

The theoretical and methodological aspects of teacher and learner personality development

Rita Szebeni – László Dorner – Zsuzsanna Hanák



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1 INTRODUCTION

Teaching, as a career including one of the most complex systems of expectations posing daily challenges for its practitioners cannot be performed without continuous interaction and effective communication with supervisors, parents and students. We believe that teacher training programs should prepare graduates and prospective teachers whose motivation, up-to-date knowledge and appropriate skills and personality components make them suitable for such career. At the same time it must be stated that teaching entails significant intellectual and physical challenges. Consequently the maintenance of solid psychological and emotional health is crucial. Emotional problems can lead to employment-related difficulties and increasing personal and interpersonal conflicts (Lesson 6) coupled with the emergence of the burn-out syndrome (Lesson 8). Therefore the career design of teachers has to include socialization to the profession and the consideration of professional identity along with the question of life-long learning (Lesson 7).

At the same time we assign priority to the development of basic teaching skills facilitating the effectiveness of teaching performance (Lesson 4), the development of communication skills (Lesson 3), the theoretical and practical background of cognition (Lesson 9-10) enabling the teacher to have a better understanding of the life, and social, individual, and cultural factors impacting students.

The text discusses the theoretical and methodological options of the personality development of teachers and learners providing the prospective teacher with a better understanding, appropriate attitudes to his or her future profession and role along with following the latest relevant scholarly results. The primary purpose of the text is to facilitate overall preparation for the teaching profession and the handling of pedagogical situations along with the practical examples found in the text.

As a closure to our book we would like to provide help for teachers designing pedagogical intervention methods in areas not belonging to traditional pedagogical practice, including special pedagogical services, child psychiatry, drug treatment centers, and other student and youth assistance facilities.

1.1 OBJECTIVES, COMPETENCES

1.1.1 Objective

The most important course objectives: preparation for the pedagogical profession, coping with the respective professional situations arising in a pedagogical context, the development of effective and credible interpersonal relations. Additional goals include the provision of methodological and theoretical information for the exploration of the teacher's personality along with the analysis of pedagogical situations on intrapsychic and interpersonal level, the introduction and illustration of the significance of the concepts of career socialization, career development, career correction, and lifelong learning throughout the course of the teaching profession.

1.1.2 Competences

The development of the personality of students, individualized treatment and personalized approaches

Communication, professional co-operation, and career identity

Facilitating and assisting the development of learner groups and communities

Autonomous personality features and a sense of responsibility

- Students will acquire the following information:
 - a comprehensive knowledge and perspective of the psychological theories pertaining to the role of the teacher
 - a systemised knowledge of expectations related to the teacher's role
 - identifying the basic features and characteristics of classroom communication
 - the ability to explore students as persons, the preparation of case studies, and designing the respective pedagogical procedures
- Skills
 - the establishment of relations with students based on mutual respect and trust
 - clear, open, and credible communication related to professional situations with students, parents, and the representatives of other professional fields
 - recognition and understanding of one's communicational problems and the improvement of such skills
 - the establishment of one's professional role and identity

- exploration of student personality (cognition) and the compilation of a case study based on the respective data.
- utilizing the acquired personality development options, providing support for independent learning
- Attitudes, perspectives,
 - Respect of the student's personality, capability of identifying values in everyone, expressing positive emotions (love) towards students, sensitivity to student problems, creating criteria for healthy personality development
 - Openness to acquire a wide array of personality development methods
 - Cooperation, mutuality, assertiveness, and helpful communication
 - Striving for greater self-awareness, of one's own personality, the preservation of physical and mental health

1.1.3 Course completion criteria:

- Continuous processing of professional literature,
- The solution of all exercises related to all chapters,
- A closing test based upon the theoretical information learned during the semester.

1.2 COURSE CONTENT

Lesson 1: Introduction

MODULE I: The development of the teacher's personality and skills

Lesson 2: Self-awareness and the possibilities of its further development

Lesson 3: Promoting conscious communicative behaviour, the improvement of communication skills.

Lesson 4: The introduction and improvement of basic teaching skills

Lesson 5: The concept, organisation, management, and dynamics of a training group

MODULE II: The teaching profession

Lesson 6: Typical conflicts and conflict resolution in the teaching profession

Lesson 7: Career development, career socialization, career correction, and the questions of lifelong learning in the teaching profession

Lesson 8: The teaching profession and the burnout syndrome

MODULE III: The theoretical and practical background of student cognition

Lesson 9: The theoretical foundations of student cognition

Lesson 10: The areas and methods of student cognition

Lesson 11: The preparation of a pedagogical case study and its role in the development of students

Lesson 12: Sites of institutionalised assistance: special pedagogical services and the role of the social service network in the teaching profession

MODULE IV: Supplements

Lesson 13: Course summary

Lesson 14: Supplements

Lesson 15: Tests

1.3 LEARNER SUPPORT, ADVICE TO LEARNERS

Dear student!

Before you start working with the material we would like to provide a few useful pieces of information to help you with increasing the effectiveness of your learning effort. The text can be processed along the PQRS learning methodology, known as a strategy for effective learning.¹

The preparation should include the following steps:

Step one: Surveying the material, formation of questions, getting into the learning mode:

- Before starting learning specific information become familiar with the structure of text, read the table of contents, and click on a few lessons from each module. Peruse the subtitles, check the figures. These few minutes will help you to get an overall picture of the material.
- Second step: compose question related to the electronic textbook. What kind of thoughts arose in your mind, what would you be interested in? The purpose of this step is to create interest in the material. Good questions can help us find the right information in the material.
- You should start learning the material only after surveying the text and composing some questions in your mind.

¹ Atkinson Rita L. – Atkinson Richard C. – Smith Edward E. – Bem Daryl J: Pszichológia (Psychology)– Oziris – Századvég Bp. 1994

Step two: Processing the material– learning the lessons:

- We recommend that you prepare a **learning schedule** dividing the lessons to be processed into days. In order to create a realistic plan we suggest that you read the text first and time yourself in order to find out how long it takes to read a textual unit of subchapter length. First you should read silently, and during the next reading you can write down the crucial terms of the lesson. The two reading times should be multiplied with the number of the subchapters. The respective result should be the referential foundation on which your learning schedule is based. Moreover, time should be allocated for viewing the respective video presentations and the solving of the 2-3 exercises listed in the lessons as well.
- **Reading lesson by lesson – text processing:** The learning of the respective lessons should also start with a quick survey in order to help the arrangement of the text and the learning effort along with increasing the efficiency of the retrieval process. Before studying the given topic questions should be constructed for which the respective textual units will provide answers.
 - Next read the lesson carefully, but do not highlight terms or statements. Highlighting is not effective without being familiar with the content of the full chapter.
 - Should it be necessary identify and write down the key terms during the second reading, but your notes should not exceed 10-15% of the overall text.
 - You can also make an outline of the lesson, and a colourful mind map or learning support material can be effective. Mind maps promote imprinting and retrieval via structuring the material and providing pictorial information.

Following reading, and note taking recall the most important information and check your knowledge with the self-test questions.

Also perform the exercises and compare your practical experience with the respective theories and try to establish correlations between the two.

Finally check your knowledge with the questions and practice tests listed at the end of each lesson.

Progress from chapter to chapter, but after you finish the whole text review the overall material in a comprehensive manner.

We wish you productive learning and the acquisition of fruitful knowledge!

- ✿ Please survey the course content listed in the introductory section and write at least 5 questions concerning the respective topics.

2 SELF- AWARENESS AND THE POSSIBILITIES FOR ITS FURTHER DEVELOPMENT

2.1 OBJECTIVES AND COMPETENCES

2.1.1 Objectives

The lesson helps students to recognize the importance of self-awareness and self-reflection to teaching.

Students should become familiar with techniques crucial for the development of self-awareness while practicing certain reflective teaching techniques.

Learners should also be given feedback on themselves and respective skills needed for the teaching profession.

2.1.2 Competences

The ability of promoting self-awareness

Acquisition and application of self-reflection methods.

Assigning significance to self-awareness in increasing the efficiency of pedagogical performance.

