

A successful teacher has satisfied pupils

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Abstract

In this contribution the author describes the prerequisites for the successful work of teachers of secondary schools in Slovakia according to their pupils. It points to the social climate as one of the indicators of the quality of teaching.

Der erfolgreiche Lehrer hat die Schüler zufrieden gestellt

Zusammenfassung

In diesem Beitrag beschreibt der Autor die Voraussetzungen für die erfolgreiche Arbeit von Lehrern an weiterführenden Schulen in der Slowakei gemäß ihren Schülern. Sie weist auf das soziale Klima als einen Indikator für die Qualität der Lehre hin.

Keywords:

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Schlüsselwörter:

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1 Introduction

In the Central European area, people spend a quarter of their lifetime in a school that educates them and prepares them for life in society. Not all children go to school gladly. According to László (2014), this is mainly due to the uniformity of education, ignorance of their interests and individuality, too much directivity (the role of the pupil is to listen to the teacher, to act only on his instructions, to repeat or to imitate the activity of the teacher) and the passivity of the pupils.

Despite of the fact that in Slovak education there is an increasing awareness of the quality of the school, more and more pedagogues create just a little place for the independence, activity, creativity and positive experiences of their pupils, and even after more than 400 years the reference of J. A. Comenius for learning by playing remains unfulfilled. The PISA study, as stated by Lauková (2016), shows that satisfied pupils are more actively involved in the learning process and achieve better results.

2 Relations between teachers and pupils

Modern schools have a more flexible approach towards their pupils as well as a curriculum and the marking system, and more focus on the child's all-round development. The relationship between teachers and pupils is a determining factor for everything else. If the pupil knows what is expected from him, then he is better

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prepared, and he is more confident. The prerequisite for the successful work of teachers is therefore the use of methods and forms of teaching which are interesting and attractive for pupils.

In traditional schools, teachers focus more on curriculum content in order to teach their pupils as much as possible. Teachers at secondary schools have the opportunity to use pupils' activity in studying, their creativity and imaginativeness. As sources of information, besides textbooks, we can also use other specialized literature, electronic resources, experiments, independent work of pupils, who thus acquire knowledge and experience through their own strengths, encouraging them to perform better. It is true that if we like what we do, then we do as good as we can, we have fun and we do not feel boredom or injustice. In that case the teacher is not a strict authority, but a partner of pupils, organizers and members of the team. His clear and logical comprehensible communication with pupils, based on their ideas and possibilities, is the basis for successful cooperation in teaching.

Kučárová (2012) introduces that if a teacher has a little interest in acting in the classroom, his pupils will behave the same. It is therefore very important for a teacher to express his interest in a good atmosphere from the first moment. This completes the order and a pleasant learning environment. It further explains that for good class leadership it is necessary to build good relations between teacher and pupils as well as among pupils. Compliance with rules, procedures and principles must be specified and observed. The teacher should actively engage pupils in planning and acting in the classroom and adapt the curriculum to give pupils space for creativity and emotional expression.

Teacher relationships with pupils participate in the social climate in the classroom and are considered to be one of the indicators of the quality of teaching. Blaško (2007) named them as follows:

- creating favourable, informal, partner relationships between teachers and pupils, trying to get a deeper understanding of their pupils,
- guiding pupils for mutual help and tolerance, for non-violent conflict resolution, the teacher behaves through his behaviour as an example,
- targeted prevention of classroom mockery, creating good relationships among pupils in class,
- preference for open communication with pupils, teacher's advice for pupils' study and personal problems,
- exploring motivation, matching pupils' needs, responding to their stimuli, providing conditions for pupils with different abilities,
- pupils see how the teacher is interested in them, whether the teacher cares about them and they turn to the teacher with their problems,
- the teacher's authenticity in an effort to help in an emergency, timely and sensitive recommendation to a pupil and his / her parents by helping a specialist (psychologist, doctor, special pedagogue),
- organizing out-of-class and non-school events by teachers where the teacher is familiar with pupils in other social contexts such as teaching,
- using the appropriate humour to increase pupils' self-esteem when they are nervous or restless.

3 Current school and pupils' images

In the used forms of education in our schools it is assumed that the pupils form a homogeneous study group. The current school therefore has a problem with pupils out of its average, either in a positive or negative way. Today's education rarely reinforces the specific talent of individuals who excel; rather it focuses on reducing differences. It is common for teachers not to take into account the specifics of the study group, which makes it possible to take some of the curriculum content at a faster pace or by using other teaching methods. Probably each of us is happier to remember pedagogues who have been able to raise the pupil's interest. When the pupils get the results themselves, then they know how they came out and what they describe. Knowledge gained by one's own efforts is fixed more deeply than the one mediated to them.

