

The quality of the education process in the context of teaching notes

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Abstract

This article discusses the quality aimed at education process that is the most important of all processes at school and therefore its quality is a crucial element for the quality of schools as well. We primarily emphasize the teaching preparations in the short term, thus preparing the teaching notes, which is an indicator of a successful, efficient and above all quality course. In the article we present the results of the already carried out surveys and the results of our previous questionnaire survey, which will seek the opinions of teachers of secondary vocational schools on prepared teaching notes for the subject Enterprise Economics.

Keywords:

quality
educational process
teaching notes

1 Introduction

All the economically developed countries of the world recognize that the essential solutions, how to maintain the competitiveness, are the innovation and the quality. Many politicians, economists, sociologists and experts of other fields of science seem to agree that the future of the nations, states and humanity depends on the quality of education, which is to become one of the key objectives of all schools, and quality should be ensured at all levels and in all field of the education (Turek, 2014). High quality is increasingly becoming a crucial condition for the existence of schools in Slovakia. In education, the concept of quality covers several elements:

- educational system,
- school,
- education process,
- the learning of pupils and students.

2 Teaching notes

The decisive factor in the education process is a teacher. However, in order to fully meet its obligations and responsibly exercise his profession, he must have sufficient professional competence, such as quality vocational education, good pedagogical training, higher general culture and desired personality and character traits, including in particular responsibility, diligence, honesty, patience, self-control, good relationship to humanity, creativity, logic thinking but also a sense of humor and willingness to accept new ideas. In order to become a good teacher he needs to answer the responsible preparation of the educational process. (Vališová et al., 2007)

Teaching preparation in the short term is the immediate, specific preparation for the lesson, preparation of teaching notes. The form provides no prescription. It is appropriate to have a written form of teaching notes because it can improve the course of the lesson. Petlák (1997, p. 162) says that the short-term preparation is based on thematic plan and teacher in the plan "... projects its methodological work with regard to the expected pedagogical situations in the classroom and with regard to the individual and differentiated approach

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to pupils and their work motivation and mobilization." The short-term teaching preparation should not only be the formal indication of the educational objective, teaching methods and lesson course. The more perfect the teacher prepares the lesson the smaller the prerequisites for a different lesson course than the teacher wishes.

Petlák (1997) suggests the bellow cited structure of teaching notes:

- basic information about the lesson (class, date, subject, thematic unit)
- invitation of transferred part of the thematic unit,
- tools and didactic techniques,
- educational lesson objective,
- lesson course - checking homework, new curriculum, curriculum fixation ...
- homework tasks,
- lesson review,
- notes.

In the phase of teaching notes preparation the teacher should respond to a range of issues:

- What will I teach and why?
- How do I attract pupils for learning?
- How will I teach?
- What is the proportion of pupils' activity at education process?
- How to organize the education process, how to schedule the lesson phases?
- What will I teach with?
- How do I know what I have taught pupils?

The reply to these issues must be taken into an account the differentiated approach to pupils' individualities. According to Kyriacou (2004) is the main role of the teacher to design such a learning activity, so that the pupils are able to obtain their skills and knowledge in the most effective way, taking into an account the objectives of a lesson. Especially young teachers are recommended to have written teaching notes.

Petlák (1997) says that when processing the detailed teaching notes teacher chooses informal form, which is not only intended for the control authorities, but extends to rectification of teacher's work. For the teacher it is defined as a document that gives him insight into his work and develops his approach to teaching. Teaching notes also include comments, which serve to a recording of whether the chosen methods were correct and also whether the scope of subject curriculum for a lesson was not oversized. Into the teaching notes it is possible to mark down the suggestions and examples, which were brought by the pupils into the lesson. It should include a framework for pupils' testing, than content - aimed at answers to the typical pupils' questions, the use of tools and global summary of the subject curriculum (Infogram, 2013). This implies that each teacher before starting the lesson needs to have an idea of what he wants the pupils to teach and which teaching form will help to reach it. Teaching notes according to Kyriacou (2004) contains the following main elements:

- selection of teaching aims,
- selection of activities and schedule,
- preparation of tools, materials, developed exemplary examples, control of devices,
- decision on how to monitor and evaluate the progress of pupils' work and their results within the lesson.

However, there is no rigorous form of the teaching notes. Generally it contains the following elements:

- basic information about the lesson,
- topic of the lesson,
- lesson goal,
- type of lesson,
- organizational forms,
- teaching methods,
- phases of lesson – its schedule and course,
- teaching tools and didactic techniques.

From all the skills of teachers, which must be inserted into the preparation for teaching, is probably his sensitivity to the needs of pupils the most important. Sensitive teacher adapts and alternates the scheduled lesson according to the pupils' reactions and their needs upon their mastering of the curriculum.

