teacher–student interaction directly influences both language acquisition and teacher development.

Teacher–student interaction has become one of the defining characteristics of modern ELT paradigms. Current approaches emphasize dialogic communication, cooperative learning, meaningful feedback, and learner autonomy. These interactional practices create opportunities for teachers to develop adaptive instructional strategies and refine their professional identities.

Contemporary ELT approaches such as Communicative Language Teaching, Task-Based Language Teaching, learner-centered instruction, and reflective pedagogy view interaction not as an additional classroom technique but as the foundation of effective teaching. Teachers are expected to organize learning environments where students actively participate, express ideas, negotiate meaning, and receive constructive support.

From this perspective, pedagogical culture develops through ongoing interactional experiences. Every classroom discussion, feedback exchange, collaborative task, and reflective conversation contributes to shaping teacher professionalism. Consequently, understanding the relationship between interaction and pedagogical culture becomes essential for improving teacher education and classroom effectiveness.

This article aims to examine how teacher–student interaction functions as a developmental factor in forming pedagogical culture among foreign language teachers within contemporary ELT paradigms. The study seeks to identify theoretical foundations of interaction-based teaching and explain how communicative classroom practices contribute to sustainable professional development.

METHODOLOGY

The present study adopts a qualitative theoretical research design supported by analytical and comparative approaches. Rather than collecting empirical classroom data, the article synthesizes contemporary educational theories and conceptual perspectives relevant to foreign language teaching and pedagogical development.

The methodological foundation of the study is based on theoretical analysis of educational literature related to pedagogical culture, classroom interaction, teacher identity, communicative language teaching, sociocultural learning theory, and reflective educational practice. Comparative interpretation was applied to identify similarities and differences among major ELT paradigms and their approaches to teacher–student interaction.

The study also employs conceptual modeling to explain relationships between interactional practices and dimensions of pedagogical culture. Through this framework, the article identifies patterns showing how communication processes contribute to professional growth among foreign language teachers.

To strengthen analytical interpretation, the study organizes theoretical findings into four major dimensions: communicative competence, reflective practice, learner engagement, and adaptive

instructional behavior. These dimensions provide a structure for understanding how pedagogical culture evolves within interaction-based teaching environments.

The methodological approach allows examination of pedagogical culture as a dynamic professional phenomenon rather than a static set of teaching skills. By focusing on interaction processes, the study highlights the social and communicative foundations of teacher development.

RESULTS

The theoretical analysis revealed that teacher–student interaction performs a multidimensional role in developing pedagogical culture among foreign language teachers. Interaction contributes not only to classroom effectiveness but also to professional identity formation and instructional decision-making.

The first identified dimension is communicative competence. Contemporary ELT paradigms require teachers to demonstrate the ability to facilitate meaningful communication rather than dominate classroom discourse. Teachers with developed interactional competence encourage participation, formulate purposeful questions, provide constructive feedback, and create supportive communicative environments.

The second dimension is reflective practice. Interaction continuously generates opportunities for teachers to evaluate instructional choices and adapt classroom strategies. Reflection becomes an important mechanism through which pedagogical culture develops because teachers interpret student responses and redesign learning experiences accordingly.

The third dimension involves learner engagement. Modern educational approaches emphasize collaborative relationships that increase student responsibility and participation. Through active interaction, teachers develop sensitivity to learner needs and become more responsive professionals.

The fourth dimension is adaptive instructional behavior. Contemporary classrooms require flexibility due to diverse student backgrounds, learning styles, and educational expectations. Interaction provides teachers with immediate information that supports instructional adjustment and innovation.

Dimensions of Teacher–Student Interaction in Developing Pedagogical Culture

Dimension	Interaction Characteristics	Contribution to Pedagogical Culture
Communicative Competence	Dialogue, questioning, feedback	Strengthens professional communication
Reflective Practice	Evaluation of interaction outcomes	Supports continuous professional growth
Learner Engagement	Participation and collaboration	Enhances educational responsiveness
Adaptive Instruction	Flexible teaching decisions	Develops instructional culture

The analysis further demonstrates that interaction-based teaching environments promote educational values such as mutual respect, empathy, inclusiveness, and professional ethics.