Yet every year many graduates comes to Slovak high schools (and universities) from lower school grades, with a lower level of knowledge, skills or work habits compared to the past. This is why the work of teachers

and the building of the social climate in the classroom are often challenging. Their pupils know well what teachers expect and what hinders them. Pupils are accustomed to asking teachers the question, "What benefit will bring this to me?"

As described by Balint (2011), the teacher can answer: I do not know what benefit will bring to your life what we are learning at school now. But if you do not learn it, you will not know. The teacher can also expand his answer: "Bring me a detailed list tomorrow about what you will do in the next 60 years of your life, where you live, where you will be employed, what work you will do all the years, what your children and grandchildren will do, what are their interests, whether you want to talk to them, whether they want to talk to you and about what. When I learn all this from you, I will be able to tell you what will be usable in life for you from what we are learning today. Otherwise, it is not possible to answer your question in a reasonable way. But it is also possible to answer with the following words: You must realize that you do not know at all what will happen to you in your life, what you will be and what you will not need.

The author of the paper surveyed opinions 1372 high school students about their perceptions of an excellent teacher and which teachers' features in their work hinder pupils. The obtained data from the conducted survey are shown in figures 1 and 2.

- Survey respondents characterized the excellent teacher with the following features.

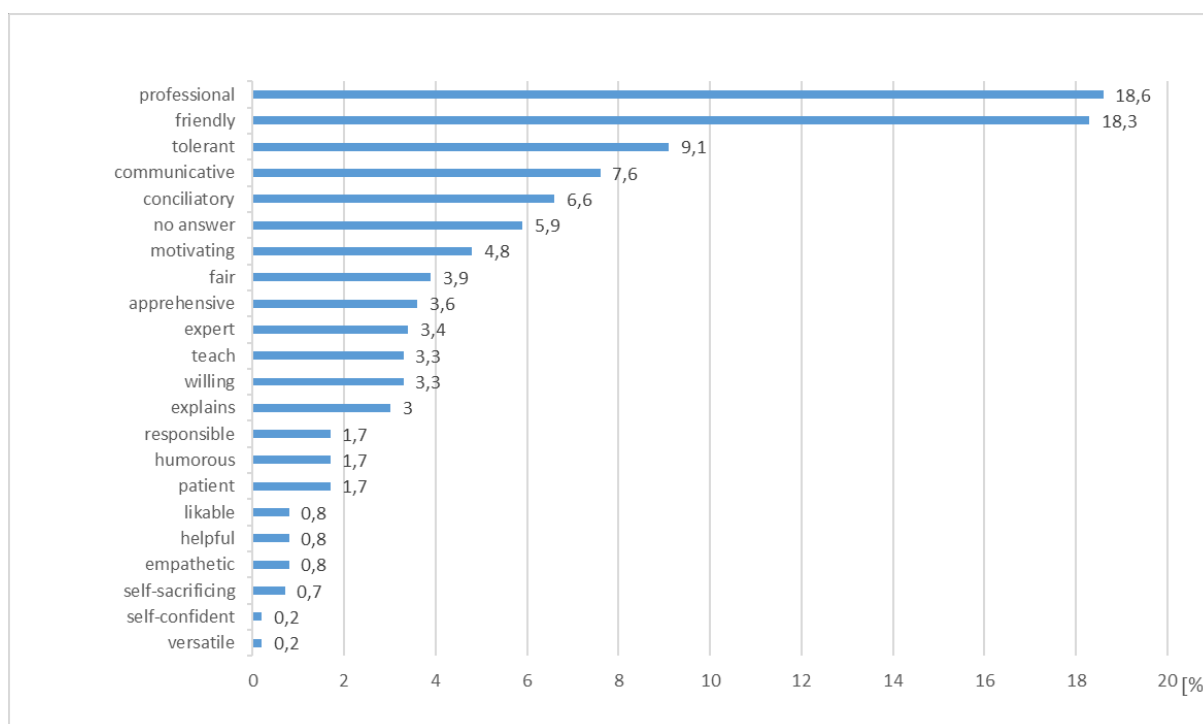


Fig. 1: Characteristics of excellent teacher according to pupils

- Pupils have chosen the most teachers' features which hinder pupils. These are shown in figure 2.