Ability to learn and to think essentially means that the individual is ready and has sufficient potency to develop his eligibility for teaching, to think in contexts and systemically, to use his efforts to gain new

information and to know, how to use it. (Belz - Siegrist, 2011). J. Selye University in 2013 realized survey of secondary schools pupils' habits in the Slovak Republic. The survey revealed interesting results. For example, up to 67.61% of the pupils are preparing to school in late afternoon hours, when their performance is already declining. Up to 74.64% of pupils make breaks because of larger volume of the curriculum. The main thinking of the curriculum is able to express up to 74.79% pupils and 49.8% of pupils are learning even the facts, they do not understand. Up to 90.35% of the pupils are preparing to school only for the next day and 84.38% of the pupils are learning only from textbooks, not from another literature (Sandor, 2008).

2.1 Function and purpose of teaching notes

It is very important to encourage the interest in the curriculum and to retain it. To adapt the teaching to all pupils' individualities requires the necessary proper teaching notes. Therefore the teaching notes has lots of purposes and functions. One of its particular purpose is to enable to teacher, so that he is able to realize, what type of teaching he intends to apply in a lesson. It makes possible to harmonize his own teaching goals with his aptitudes and abilities of pupils and also to harmonize the teaching goals with the general teaching plans. The function of the teaching notes is to allow the teacher to think about the content and the structure of the lesson, while the schedule and the tempo of particular activities process plays an important role. The purpose of the teaching notes is to extend the space for teachers' thinks and appearances and consecutives, so that he does not need to solve this during the lesson – for example to think in advance about the possible pupils' reactions.

The proper teaching notes makes possible to concentrate on little things, so that the teacher does not need to improvise some fake fundamental decisions.

The preparation of content and of the structure of the lesson should lead the teacher to the preparation of all necessary materials, tools, equipments and techniques. If the teacher is responsible and has written teaching notes, it might happen beneficial in future for other pupils or for another lesson, which thematically follows (Kyriacou, 2004). Möllerová (In Petersen, 1993) described the role of teacher in his teaching preparation, follow-on the curriculum, while she resolved the indicative targets, general objectives and the detailed objectives.

The teacher's role in the everyday practice is to create from the indicative targets the general targets that would be transferred into teaching. At the beginning of each scheduling process of teacher stands the decision about curricula objectives, namely for purposes of teaching itself, specifically on what pupils are to learn and with such a degree of intensity. In this case, the teacher decides on the content and the method of changing of the pupils' behavior. Such planning of teaching and teaching itself, which flowed from it, is thus purposive-rational (Petersen, 1993). Generally, the purpose and the function of the teaching notes is a very successful, effective and above all a high-quality teaching progression.

3 Questionnaire survey

During 2015, we developed five teaching notes. These teaching notes were processed in writing for subject Enterprise Economics for lessons with topics: Short - term loans, Conclusion of employment, Unemployment, Human resources in the company and their evaluation and The banking system in Slovakia. Through a questionnaire survey we examined the opinions of economical subjects teachers' at secondary vocational schools (Obchodná akadémia Trebišov, SOŠ sv. Jozafáta Trebišov, Obchodná akadémia Michalovce, Spojená škola Sečovce, SOŠ T. Vansovej Púchov) with experience of over two years on prepared teaching notes. We examined their opinions in the following areas:

- time schedule layout of the lesson,
- lesson content,
- clarity and adequacy of interpretation for pupils,
- processing of teaching syllabus,
- logical interconnection of individual parts of the lesson,
- didactic principles,
- suitability for use of teaching tools and techniques,
- appropriateness of the used organizational forms and teaching methods.

Respondents evaluated the items of the questionnaire mostly on a scale from 1 (best rating) to 5 (worst rating). The following table shows the example of the evaluation of presented teaching notes.

Scale	1	2	3	4	5
Respondents' evaluation	5	2	1	0	0

Table 1: The appropriateness of the used organizational forms and teaching methods (teaching notes for the lesson with topic Unemployment)

The results of the questionnaire survey showed that presented teaching notes were mostly evaluated on a scale 1 and 2, but despite the positive evaluation the respondents noted some shortcomings and noted that teaching notes can be improved with more clarity, for example, with using of several specific examples from real life. It is also necessary to focus on the pupils' activity, to the development of their ability to discuss and not be afraid of to express their opinions.

4 Conclusion

From the view of the school existence it is important and necessary that this school is quality and continuously improves the processes of the education improvement.

The work of a teacher is difficult because it has the ability to shape the personality of pupils and to develop their knowledge and skills. In the hands of teachers often appear the lives of pupils who need to be encouraged. Economical subjects belong to the demanding subjects, thus they require thoughtful approaches to teaching and pupils. Present teaching includes the development of affective and psychomotor aspects of pupils, uses the fact, that today's pupils have a lot of knowledge and skills.

In conclusion, we can only conclude, that responsible teacher's access towards the teaching requires a written preparation for a lesson.

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