A positive attitude towards the development of the learner's self-knowledge, personality, mental, and physical health.

2.2 COURSE MATERIAL

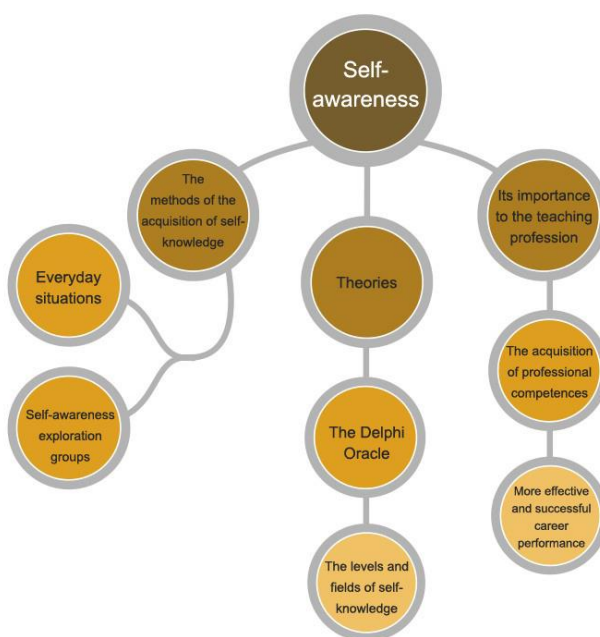


Figure 1: Structure of the course material

2.2.1 The teaching profession

What is the importance of self-awareness?

According to common wisdom the teaching profession is one of those fields in which the respective teacher's personality functions as a working tool. The effectiveness of teaching greatly depends on the relations and connections between student and teacher. Virtually everyone disliked a subject ("I hated it") during his or her school years because of the personality of the respective teacher. At the same time the likable character of the teacher guaranteed a positive attitude towards a given subject ("I loved History, because I had a great teacher").

However, what are the qualities of a good teacher? A sound professional background, empathy with underachieving students, or a more relaxed attitude toward drinking during school trips?

In order to appropriately apply these character features a teacher should fully be familiar with the triggering factors of his own behaviour and understand his internal emotional developments while communicating

them in an efficient manner. This, however, can only be achieved with a stable and realistic self-image to be monitored on an everyday basis.

The development of the teacher's personality is an important field of research both in Pedagogy and Psychology. The appropriate functioning of an educational system depends on a successful career socialization process, that is, the teaching of the next generation should be performed by emotionally and psychologically balanced teachers.

But, what are the requirements for a "good or balanced personality, "or for a "good teacher?" While research efforts have been performed from a variety of angles, no uniform answers have been proposed. All researchers tend to agree that the teacher's personality is a working tool making personality development an indispensable component of the teacher training programs. Recent research efforts revealing the uncertainty of the professional identity of fresh graduates of teacher training programs coupled with a better appreciation of content knowledge provide additional reinforcement to such assumptions.²

The appropriate knowledge of the self and the development of skills indispensable for the teaching profession can significantly contribute to successful teaching performance.

2.2.2 Self-awareness or the knowledge of the self

How can we define self-awareness?

 **An easy answer to the question is familiarity with oneself, an awareness of one's identity and personal and physical features.**

Since the person involving in observing oneself is both the subject and object of the self-definition process providing a scientifically sound answer appears to be difficult. Technologically speaking, the design and description of the operation of a machine requires an external agent. Human beings can sustain and explore themselves, but only to a limited extent.

The desire to explore the self, or learning about one's personality has a long history. The oracle of Delphi occupied a central position in Greek culture as citizens of the islands and city states, mythological heroes,

² TÚRY Zoltán: A pályaszocializáció helye a tanárképzésben. (The role of career socialization in teacher training) In.: Bagdy Emőke (szerk.): A pedagógus hivatásszemélyisége, Kossuth Lajos Tudományegyetem, Debrecen, 1997

leading soldiers, philosophers, and rulers visited it regularly to find out about the future and their own plight.³

The famous line above the oracle entryway *Gnothi seauton*, that is learn about yourself implied that our lives are not guided or directed by external forces and predictions, but ourselves, and the key is in knowing ourselves.

Soós identified two reasons of the primeval human desire for the exploration of the self:

1. The need for self-healing or self-therapy aimed at preserving the individual's biological and social harmony and finding an outlet for the accumulated tensions.
2. The need to improve one's effectiveness and productivity while maintaining balanced interpersonal relations.⁴



Figure 2: Delphi (Delphoi) the most famous oracle of ancient Greece⁵.

Pálffy distinguishes three levels of self-knowledge:

The **first level** is the surface containing all information about our attributes and skills including will power, areas of interest, and the ability to deal with tension or failure.

³ RUDAS János: Delfi örökösei. Elmélet, módszer gyakorlatok. (The legatees of Delphi, theory, method, practices) Új mandátum, Budapest 2001.

⁴ SOÓS Béla: Az önismeretről.(On self-awareness) in: Rudas János (szerk.) Önismereti csoportok. Animula, Budapest

⁵ <http://www.gorogorszag.info/delfi-delphoi-gorogorszag/target8.html>

The **second level** is the historical or archeological level entailing the experiences of childhood. At this level the exploration of the self is aimed at identifying and evaluating the impact of previous experiences on the person's current life, aspirations, and emotions.

The **third level** is the social level examining what kind of image is held by others about ourselves and to what extent that view harmonizes with the one formed about us by ourselves. The other goal is to assess our ability to meet the requirements implied by our social roles.⁶

The Johari window

Joseph Luft and Harrington Ingham developed a model named by the combination of the first syllable of their respective first names.

The model divides the personality into four parts implying areas known and unknown by ourselves and others. Let us interpret the four areas:

Open area, or the arena: a field known for myself and for others, that is the sum of behaviours known to self and others.

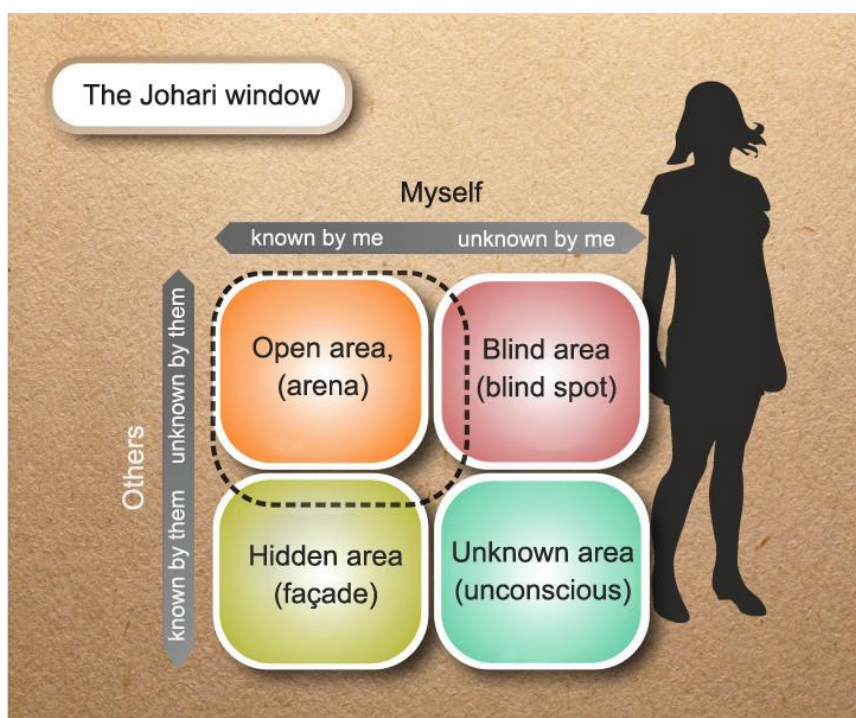
Hidden area, or the facade: information we know about ourselves, but we do not share with others, conscious concealment of certain content from others.

Blind area, blind spot: the aspects of the behaviour of a person undetectable by the self, but known by others.