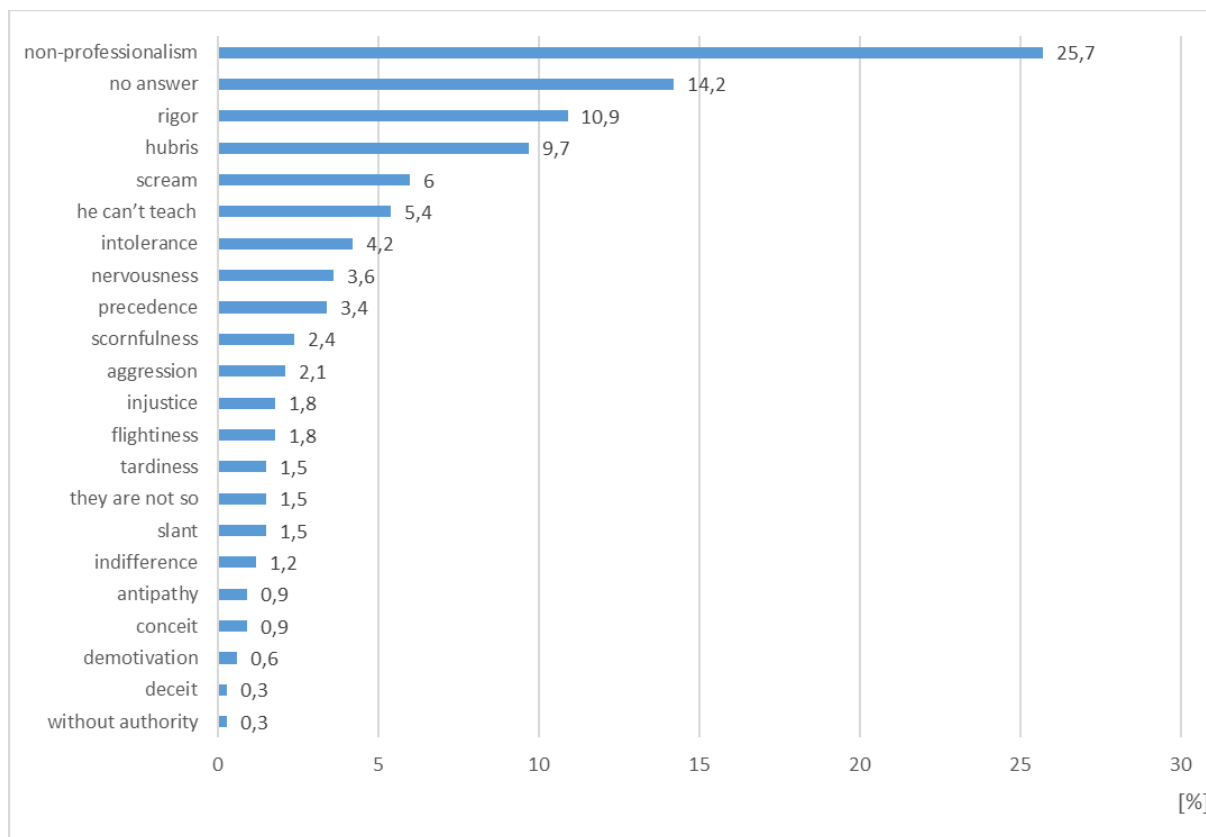


Fig. 2: Teachers' features which hinder pupils

4 Characteristics of the successful teacher

The author of the contribution (Bilčík, 2010) stated that a successful teacher is able to meet the needs and expectations of his pupils through effective use of teaching time. Satisfaction of pupils achieves through his expertise, by using interdisciplinary relationships and applying the methods used, especially the organization of teaching. He respects the ideas and views of his pupils while pursuing the goals and maintaining rational teaching costs. The lesson should be conducted purposefully, and teaching has a clear structure. Teachers use a wide variety of teaching activities and pupils develop their expressive skills.

The teacher applies regular feedback, helping the student to realize whether the tasks are done correctly. It highlights the shortcomings and how to remove them. Pupils perceive the curriculum both in terms of practice and as a challenge to develop their abilities. Having an opportunity to organize their work, the work on teaching should correspond to the pupils' abilities and learning needs.

5 Conclusion

The main purpose of the teacher's activities in the teaching process is to organize them so that the pupils involved are happy, aware, active and happy to experience this process. In the modern world, there is an increasingly important ability to look at the mankind knowledge from a different angle and in context. According to the author, the pupils should be able to use their knowledge, skills and working habits in their next productive life, and therefore teachers should share knowledge with learners intertwined with the use of

interdisciplinary relationships. To achieve these prerequisites, a well-prepared teacher is required to actively communicate with pupils and to build and maintain a friendly social climate in the classroom. Then pupils at school can do everything best as they can, they will enjoy activities and they will not only benefit from their further use in society but also enjoy life.

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