

The importance of activating methods in vocational education

Gabriela Gabrhelová, Dáša Porubčanová*, Lenka Pasternáková†

Abstract

Today, success of pupils is associated more with teachers than parents, and in future, it will become even more apparent. It is the teachers and their enthusiasm and initiative, which determine the success of society by appropriate motivation. Teachers are not only a workforce, but they become the capital essential for the success and development of students. This article deals with the application of activating methods in vocational training

Keywords:

School
 Education process
 Activity
 Activating methods

1 Introduction

The aim of educational process (in vocational education as well) is not just teach students something but also provide them new knowledge, but it is important to understand the concept, to know how to apply, analyze, synthesize and evaluate it, to increase students' thinking.

2 Classification of Teaching methods

The complex of teaching objectives is divided into the cognitive, affective and psychomotor objectives. This classification criterion sources in the psychological traits of learners. It is obvious that the aspects of psyche overlap. The *cognitive* aspect of acquiring knowledge includes mainly particular knowledge, capabilities, cognitive skills and dimensions in different scales of thinking – verbal, spatial, logical – mathematical, musical and personal somatic (Dupkalová, 2012). The *affective* (emotional, attitudinal) aspect of teaching includes mainly the development of attitudes based on creating the value orientation and on positive social climate and atmosphere. The *psychomotor* aspect represents especially skills and habits (body movement, speech, writing, drawing, working with machines and materials, etc.) (Lukášová, 2010, s. 86-87). The objectives for each area are formulated in a number of educational documents: the curricula, educational standards, textbooks, and in various instruction materials for schools and so on. At present, it is necessary to work with the set of objectives clearly and actively. They need to be communicated to learners clearly. Qualitative and quantitative development of cognitive, affective and psychomotor knowledge and skills of learners requires from a teacher to respect the principle related to the work with objectives (Hanuliaková, 2015).

Teaching can be characterized as a process of mutual interaction between a teacher and a learner. It creates certain knowledge, skills, habits, behaviors and personality traits in a learner not possessed before and gained

* Gabriela Gabrhelová, Dáša Porubčanová, Dubnica Institute of Technology, Ul. Sládkovičova 533/20, 018 41 Dubnica nad Váhom, E-mail: gabhelova@dti.sk, porubcanova@dti.sk

† Lenka Pasternáková, Prešovská univerzita v Prešove, FHPVPU, ul. 17. Novembra 1, 051 18 Prešov, E-Mail: lenka.pasternakova@unipo.sk

thanks to the teacher. Teaching, in a certain way, can lead up to education. It has both pedagogical and educational aspects. In teaching, it is necessary to create conditions for mutual integration of both aspects. In order to make learning process educational, it is needed assume the facts: a) *a teacher thrives to apply each learning material educationally* – the content of curriculum for some subjects (Scientology, History and Geography) provides excellent opportunities for reeducation. In some other subjects (Math and Physics), a teacher has to update the content of curriculum, to link it with a life and to use it educationally Lengyelfalussy, Markechová, Tripáková 2013). It is necessary to highlight that its use has to take part in creation of new knowledge: b) *an organization of work in classroom* – a lesson with clearly defined educational objectives for teacher and learners, with the exact concept and an outline of procedures, which can be used to achieve the objectives set, the dynamics of the lesson without any chaos. These factors support teacher's educational activity, but also teach a learner to organize work, learn the order, which also has an important educational value (Lajčin, 2014).

Turek (2008) points out that the objectives are often vague and lack a clear definition of what is to be achieved. Therefore, according to Turek (2008), the objectives of educational process should meet the following requirements:

1. *Consistency* – subordination of lower-level objectives to the higher-level ones (the topic objective to the objective of thematic section, the objective of the thematic section to the topic objective).
2. *Adequacy* – balance of learners' and teachers' objectives, skills and abilities.
3. *Expression of pupils' performance in the concepts* – not to describe the phenomena, but their explanation by pupils.
4. *Definiteness* – to formulate objective not to allow ambiguous interpretation.
5. *Controlability, measurability* – the statement of objective has to enable the comparison of the results obtained in order to draw the conclusion.