Unknown area, or unknown self: the dark zone, area unknown by self and unknown by others.⁷

⁶ K. PÁLFFY Katalin: Bevezetés a pszichológiába, (Introduction to psychology) Tankönyvkiadó, Budapest, 1989.

⁷ BARLAI Róbert: Egyéni hatékonyság (Effectiveness and personality) in.: Rudas János (szerk.) Önismeretei csoportok. Animula Budapest



Figur 3: The Johari window

Myself known by me, unknown by me,
 Others known by them, unknown by them
 Open area, arena, Hidden area or façade, blind area or blind spot,
 unknown area, unconscious

It is obvious, however, that the four areas cannot be permanently delineated as they can change flexibly. The respective borderlines depend on:

- personality
- the type of the given interpersonal connection.
- the respective situation
- the previous experiences of the individual.⁸

The main goal of the self awareness process is the increasing of open areas and reducing the hidden areas and blind spots.

⁸ RUDAS János: Delfi örökösei. Elmélet, módszer gyakorlatok (The legatees of Delphi, theory, method, practice) . Új mandátum, Budapest 2001.

But how can self-awareness, self-knowledge be acquired?

Our self-awareness or knowledge of the self can improve in every day activities if we act consciously and observe our acts and motivations in certain situations.

A more deliberate and organized method of improving self-knowledge is participating in self-awareness groups with the aim of improving and expanding one's knowledge of the self. This is also a learning process as the individual gains crucial experience on the rational, emotional, and behavioural level⁹


In this way the individual can test himself or herself in protected, yet controlled and directed environments and situations and the observation of his own reactions can lead the newer experiences related to the personality.

Participation in self-awareness groups can lead to positive changes in the following areas:

- improved interpersonal relations, the individual becomes more open, accepting, and trustful toward others and self.
- increased self-confidence, self-esteem, the personality can shift toward internal control attitudes (inner directed personality), improved emotional stability
- open mindedness, increased acceptance and tolerance toward others.
- expansion, diversification and increased effectiveness of individual problem resolution strategies¹⁰

These changes promoting the effective solution of pedagogical problems, the elaboration of appropriate teacher-student relations, and the development of an open, receptive attitude are crucial for anyone seeking success in the teaching profession.

2.2.3 Self-reflection

 **Self-reflection entails a value neutral analysis of the self, asking questions of ourselves, and attempting to understand behaviour and emotions related to everyday conduct. Such analysis can promote goal fulfilment and the enrichment of one's life. This also implies a criteria of the conscious management and control of one's life**

⁹ RUDAS János: Delfi örökösei. Elmélet, módszer gyakorlatok. (The legates of Delphi, theory, method, practice) Új mandátum, Budapest 2001.

¹⁰ RUDAS János: Delfi örökösei. Elmélet, módszer gyakorlatok. (The legates of Delphi, theory, method, practice) Új mandátum, Budapest 2001.

We have to learn to observe ourselves from the outside. This exercise has to be performed in a calmer, and problem-free period without emotional charge and tension blurring our perspective.

- ✿ We could ask the following questions from ourselves. (Student should carefully consider the answers and prepare notes for themselves)
- ? Which of my activities were useful and helpful in furthering my goals?
- ? What factors caused me to feel worthless today?
- ? Can I communicate with others in a credible manner?
- ? Am I satisfied with my own life?
- ? Can I express acknowledgement, joy, anger, disillusionment, concern, and worry towards others?
- ? Do I want to win always, or am I happy when others succeed?
- ? Do I consider the opinion or acknowledgement of others important or do I disregard the views of others?

- ✿ Further exercises for self-reflection!
- Carefully weigh the answers to these questions and exercise self-reflection!
 - Name some goals whose realization you are persistent in and name those in which you are not.
 - Are your goals or objectives important for you?
 - How much willpower you have?
 - What would you change about yourself?
 - If you could buy some personality characteristics, which would be those, and would you purchase them at all?
 - Do you prefer the company of many exciting people or only of a few?
 - How do I look like, when I am angry, how do others see me?
- Think over your day from morning till night and identify the following aspects:
 - useful acts for yourself,
 - emotionally taxing or threatening situations, which one was the hardest and most unpleasant?
 - positive feelings during the day

- what are you proud of concerning your activities in the day?
- what is important regarding the change?

2.3 SUMMARY, QUESTIONS

2.3.1 Summary

- The lesson explored the significance of self-awareness or self-knowledge in the teaching profession, in the teacher-student relation and the promotion of effective teacher performance.
- Students became familiar with the most important features of self-awareness, the related difficulties and means of promoting self-knowledge, goal fulfilment, and the conscious management of one's life.

2.3.2 Self-test questions

1. In which professions does self-awareness play a major role?
2. What is the significance of self-awareness in the teaching profession?
3. What are the difficulties implied in the acquisition of self-awareness?
4. What is self-reflection?
5. In which situation is self-reflection necessary?
6. What are the levels of self-knowledge?
7. What are the components of the Johari window?

2.3.3 Practice tests

Who developed the Johari window model?

1. Zsuzsanna Kulcsár
2. János Rudas
- 3. Luft and Ingham**
4. Nunally and Wackman

Which of the following statements is false?

- A. Participation in self-help groups leads to increased experiences and knowledge about our own personality.

- B. During self-reflection we have to observe ourselves externally in a neutral manner
- C. According to Pálffy self-awareness or self-knowledge has four levels.**
- D. The teacher's personality is his work tool.

Why do teachers need self-awareness or self-knowledge? (more than one correct answer is possible)

- **for successful work performance.**
- **in order to understand and cope better with problematic pedagogical situations.**
- **to become more secure and self-confident.**
- **to understand the motivations behind his or her own behaviour.**

3 PROMOTING CONSCIOUS COMMUNICATIVE BEHAVIOUR, THE IMPROVEMENT OF COMMUNICATION SKILLS

3.1 OBJECTIVES AND COMPETENCES

3.1.1 Objectives

The preparation of students for approaching pedagogical situations based on effective and credible interpersonal relations.

3.1.2 Competences

- communication, professional cooperation
- familiarity with the basic features and aspects of class-room communication, capability of professional, intelligible, open, and credible communication
- Recognition of communication difficulties and willingness to improve the respective problem areas.
- The capability of assertive, helpful communication

3.2 COURSE MATERIAL

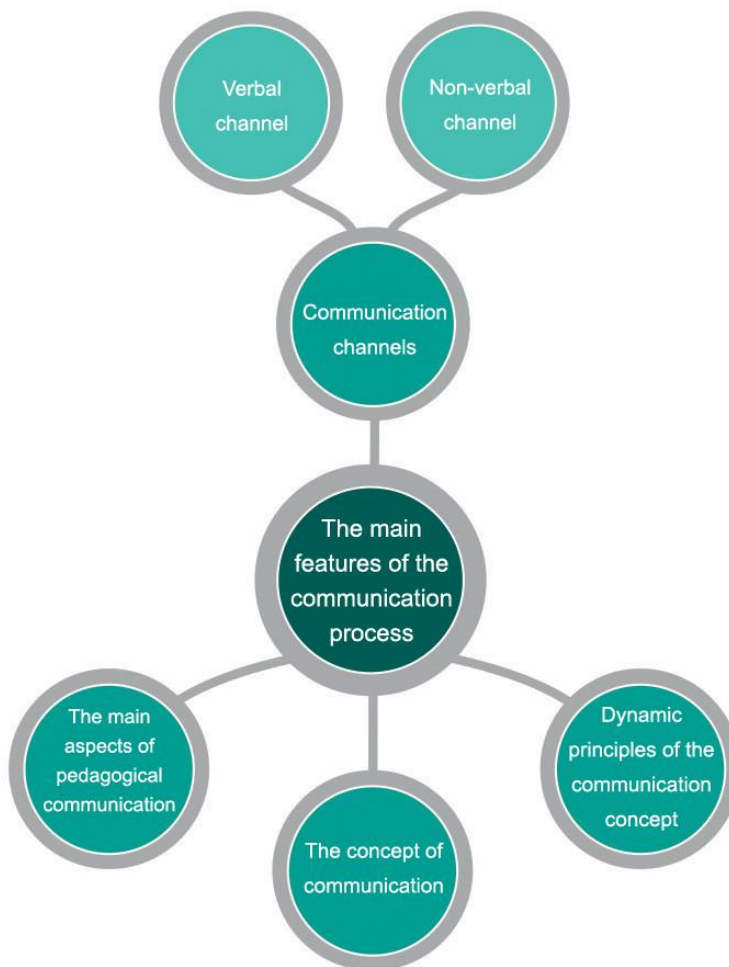


Figure 4: Conceptual map for Lesson 3

3.2.1 The main features of the communication process

The concept of communication

Communication is a ubiquitous aspect of human life and society and it can only be discussed in a general and rather theoretical manner.