Teachers gradually internalize these values and integrate them into classroom practice, strengthening their overall pedagogical culture.

DISCUSSION

The findings of the present study demonstrate that teacher–student interaction should be understood as a central mechanism in the development of pedagogical culture among foreign language teachers rather than as a supplementary classroom practice. Contemporary ELT paradigms emphasize interaction as a professional and educational process that simultaneously influences language learning outcomes and teacher development.

The results indicate that communicative competence occupies a fundamental position in constructing pedagogical culture. Modern foreign language teachers are expected to organize educational communication that promotes participation, supports learner expression, and creates opportunities for collaborative meaning construction. Effective interaction therefore becomes evidence of professional maturity and instructional competence. Teachers who maintain balanced communication patterns are more capable of establishing positive classroom environments and sustaining learner motivation.

Another important observation concerns reflective practice. Reflection emerges naturally through classroom interaction because every communicative exchange provides information about instructional effectiveness and learner needs. Interaction allows teachers to evaluate their pedagogical choices and adjust future teaching strategies. Consequently, pedagogical culture develops through continuous cycles of action, observation, interpretation, and improvement.

The findings also confirm that learner engagement significantly contributes to teacher professionalism. Within contemporary ELT paradigms, students are no longer viewed as passive recipients of educational content. Instead, they become active participants in constructing classroom knowledge. Such participation requires teachers to demonstrate interpersonal awareness, emotional intelligence, and responsiveness to individual differences. These qualities strengthen pedagogical culture by promoting inclusive and student-oriented teaching practices.

Adaptive instructional behavior emerged as another significant dimension. Modern language classrooms involve diverse linguistic backgrounds, learning preferences, and educational expectations. Teachers operating within interaction-based environments must continuously adapt methods, instructional materials, and communication styles. Such adaptability supports long-term professional growth and increases instructional effectiveness.

The relationship identified between teacher–student interaction and pedagogical culture may also be interpreted through sociocultural perspectives of learning. Educational interaction creates social contexts where professional values, communicative norms, and teaching identities are formed. Teachers gradually internalize these experiences and transform them into sustainable pedagogical practices.

Based on the theoretical analysis, the study proposes that pedagogical culture develops through an interconnected process beginning with classroom interaction, followed by reflective interpretation, professional adaptation, and instructional improvement. This process creates conditions for sustainable professional development and continuous educational innovation.

The study additionally suggests that teacher education programs should integrate interaction-oriented training models. Future foreign language teachers should receive systematic preparation in communication strategies, classroom dialogue management, reflective teaching techniques, and learner engagement practices.

Although the present study provides theoretical insights into the relationship between interaction and pedagogical culture, several limitations should be acknowledged. The research relies primarily on conceptual analysis and does not include empirical classroom observations or quantitative measurements. Future studies may expand the model through mixed-method approaches and cross-cultural educational contexts.

CONCLUSION

The transformation of contemporary ELT paradigms has altered traditional understandings of teacher professionalism and placed greater emphasis on interaction, communication, and learner-centered instruction. Within this context, pedagogical culture has emerged as an essential component of effective foreign language teaching.

This study examined teacher–student interaction as a developmental factor influencing pedagogical culture among foreign language teachers. The theoretical analysis demonstrated that productive classroom interaction contributes to communicative competence, reflective practice, learner engagement, and adaptive instructional behavior. These dimensions collectively support professional identity formation and improve instructional quality.

The findings suggest that pedagogical culture cannot be reduced to methodological knowledge or classroom management skills alone. Instead, it should be understood as a dynamic professional construct continuously shaped through educational interaction and reflective experience.

Teacher–student interaction serves as an educational environment where teachers develop values, refine communication practices, strengthen professional awareness, and improve instructional decision-making. Therefore, interaction-oriented teaching practices should occupy a central position in teacher education and professional development programs.

Future educational reforms and teacher preparation initiatives should continue emphasizing communicative competence, reflective pedagogy, and collaborative classroom environments to support sustainable development of pedagogical culture in foreign language education.

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