In the above context, it is important to emphasize that *the content* is the crucial factor from three basic factors of the controlled *teaching process* (teacher – content – pupil). It includes the pedagogical and educational objectives, but it is also the main regulator by its structure. The curriculum issued by the Ministry of Education is specified in the basic school documents. These documents are prescriptive and obligatory for all types of schools.

The content of education (curriculum) refers to the main areas of learning and to the objectives, which are to be achieved and not to the content of individual subjects or school adaptations of the syllabus. The term curriculum is the closest to our concept – the content of education. It does not mean only the learning subject curriculum, but it also includes:

- a) knowledge planned for school education, but also the skills, values, attitudes and interests;
- b) forms and means of teaching, planned objectives and standards of education and so on.

3 Effective teaching method

Within this context, the question of more effective teaching method of teaching to achieve specific educational objective is also important also, since we all know that each method has its advantages and disadvantages. In order to select the method correctly, it is important to take into account the age, prior knowledge, skills of students, the nature of a subject, objective, topic and the personality of a teacher. It is essential to realize, that there is no universal teaching method, which would effectively work with all students. The common characteristic of all effective teaching methods is increasing students' independence, self-manifestation and activity. The challenge for teachers is to determine the appropriate way, emphasis and method to encourage the independence and activity of students.

In the context of developing the key competencies of learners, it is necessary to point out the possibilities that could help teachers develop the above competencies. One of the options is teaching that applies activating methods, which not only help accelerate the consolidation, strengthening and application of knowledge, but also influence the climate in a classroom positively, contributing to better learners' tolerance, acceptance of culture diversity, better communication, cooperation and so on. New and new strategies of teaching are created, which will better meet the needs of students to facilitate the reception of new information, their keeping in memory as long as possible and reproduction in a practice (Pasternáková, 2007). The innovate strategies result in the activating concept of teaching. In the education process, which develops all key

competencies of learners the use of special situational methods, role-play, creative drama, and cooperative education are required. Learners thus have an opportunity to use practically in the undergraduate training of future teachers. In these practical exercises and etudes, teacher trainees have the opportunity to apply their knowledge, skills and habits acquired during their study. Hlásna, Dohnanská present this way, they learn not only to use activating methods, but also to create an atmosphere in the classroom, where the respect for each learner is involved in interesting tasks. Future teachers have the opportunity to experience teaching in the role of a facilitator – teaching assistant (Hlásna, Dohnanská, 2012).

The teaching method a teacher chooses as the most appropriate one, significantly affects the efficiency of the whole educational process. Teachers should choose the methods in accordance with the teaching and learning objectives of a subject, they should source from their own strategy of teaching activities and the learning activities of students with subject matter. The methods open possibilities for diversified and easier learning. It is essential for the teacher to know the basis and proper introduction to the educational process, to be able to control and enhance the quality and quantity of knowledge acquired. Several authors divide methods according to the phases of educational process:

Motivation methods (methods regulating an interest in learning);

Exposure methods (initial familiarization of students with subject matter);

Fixation methods (repetition and consolidation of the curriculum);

Diagnostic and classification methods (methods of evaluation, inspection and classification) (Petlák, 1997; Oberuč – Porubčanová, 2010).

For years, our schools used the classical form of teaching, which included particularly instructive (traditional) approach to the educational process. Here, a teacher is the biggest authority and manages and directs the activities of learners. Porubčanová and Vojteková draw the attention to the need for the balance of emotional and cognitive aspect. They define a man of the 21st century, as a system that looks like Android. His performance is based on placing orders, he is out of service without them (Porubčanová, Vojteková, 2014). On the horizon, the alternative concepts appear more significant as a complement to the innovative ones in this matter.