General definition

- ☞ **Communication is a sum of all processes entailing a sender or initiator, a recipient, a communicational mode or channel (i.e. speech), a message and a subsequent modification in behaviour or any related general impact. The communication process can be explored by the tools of information theory, psycholinguistics, social psychology, semantics, and linguistics.**¹¹

Pedagogical communication

- ☞ **Pedagogical communication is a type of communication serving pedagogical and educational purposes. The communication process is pedagogically regulated, institutionalised, designed, and conducted within the framework of the interpersonal relations of teachers and students. The effectiveness of pedagogical communication is a crucial criterion of any educational effort.**¹²

The dynamic principles of the communication process:

Communication is a dynamic process entailing the onset of an event or condition as a result of the interaction of forces and counterforces. The communication process includes the following dynamic principles:¹³

1. Communication is necessary.

The necessity of communication implies that humans living in a network of social relations cannot refrain from communication. Any act, behaviour, or the manifestation of expression meets the criteria of communication since all humans live in an interactive framework. Even if someone does not do anything, the act of not doing anything is regarded as communication as it expresses an attitude to a certain norm within a certain dimension of meaning. Recall a conversational situation during which your partner was silent, did the respective silence carry any meaning or message?

¹¹ FRÖHLICH, W. D.: A pszichológiai fogalmak magyarázata (The explanation of psychological concepts) Springer kiadó 1996. ISBN 963 8455 88 8

¹² ZRINSZKY L. 2002. Gyakorlati pedagógiai kommunikáció. (Pedagogical communication in practice) ADU-FITT IMAGE, Budapest

¹³ H. VARGA Gyula: A hatékony kommunikáció (Effective communication) Hungarovox Kiadó 2013. ISBN 978 615 5351 02 0

2. Communication as a reciprocal process is based on mutuality.

Communication also implies a need to provide a response, and presupposes the mutuality of responses. Accordingly, in all communication processes and regulated interaction the response of one party is dependent upon the expressive act of the other. The principle of reciprocity is applicable to sanctions and normative rules as well.

- ✿ Observe how people communicate in everyday situations! Is reciprocity applicable to conversation at schools, stores, and the post office, at the doctor's office, during sport activities, or at work?

3. By necessity communication takes place in many channels and many levels

The multichannel aspect of communication is represented by the role of non-verbal channels in addition to the verbal one. Human communication takes place on two levels, the content and the relation between the respective parties. The communication process is structured, and the very structure has a communication function by itself as it breaks the communication process into units along with stressing or highlighting certain aspects.

- ✿ Observe the communication of the head of a class towards pupils or towards the principal during a class visit? Can you recognize any difference?

Communication can be equality based, that is symmetric or unequal, asymmetric. All communication processes can be allocated into either of the two basic categories and reflect the relation between the respective parties. In case of symmetric communication both parties have identical options for influencing the communication process, while in asymmetric communication one party can generate a greater impact on the communication process than the other.¹⁴ Direct communication can take place in verbal channels, that is speech, or non-verbal channels as well.¹⁵

Communication channels

Human communication is based on several channels. Human behaviour has several aspects promoting exclusively, or primarily

¹⁴ N. KOLLÁR Katalin, SZABÓ Éva: Pszichológia pedagógusoknak (Psychology for teachers) Osiris Kiadó Budapest 2004 ISBN 963 389 672 X

¹⁵ Szilágyi István: kommunikációs ismeretek-és készségfejlesztés (Introduction to communication and skill development) Skandi Wald kiadó Budapest 2000.

communication purposes. In everyday communication, in a direct, interpersonal context virtually all channels are involved. The channels function in a joint manner and during the communication process all channels are involved in all phases.

The verbal channel is the most specific means of human communication capable of forwarding virtually all types of information. Verbal channels have the most complex and intricate codes among all communication channels and their quality and effectiveness depend on the respective levels of socialization, the main personality features and other psychological components.

Recall some of the verbal expressions of your teachers and evaluate them. What kind of verbal style you approve of and what do you reject? Explain your reasons behind the rejection or acceptance!

Communication cannot take place without the non-verbal and metacommunication dimension. Metacommunication primarily uses non-verbal channels and very rarely deploys the structural features of verbal communication. The primary meaning domain of metacommunication is the relation of the message to the recipient, presupposing a secondary or in some cases hidden meaning.

The recognitions related to the concept and functioning of non-verbal communication are crucially significant for the theoretical background of direct human communication.¹⁶

Communication with facial gestures or mimics is one of the most important non-verbal channels playing a significant role in the expression of emotions. Facial gestures or mimicry are suitable for expressing a wide range of emotions including joy, sadness, fear, anger, interest, etc. Mimicry is a constant communication channel in human interaction. The understanding of mimics-based communication depends on the participation of other communicational channels within the given communication process. Apart from mimicry, the gaze can be considered a separate communicational channel. The direction and content of the gaze are signals to which the partner in the communication process pays attention. Communication via the gaze is usually unconscious and indeliberate. In everyday communication situations it is difficult to distinguish the communication factors of the gaze and that of mimicry. The gaze is an integral component of mimicry, and in case of children due to the limited verbal skills this channel is given an even higher importance.

¹⁶ SCHMERCZ István: Pedagógiai szociálpszichológia (Pedagogical social psychology) Élmény'94 Bt. Hajdúhadház 2002 ISBN 963 85333 4 X



Figure 5: Emotions expressed with mimicry: joy, happiness.¹⁷



Figure 6: Emotions expressed with mimicry: fear¹⁸

- ✿ Select pictures from your family album or school events displaying a variety of facial expressions. When were the pictures made and what kind of mood do they suggest?

The distinction between language and speech in direct communication is crucial since in case of speech a unique non-verbal communication channel, the vocal communication is operative. The tone is also a very

¹⁷

<http://www.grafomagazin.hu/index.php?menu=22&rovat=4&id=67&cikkNev=QXogYXJjIGFulOIzIGF6IOlyemVsZW1raWZlamV66XMgcHN6aWNob2zzZ2lhaSBtZWdr9nplbO106XNiZW4=>

¹⁸

<http://www.grafomagazin.hu/index.php?menu=22&rovat=4&id=67&cikkNev=QXogYXJjIGFulOIzIGF6IOlyemVsZW1raWZlamV66XMgcHN6aWNob2zzZ2lhaSBtZWdr9nplbO106XNiZW4=>

important non-verbal indicator playing a role in everyday communication. Vocal communication is closely connected with the content of the speech. The tone and other formal characteristics of the speech reflect the impact of the community socializing the given individual for the use of the particular language. Voice can adequately reflect inner tension or excitement, and the basic timbre can have a significant impact on the vocal channel.

- ☼ Pay close attention to your telephone conversations and establish or evaluate the emotional state of your conversation partners!

All communication takes place with signs created by the movement of certain muscles. The signs include either certain body parts or the body as a whole. Mobile communication channels are gestures, body posture, and the regulation of spatial distance.

Gestures include the movement of the head, hands, and arms. These body parts are usually in motion during direct communication and have a meaning or make sense on their own. Some of them are conscious signals decoded both by the initiator and the recipient, and some are unconscious but the communication partner watches, observes them and makes an appropriate reaction as well. Posture including sitting and walking expresses emotional state or a subjective evaluation of the given situation. While it is a normative definitional component, it is influenced by unconscious motivation as well. It can express emotions thereby fulfilling adaptation, or communication functions. Posture and the maintenance of spatial distance differ in an intimate context, at a company of several people, or at a formal event. Our posture can be loose, our movement could be dynamic expressing fatigue, determination, hesitation and many other emotional states.¹⁹ In communication the distance among people during the respective interaction plays a significant role. In spatial distance regulation we distinguish zones including the intimate, personal, social, and public zones.

