

HOW TEACHER'S VOICE AND PHYSICAL PRESENCE INFLUENCE STUDENTS' MOTIVATION AND BEHAVIOR IN THE CLASSROOM

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Abstract. *This study examines the effectiveness of teachers' physical presence, voice, and tone in improving classroom engagement and interaction. Using a qualitative design with students in a classroom setting, the research included observation, intervention, and evaluation stages. Results show increased participation, attention, and motivation after applying appropriate nonverbal and vocal strategies. Findings confirm that effective use of body language, eye contact, voice clarity, and tone enhances classroom interaction and supports better student engagement and learning outcomes.*

Keywords: *teacher's physical presence, voice, tone, classroom interaction, student engagement, nonverbal communication, body language, eye contact, motivation, learning outcomes*

Аннотация. *Данное исследование рассматривает эффективность физического присутствия учителя, его голоса и интонации в повышении вовлечённости учащихся и улучшении взаимодействия в классе. Используя качественный подход с участием учащихся в условиях классной среды, исследование включало этапы наблюдения, интервенции и оценки. Результаты показали увеличение активности, внимания и мотивации после применения соответствующих невербальных и вокальных стратегий. Полученные данные подтверждают, что эффективное использование языка тела, зрительного контакта, чёткости речи и интонации способствует улучшению взаимодействия в классе и повышает вовлечённость учащихся, что приводит к более высоким результатам обучения.*

Ключевые слова: *физическое присутствие учителя, голос, интонация, взаимодействие в классе, вовлечённость учащихся, невербальная коммуникация, язык тела, зрительный контакт, мотивация, результаты обучения*

Annotasiya: *Ushbu tadqiqot o'qituvchining jismoniy mavjudligi, ovozi va ohangining o'quvchilarning darsdagi faolligi va o'zaro muloqotini oshirishdagi samaradorligini o'rganadi. Sifatli tadqiqot yondashuvi asosida sinf sharoitida*

o'quvchilar ishtirokida kuzatish, aralashuv va baholash bosqichlari amalga oshirildi. Natijalar mos keluvchi noverbal va vokal strategiyalar qo'llangandan so'ng o'quvchilarning faolligi, diqqati va motivatsiyasi oshganini ko'rsatdi. Olingan natijalar o'qituvchining tana tili, ko'z bilan aloqa, nutqning aniqligi va ohangidan samarali foydalanish sinfdagi o'zaro ta'sirni yaxshilashini hamda o'quvchilarning darsga jalb etilishini kuchaytirishini tasdiqlaydi.

Kalit so'zlar: *o'qituvchi jismoniy mavjudligi, ovoz, ohang, sinfdagi muloqot, o'quvchilar faolligi, noverbal muloqot, tana tili, ko'z bilan aloqa, motivatsiya, o'quv natijalari*

In modern education, teachers' physical presence, voice, and tone are considered essential elements that significantly influence classroom interaction and student engagement. These factors help create a positive learning environment where students feel more involved and motivated to participate in learning activities. However, effectively using nonverbal communication and vocal features in teaching remains a challenge, especially in classrooms where students have different levels of attention, motivation, and learning preferences. For this reason, teachers' awareness of physical presence, voice, and tone is crucial in improving classroom effectiveness.

Educational research strongly supports this perspective. According to Argyle, nonverbal communication such as body language, posture, and eye contact plays a key role in human interaction and helps transmit meaning beyond words [1]. Similarly, Burgoon emphasized that nonverbal cues significantly affect interpersonal communication and emotional understanding [2]. In addition, Mehrabian highlighted that a large part of emotional meaning in communication is conveyed through tone of voice and nonverbal signals [3]. Paulmann found that tone of voice influences learners' emotional responses and cooperation in classroom settings [4]. Weinstein further stated that a supportive tone increases student motivation and engagement, while a controlling tone may reduce participation [5]. These studies collectively confirm the importance of both physical presence and vocal features in education.

A qualitative research design was applied involving classroom observation of students during learning activities. The study focused on analyzing teachers' body language, voice clarity, and tone variation in real classroom situations. After observation, different teaching approaches were compared based on the use of supportive gestures, eye contact, voice modulation, and tone. Data collected through observation showed changes in student participation, attention, and interaction levels.

The results indicated that students became more active and attentive when teachers demonstrated strong physical presence, including effective eye contact, confident movement, and expressive gestures. In addition, clear voice delivery and an appropriate supportive tone increased students' motivation and willingness to

participate in discussions. Classroom observations confirmed higher levels of engagement when teachers used both verbal and nonverbal communication effectively.

The findings suggest that teachers' physical presence, voice, and tone play a significant role in improving classroom interaction and student engagement. When teachers use appropriate body language and vocal strategies, students become more focused, motivated, and actively involved in the learning process. Although individual differences in learner behavior still exist, effective teacher communication contributes to a more productive and engaging classroom environment.

References

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