Textbooks in interpreting the curriculum obligatory for all related schools are used and the emphasis is put on the prescribed curriculum content. The personality of learner, individual knowledge and skills are suppressed. The general curricula and syllabi are the priority. It prefers memorization and the attention is not paid to the creative development of learner's personality. Timetables are strictly defined and teaching is limited by the space of a classroom. Scientific and technical progress in modern society as well as the quality requirements within education is in progress. In the response to the shortcomings of traditional schools, there appeared the so-called alternative schools that prefer *innovative learning*, creativity of students, new approaches to the assessment and activating (motivation) teaching methods, which have been the focus of our paper.

This paper is an output of the KEGA number: 001DTI-4/2015"Proposal behavior strategies in difficult. The social situation in the management of secondary school using innovative predictive software tools ", supported by the Ministry of Education Slovakia Republic.

References

- Čáp, J., Mareš, J. 2001. *Psychologie pro učitele*. Praha: Portál, 2001. ISBN 80- 7178-463-X.
- Dupkalová, M. 2012. Interakčný štýl učiteľa vo vzťahu k sociálnej klíme školskej triedy In: *Aktuální problémy pedagogiky ve výzkumech studentů doktorských studijních programů IX*. Olomouc: Univerzita Palackého v Olomouci, 2012. s. 236 – 245. ISBN 978-80-87533-03-1.
- Hanuliaková, J. 2015. *Aktivizujúce vyučovanie*. Bratislava: IRIS. ISBN 978-80-8153-036-4.
- Hlásna, S., Dohnanská, M. 2012. Experiential education as a trend of increasing the quality of university education In: *Quality Management System of Universities and the Quality of Education : New Factors and Trends in the quality Management of Educational process*. - Baja : Eötvös József College, 2012. - ISBN 978-963-7290-954. - S. 145-151.
- Hrmo, R. – Krištofiaková, L. – Miština, J. Building a Quality System of Technical and Vocational Education in Slovakia Towards a European Labour Market. In *WEF 2015. Proceedings of 2015 International conference on Interactive Collaborative Learning (ICL)*. 20. - 24. september 2015, Florence, Italy. [b.m.] : IEEE, 2015, [7] s. ISBN 978-1-4799-8706-1.

- Lajčin, D. 2014. História odborného školstva na Slovensku. 1. vyd. Dubnica nad Váhom: Dubnický technologický inštitút, s. r. o., 2014. - 87 s. ISBN 978-80-89732-10-4.
- Lengyelfalussy, T., Markechová, D., Tripáková, A. 2013. New trends mathematics teaching in teacher and metodologist training for the preprimary and primary education. In: International Journal of Education and Research. - Australia: Contemporary Research Center, 2013. - ISSN 2201-6333. Roč. 1., č. 9 (2013), s. 101-112.
- Lukášová, H. 2010. *Kvalita života detí a didaktika*. Praha: Portál, 2010. ISBN 978-80-7367-784-8.
- Maňák, J. a kol. 1997. *Alternativní metody a postupy*. Brno: MU Brno, 1997. ISBN 80-210 -1549-7.
- Oberuč, J. - Porubčanová, D. 2010. *Základy didaktiky*. 1. vyd. - Dubnica nad Váhom: Dubnický technologický inštitút v Dubnici nad Váhom, 2010. - 145 s. ISBN 978-80-89400-09-6.
- Pasternáková, L. 2007. *Kto je učiteľ?* In Ako sa učitelia učia? Prešov: ROKUS, 2007. ISBN 978-80-8045-493-7.
- Petlák, E. 1997. *Všeobecná didaktika*. Bratislava: IRIS, 1997. ISBN 80-88778- 49-2.
- Turek, I. 2008. *Didaktika*. Bratislava: Iura Edition, 2008. ISBN 978-80-8078-198- 9.
- Porubčanová, D., Vojteková, M. 2014. Development of emotional intelligence in teacher's diagnostic work . In: *Edukacja ustawiczna doroslych*. Radom: Wydawnictwo Naukowe Instytutu Technologii Eksploatacji–Państwowego Instytutu Badawczego, 2014. ISSN 1507-6503. Č. 14, (2014) s. 315-325.