- ☼ Describe yourself based upon your mobile communication channels. List the features of the non-verbal communication of the ideal teacher.

¹⁹ TÓTH László: Pszichológia a tanításban (Psychology in the education process)
Pedellus Kiadó Debrecen ISBN 963 9224 57

Communicational situations

There is a wide variety of communication situation types and a scholarly analysis of the respective varieties is provided by Balázs, Tomesz, H. Varga (2013.) Accordingly, we can distinguish intrapersonal, interpersonal, multipersonal, public, intercultural, organisational, and mass communication.

1. Intrapersonal communication

It can be considered an internal conversation. Its cognitive component includes the information and the applied sign system, the affective component refers to the self-perception of the personality and the respective attitudes, while the operational component entails attention and speech activity. The primary significance of intrapersonal communication is illustrated by the fact that it is the foundation of any other type of communication.

- ✿ Take up a comfortable position on a chair, take a deep breath a few times, calm down and in your imagination eliminate all external noises and internal tensions. Close your eyes and place yourself in harmonious landscape where you feel at peace. After a few minutes describe your experiences!

2. Interpersonal communication

The Latin term “persona” refers to a person, interpersonal communication entails connection between persons. In psychology interpersonal communication refers to a communication connection between two people.²⁰

- ✿ Evaluate your own communication and observation skills. If you are satisfied, there is no other further task, but if you found faults with yourself prepare a communication development plan. We wish you success!

Points to consider:

1. Speaking in groups.
2. To speak in a short and concise manner.
3. To speak energetically.
4. To encourage others to speak.
5. To pay close attention.
6. To think before speaking.

²⁰ ZÉTÉNYI Á.:1997. A hatékony tanár (The effective teacher) In.: Mészáros Aranka (szerk.) Az iskola szociálpszichológiai jelenségvilága ELTE Kiadó Budapest

7. To make remarks relevant to the given point.
8. To recognize intragroup tensions
9. To recognize initiators and recipients within the given group.
10. To recognize the interest level of the given group.
11. To recognize the emotions of individuals
12. To recognize those, who are only physically present.
13. To recognize when the group wants to avoid a topic.

3. Multipersonal communication

A communication process involving primary groups in which each participant has identical or similar options for shaping the respective communication.²¹

- ✿ Discuss within your group what a teacher does in school?

After the “spontaneous” conversation discuss the same topic again according to the following points:

1. tasks related to pupils
2. tasks related to parents
3. tasks to be performed within the organisational framework of the school by the teaching staff
4. tasks related to the external connections of the school

4. Public communication

Public communication refers to the participation of institutions, organisations, or social groups, or their representatives in communicational events. Such events are open to the public, organised around a specific theme, accessible to interaction partners or external groups and are usually broadcast by media or take place among large groups of people. ²²

- ✿ Observe and note the strengths and weaknesses of the participants of a public communication process in schools (principal addressing school assembly, student saying a farewell speech during a school leaving ceremony).

²¹ ZRINSZKY L. 2002. Gyakorlati pedagógiai kommunikáció. (Pedagogical communication in practice) ADU-FITT IMAGE, Budapest

²² BAKACSI Gy. 2007. Szervezeti magatartás és vezetés (Organisational conduct and management) Aula Kiadó Budapest

5. Intercultural communication

Intercultural communication refers to the main features of the communicative interaction between the representatives of various peoples and subcultures established by social groups and communities.²³

- ✿ After viewing the video below identify the offensive moves or gestures pertaining to the given culture. Which part of the particular nation's cultural aspects or norm structure could explain the potential insult?!

<https://www.youtube.com/watch?v=UTE0G9amZNk>

6. Organisational communication

Organisational communication refers to mutual communication activities performed by institutions (schools, enterprises, offices). Organisational communication as a harmonised activity is performed within a hierarchical framework providing the required infrastructural conditions.

- ✿ Describe the image of your school, or workplace according to the the following components: coat of arms, logo, colour, building structure, internal space, and equipment. What are the respective communication messages?
- ✿ Describe the internal communication network of your school or workplace. What are the main formal and informal communication channels and what is the direction of the information flow, top to bottom, or reciprocal?

7. Mass communication

Mass communication is medial communication transmitted by the press, radio, television, and the Internet. Mass communication entails the institutionalization of communication as mass communication becomes the subject and object of communication.²⁴

²³ HANÁK Zs. 2012. A pedagógus családdal végzett munkájának szerepe a romák társadalmi integrációjában (The significance of the teacher's work with families in the social integration of the Roma community) In .: epa.oszk.hu/.../EPA02245_tarsadalmi_egyuttes_2012_3_hanak_zsuzsanna. pdf Tárolt változat

²⁴ HATVANI A.- ESTEFÁNNÉ V.M.-TASKÓ T: Személyiség és szociálpszichológia (Personality and social psychology) www.ektf.hu/hefoppalyazat/.../a_pszichologia_terletei.html

- ✿ Compare two publications (newspaper articles, interviews etc.) with an opposing point of view regarding the teacher career model. Analyze the conflicting opinions, and offer your own view on the subject as well!

Communication styles

- ✿ Assignment: After viewing the following short film express your emotions regarding what you saw and heard.

The effectiveness of communication not only depends on the selection of words, as the body language, tone, and volume level all play a role in the credibility of the teacher's communication. Credible and authentic communication is one of the most important aspects of the teaching profession. Successful communication is based upon assertive behaviour in a communication situation, also known as assertive or self-confident communication. Below we provide examples of various communication styles including the assertive, submissive, and permissive types.

Assertive communication²⁵

Assertive communication implies the ability to defend one's position without offending or intimidating others. The assertive communicator maintains a positive self-image and strives to conclude the communication transaction in a positive manner implying success for both parties.

- ✿ Recall some of your high school teachers who communicated in an assertive manner. Identify and compare the respective features including verbal communication, volume (vocality), gaze, mimicry, gestures, spatial distance management, and posture.
- ✿ Compare your findings with the charts provided below. The higher the overlap with the respective research results, the greater the likelihood of assertive communication.

²⁵ BISHOP S. 2008.: Asszertivitás. (Assertive behaviour) Manager Könyvkiadó és Könyvkereskedő KFT. Budapest

<p align="center">Characteristics of assertive communication Verbal communication</p>
<p>Using "I" MESSAGEs, expressing responsibility for thoughts, feelings:</p> <ul style="list-style-type: none"> • "I think that....." • "I feel that" • "I would like to"
<p align="center">STATEMENTS, EXPRESSIONS:</p> <p>- concise, clear, striving for accuracy - omission of such terms as "ought to, should"</p>
<p align="center">RESPECT OF BORDERS, LIMITS:</p> <ul style="list-style-type: none"> • makes suggestions, but does not give advice, does not force own opinion on others • attempts to understand the needs, thoughts, opinions of others (repetitions, summarizing statements, reaction to expressed emotions, raising questions)
<p align="center">HANDLING PROBLEMS, CONFLICT RESOLUTION:</p> <ul style="list-style-type: none"> • searching for solutions • constructive criticism without presumptions, blaming or finding fault with the others • the ability to distinguish facts from opinions • searching for the ways of fulfilling justified needs
<p align="center">IN SUM:</p> <ul style="list-style-type: none"> • awareness of one's importance and responsibility • expression of needs • the other party in the communication process is not degraded • an ability to stand up for oneself in an open and positively aggressive manner, • self-esteem remains intact
<p align="center">Characteristics of assertive communication Non-verbal communication</p>
<p align="center">VOICE</p> <ul style="list-style-type: none"> • sincere, confident, clear • warm, rich, medium tone • not too low volume, but not yelling either

<p style="text-align: center;">MANNER OF SPEECH</p> <ul style="list-style-type: none"> • continuous, fluent, with little hesitation • emphasis on key terms • steady flow
<p style="text-align: center;">FACIAL EXPRESSION</p> <ul style="list-style-type: none"> • smiles if he or she likes something • if angry frowns, otherwise open • smooth countenance without uncertainty or hesitation • slightly loose
<p style="text-align: center;">EYE CONTACT</p> <ul style="list-style-type: none"> • straight, upward gaze • strong maintenance of eye contact
<p style="text-align: center;">POSTURE</p> <ul style="list-style-type: none"> • stands or sits straight in a loose position • head is upheld

Submissive communication²⁶

Submissive behaviour is characterised by shyness, uncertainty, restrained gestures, and low voice. The participant in the communication process does not feel to be equal with his partner thus he is afraid to express view points, ask, request, or refuse a request. Since he or she does not communicate often, people in his or her vicinity do not really know what he or she thinks or wants. Submissive persons often feel oppressed as well.

- ✿ Recall some of your high school teachers who communicated in a submissive manner. Identify and compare the respective features including verbal communication, volume (vocality), gaze, mimicry, gestures, spatial distance management, and posture.
- ✿ Compare your findings with the charts provided below. The higher the overlap with the respective research results, the greater the likelihood of submissive communication

²⁶ BISHOP S. 2008.: Asszertivitás. (Assertive behaviour) Manager Könyvkiadó és Könyvkereskedő KFT. Budapest

<p align="center">Characteristics of submissive communication Verbal communication</p>
<p>REFRAINING FROM "I" MESSAGES, objectives and needs are not clear</p> <ul style="list-style-type: none"> • degrades oneself • "it is not really important" • apologies • " Oh I am hopeless"
<p align="center">STATEMENTS:</p> <ul style="list-style-type: none"> • long, complicated • usage of "should, ought to, possible, perhaps" <p>- often speaks in a general sense</p>
<p align="center">RESPECT OF BOUNDARIES, LIMITS:</p> <ul style="list-style-type: none"> • afraid of the boundaries of others • generally does not protect own boundaries, but when he does he feels it is unjustified and frequently offers self-justification
<p align="center">HANDLING PROBLEMS, CONFLICT RESOLUTION:</p> <ul style="list-style-type: none"> • blaming oneself • giving up on efforts, avoiding conflicts • presenting rightful demands in an apologetic, overexplanatory manner
<p align="center">IN SUM</p> <ul style="list-style-type: none"> • giving up on self-importance, and responsibility, • devalues own needs • devalues own interests, feels guilt or anger, • injured self-esteem, • devalues the initiator
<p align="center">Characteristics of submissive communication Non-verbal communication</p>
<p align="center">SOUND</p> <ul style="list-style-type: none"> • uncertain • low, voice is dying off at the end of the words and sentences • complaining, whining • too soft or warm tone

<p style="text-align: center;">MANNER OF SPEECH</p> <ul style="list-style-type: none"> • intermittent, hesitant speech with several repetitions of “ah” • frequent shifting from fast speech to slow • frequent clearing of throat
<p style="text-align: center;">FACIAL EXPRESSION</p> <ul style="list-style-type: none"> • raised eyebrow • frequently changing facial gestures • hidden mimicry • shadow smile when expressing dislike • frequent covering of mouth
<p style="text-align: center;">EYE CONTACT</p> <ul style="list-style-type: none"> • mostly looking downward • evasive eye movement
<p style="text-align: center;">POSTURE</p> <ul style="list-style-type: none"> • rigid, strained • bent over • frequently stepping back • nervous, sudden, fast movements
<p style="text-align: center;">BODILY MOVEMENTS</p> <ul style="list-style-type: none"> • small amplitude, limbs are close to body • wringing of hands, shrugs • joined hands

Aggressive communication²⁷

Aggressive communication implies that the participants in the communication process are not equal, one has more right than the other to carry out his or her will, express feelings and opinions. (Németh 2002: 74). This type of communication is characterised by force, strong gestures, and high volume of speaking. Regardless of its open or hidden form, the other partner feels oppressed and intimidated.

- ✿ Recall some of your high school teachers who communicated in an aggressive manner. Identify and compare the respective features including verbal communication, volume (vocality), gaze, mimicry, gestures, spatial distance management, and posture.

²⁷ BISHOP S. 2008.: Asszertivitás. (Assertive behaviour) Manager Könyvkiadó és Könyvkereskedő KFT. Budapest

- ✿ Compare your findings with the charts provided below. The higher the overlap with the respective research results, the greater the likelihood of aggressive communication

Characteristics of aggressive communication Verbal communication	
<p>“YOU” MESSAGES”- refusing to take responsibility for feelings and thoughts, others are blamed for bad mood.</p> <ul style="list-style-type: none"> • “Your are under the impression that?!” • “I see too much confusion and misunderstanding, you have to realise that!” • “Your are to blame for!” 	
<p>STATEMENTS:</p> <ul style="list-style-type: none"> • offensive questions, statements • usage of “ought to, should, must” • requests are instructions and commands • “I want it, it is mine” 	
<p>BOUNDARIES:</p> <ul style="list-style-type: none"> • forcing one’s opinion on others • attempts to devalue the needs, thoughts, and opinions of others 	
<p>HANDLING PROBLEMS, CONFLICT RESOLUTION:</p> <ul style="list-style-type: none"> • blaming, scapegoating • presumption based critical attitude • opinions are presented as facts • searching for gratification of own demands via forcing others to give up on theirs 	
<p>IN SUM:</p> <ul style="list-style-type: none"> • increasing one’s importance and significance at the expense of others, strongly expressive behaviour • devaluing and assigning lower significance to situations, and people • feeling of being offended or insulted 	

Characteristics of aggressive communication Non-verbal communication
<p style="text-align: center;">VOICE</p> <ul style="list-style-type: none"> • rigid, hard, sharp • bellowing, yelling • rising tone at the end of words or sentences • fast-paced
<p style="text-align: center;">MANNER OF SPEECH</p> <ul style="list-style-type: none"> • steady with little uncertainty or hesitation • sarcastic, mocking humour • emphasizing negative terms, excessive criticism
<p style="text-align: center;">FACIAL EXPRESSIONS</p> <ul style="list-style-type: none"> • sour faced when angry • rigid jaw joint, protruded jaw • confident, yet strained rigidity • raised eyebrow
<p style="text-align: center;">EYE CONTACT</p> <ul style="list-style-type: none"> • straight, rigid, challenging gaze or no eye contact • maintenance of eye contact
<p style="text-align: center;">POSTURE</p> <ul style="list-style-type: none"> • standing or sitting straight, • bending forward, revolving movements • head upheld high • arms crossed high
<p style="text-align: center;">BODILY MOVEMENTS</p> <ul style="list-style-type: none"> • pointing with fingers, hitting with fists • expressive movements providing emphasis to the verbal statements

- ✿ Having surveyed the main features of assertive, submissive, and aggressive communication, determine the most effective version for teaching adolescents.

The right answer is assertive communication!

- ✿ In conclusion prepare a development plan concerning communication modification strategies to become a successful and assertive teacher!

*Communication in schools*²⁸

According to Gordon (1994) successful teaching depends on a problem free environment pertaining both to teachers and students. In this case the problems of teachers refer to objections to student behaviour. In order to create a problem free zone the owner of the problem has to be determined within the given interpersonal situation. This does not mean the separation of the problems of the teacher and the students from each other, or an attitude of leaving the problem of the student to himself or herself, and the teacher concentrating solely on his or her own problem. Consequently, new communication technologies have to be used in both cases.

In case of teacher problems the I messages are recommended, for student problems other communication approaches should be used. Gordon warns of communication barriers while helping the problem resolution effort of students. Such communication barriers include:

- Ordering, giving commands
- Issuing warnings
- Preaching, moralizing
- Giving advice, or offering solutions
- Logical reasoning, convincing
- Judging, criticism, blaming
- Praising, agreement
- Parodizing, stigmatization
- Analysis, offering diagnosis
- Offering comfort, consolation, or expressing sympathy
- Prying, guessing
- Evasion, making fun of the situation, refraining from coping with the problem

- ✿ What would be the hidden impact of such communication barriers in case of students struggling with problems within the ages of 10-18!

Instead of the above listed statements and expressions Gordon offers some very simple approaches. The teacher should simply listen to the student, while offering reinforcements such as nodding. However, if the

²⁸ GORDON, Th. 1989, 1994. T.E.T. A tanári hatékonyság fejlesztése. (Teacher effectiveness training) Gondolat kiadó Budapest.

student is reluctant to reveal his or her learning problem spontaneously the teacher should use gate openers, that is offering help. A more complicated communication technique is the application of the active listening method to be acquired during communication training programs. The main aspect of the Gordon method is the exclusion of the recipient's (in this case the teacher) feelings and judgments while solely concentrating on the message, that is the student. The other important component of active listening is the feedback during which the teacher summarizes the words of the student in simple narrative sentences without adding his own thoughts or offering any analysis. This technique helps the student to find the solution to his own problem.

In case of teachers having problems with students the "I message" should be used. Such statements can be used not only reactively, but proactively, as the prevention of potential problem as well:

SELF-REVELATORY "I MESSAGE:" a type of an "I message" revealing something about the speaker i.e.: My sister is getting married this summer, I am very happy about it and I am looking forward to it Thus I can go to the school camp only on the last week.)

NEED CONVEYING "I MESSAGE:" a message reflecting the personal needs of the speaker (i.e: I like to look around the hall of the theatre and get in the right mood before the performance. Thus I would like us to be at the theatre by 6.45 PM)

PREVENTIVE "I MESSAGE:" a type of an "I message" expressing an important demand, which can only be satisfied by the help or cooperation of others in order to avoid problems in the future. (i.e. I would like everyone to be careful and not to fall down during the run, not even as a joke, because the clay pitch can cause serious injuries)

REJECTION CONVEYING "I MESSAGE:" a type of "I message" expressing rejection if someone is asking or suggesting something unacceptable for oneself (i.e: I am sorry, but I cannot lend you this exquisite Bosch album for your preparation at home, as I am afraid it would be damaged during transport)

POSITIVE "I MESSAGE:" a type of "I message" expressing pleasure or positive feelings pertaining to someone's behaviour: (i.e: I am very happy that all of you brought the money for our trip. Thus I do not have to worry about it and I could pay for our excursion right away.)

✿ Write an example for each "I message!"

The "I messages" have several advantages. If someone sincerely expresses what he or she thinks, one's self esteem will become stronger, self-awareness will increase and the given person will be able to make himself understood by others.

The method can be used in case of problems as well. There are two types of such problem or difficulty-related "I messages:"

CONFRONTATIVE "I MESSAGE:" an "I message" summarising the following in a sentence:

1. The summary of unacceptable behaviour
2. Personal feelings resulting from such conduct
3. Specific consequences of such behaviour to the speaker

"I MESSAGE" IMPACTING VALUE SELECTION: an "I message" summarising the following in a sentence:

1. Description of the unacceptable or improper behaviour or value
2. Its specific consequence pertaining to the student
3. Expressing that the teacher is concerned over such behaviour.

✿ Write an example for each statement!

In sum "I messages" express our feelings or desires without judging, blaming, criticising, or threatening others. We maintain our responsibility for our emotional condition and feelings while we inform a person important for us. We emphasize the facts instead of qualifying, commenting, threatening, or moralizing.

3.3 SUMMARY, QUESTIONS

3.3.1 Summary

Communication and professional co-operation are indispensable to the teaching profession. Teachers have to be familiar with the main features of interpersonal communication, along with an ability to identify the respective components while communicating in a professional, intelligible, open, and credible manner with students, parents, and the representatives of various fields. Consequently, in addition to a theoretical knowledge awareness of the crucial components of the personality is important as well.

3.3.2 Self-test questions

1. Define the concept of communication!
2. Define the concepts of verbal, non-verbal, and metacommunication!
3. List the dynamic basic principles of the communication process!
4. Name various communication channels!
5. Describe the main features of communication channels!
6. List barriers to effective communication (Gordon)!
7. Give examples of "I messages"!

3.3.3 Practice tests

Which of the following concepts are crucial in the definition of the concept of communication?

1. **initiator**
2. **recipient**
3. **message**
4. metacommunication
5. assertiveness

Which of the following are considered part of the dynamic basic principles of communication?

1. verbal communication
2. **necessity**
3. non-verbal communication
4. **reciprocity**
5. **multi-level aspect**

Which of the following qualify as communicational situation?

1. **intrapersonal**
2. undivided
3. **interpersonal**
4. non-verbal
5. **public**

3.3.4 On-line based self-definitional communicational questionnaires

www.ektf.hu/hefoppalyazat/tanszemfejl/k04_kommstil.doc

MY COMMUNICATION STYLE

This questionnaire helps in identifying one's style of communication. Decide the extent to which the following statements are applicable to you! Mark your answer on the scale of 1 to 5.

The given statement is fully applicable to me=5, The given statement is applicable to me=4, I cannot decide whether the statement is applicable to me=3, The given statement is not applicable to me=2, The given statement is not applicable to me at all=1

1. I can enjoy the company of all kinds of people.
2. I laugh easily
3. I am willing to express my admiration of others.
4. People are usually influenced by what I say.
5. I make long lasting impressions on people.
6. I usually express my gratitude to the cooperation of others in order to preserve an atmosphere of collegiality.
7. I am an excellent communicator.
8. When I speak I have some nervous mannerisms.
9. I am a loose, uninhibited communicator.
10. If I do not agree with somebody I challenge him right away.
11. I can always recall accurately the opinion of a given person.
12. My voice is easy to recognise.
13. I am a very accurate communicator.
14. I make a definite impression on people.
15. If I am nervous that impacts the rhythm or steadiness of my speech.
16. I can speak in an uninhibited manner even when I am tense.
17. My eyes reflect the same things what I say when I communicate.
18. I frequently overdramatise things.
19. It is easy for me to talk with strangers on an equal basis.
20. When I react people know that I am paying attention.
21. Usually I do not reveal much about myself until I get to know my communication partner.
22. When I communicate I usually tell jokes anecdotes, and stories.
23. I constantly gesticulate during communication.
24. I am an extremely open communicator.
25. I communicate in a loud manner.
26. I am a very good communicator in a group of strangers.
27. In disputes I insist on very accurate definition of terms.
28. In most social situations I tend to speak almost immediately.
29. It is very easy to talk with someone from the opposite sex whom I saw first.
30. I am a very accurate communicator.
31. Since my voice is strong I can easily interrupt a conversation.
32. I often use my body and voice to augment my communication.
33. I have a strong and dynamic voice.
34. I am ready to reveal personal information about myself.
35. I dominate social situations.
36. I am a strong debater.
37. If I get carried away in a heavy dispute, it is very hard for me to slow down and stop.

38. I am always a very friendly communicator.
39. I like to pay close attention to people.
40. I frequently insist on people documenting or substantiating their arguments.
41. I like to take care of things when I am among people.
42. It is difficult for me to get involved in an unsettled dispute.
43. I speak a lot in most social situations.
44. I am very expressive in a non-verbal way in social situations.
45. I can usually impress people with the way I am telling things to them.
46. When I communicate I tend to encourage people.
47. I actively use a variety of facial gestures when communicating.
48. I often use superlatives to emphasize my message.
49. I am an especially considerate communicator.
50. I usually express my emotions and feelings in an open manner.

Evaluation:

The chart below includes 11 subscales. Each subscale indicates which items belong to it. F indicates a reversed item, thus if you gave 5 points, it is worth 1, if you gave 4, it is worth 2, if you gave 3, then it remains three, but if you marked 2 it is worth 4, and a value of 1 is worth 5 points.

Friendly	3	6	38	46
Impressive	4	5	14	45
Loose	8F	9	15F	16
Fighting-arguing	10	36	37	42F
Considerate	11	20	39	49
Precise	13	27	30	40
Lively-expressive	17	23	44	47
Dramatic	18	22	32	48
Open	21F	24	34	50
Domineering	28	35	41	43
The image of the communicator	7	19	26	29

Add up the points of the 11 subscales. The questionnaire has no solution key. You have to check in which subscale or category your points are too high or too low as compared to yourself.

The image of the communicator category reveals your evaluation of your own communication skills, thus this subscale tends to stand out from the rest. (Rudas, 2001).

<http://www.shldirect.com/hu/practice-tests>

<http://hdteam.hu/online-tesztek/>

[http://sojtoriskola.hu/sites/default/files/kommunikacios%20stilus%20kerd
oiv7_8.pdf](http://sojtoriskola.hu/sites/default/files/kommunikacios%20stilus%20kerdoiv7_8.pdf)

4 THE INTRODUCTION AND IMPROVEMENT OF BASIC TEACHING SKILLS

4.1 OBJECTIVES AND COMPETENCES

4.1.1 Objectives

- Students will be familiarised with research related to the basic skills required for the teaching profession and can compare the respective scholarly data with their own experience.
- Increasing one's knowledge of the teaching profession.
- Improvement of the recognition of problems and the related problem solving skills.
- The acquisition of appropriate methodologies to be used during teaching.

4.1.2 Competences

- The development of a positive attitude towards learners, respecting the personality of students, the recognition of values in all individuals, sensitivity and openness toward student problems, openness towards the acquisition of a variety of personality development methods.
- Willingness to cooperate in pedagogical situations

4.2 COURSE MATERIAL

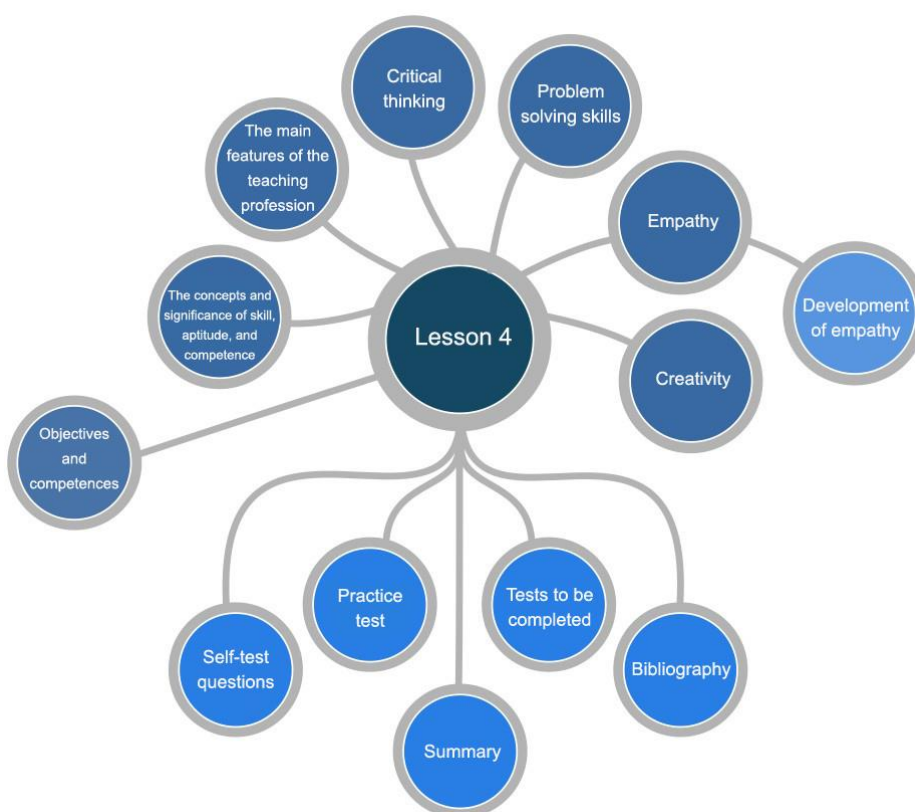


Figure 7: Conceptual map for Lesson 4

4.2.1 The main features of the teaching profession

A sign of a good teacher is not the content knowledge, or the high priority given to the subject taught. It is the skill awakened in the student, or if the awakening is not successful, the realization of the hidden desire of all teachers manifested in the memory of a good class, the joy of learning, and the feeling that learning is a good thing. The climb on the mountain of knowledge increases one's self-esteem and the repeated yearning for successful insight."


László Németh


First of all we have to clarify the concept of the teacher. The teacher is a representative of a profession with a multiplicity of tasks on a daily basis.

Accordingly teachers have a threefold responsibility acting as professional experts disseminating knowledge, educators, and administrative workers. Teachers should have a flexible and wide-ranging behavioural repertoire in order to cope with difficulties arising from the differing needs of students with a variety of different personalities, temper, and socialization background. Furthermore, he or she faces endless professional challenges including continuous personal and professional renewal along with being open to new ideas and possessing up-to-date knowledge. Moreover, the teacher is in constant contact with students, colleagues, and parents and this requires a high level of empathy. At the same time teachers fulfil several roles, including acting as a role model, or other life functions entailing teaching his own child or a child of another teacher. Consequently, teachers should enjoy themselves in this role. The level of the actual teaching, elementary, secondary, or higher education poses varying challenges and expectations as well.

Discuss the following with your friends, groupmates, or teachers: can someone learn to be a good teacher or he or she has to be born for this profession?


4.2.2 The concepts and significance of skill, ability, and competence

 **Ability is an automated component of action and activity functioning without the direct control of the mind. Abilities develop as a result of learning entailing an appropriate number of practice leading to an automatic series of actions.**

 **The concept of skills entails all psychological conditions required for the performance of a given activity. Consequently skills are prerequisites for the development of abilities and the acquisition of knowledge.²⁹**

The concept of ability is closely connected with the concept of competence enjoying high priority both in teacher training and further training of in-service teachers


A task group established by the European Commission has developed the concept of key competences:

 **Key competences equal to the sum of knowledge, skills, and attitudes required for the maximisation of one's**

²⁹ DÁVID, I., DUSICZA E., SZILÁGYI L.: Creativity. In: Varázsszem 21 játéksomag önismereti foglalkozásokhoz (Magic eye play kit for the development of self-awareness) (Szerk. Páskuné Kiss Judit), AJTP, Debrecen, 2006.

personal potential, while promoting integration into society and one's employability. Key competences have to be acquired during the stage of mandatory education and training as these competences form the basis of lifelong learning. Key competences include communication in native tongue and in foreign language, digital literacy, learning skills, interpersonal and civic competences, enterprise and culture-related competences, mathematics, natural science, and technology-related competences.

The work team led by Iván Falus further developed the above competence concept in order to elaborate the concept of teacher competence.³⁰

 **Teacher competences refer to the sum of all psychic formations, knowledge, attitude, and abilities facilitating a successful performance of teachers' pedagogical activities.**

Consequently, competence is a homogeneous concept including all three abovementioned components (knowledge, attitude, and ability).

The Falus group distinguished 8 basic teacher competences as listed below.³¹

1. The development of the personality of students
2. The promotion of the formation of learning groups and learning communities
3. The integration of professional, disciplinary, and curricular knowledge
4. The design of the pedagogical process
5. Providing support for learning
6. Continuous evaluation of pedagogical processes and the personality development of students
7. Communication and professional cooperation
8. Commitment to and responsibility for professional development.

³⁰ KOTSCHY Beáta (szerk.): A pedagógussá válás és a szakmai fejlődés sztenderdjei. (The standards of pedagogical and professional development) Eszterházy Károly Főiskola, Eger, 2011.

³¹ KOTSCHY Beáta (szerk.): A pedagógussá válás és a szakmai fejlődés sztenderdjei. (The standards of pedagogical and professional development) Eszterházy Károly Főiskola, Eger, 2011.

According to Éva Sallai³² teachers require 7 skills for the successful performance of pedagogical tasks:

1. Adept communication
2. Wide and flexible arsenal of behavioural strategies
3. Quick situation awareness, astuteness
4. Non-violence, creativity
5. Cooperation with others (students, parents, colleagues, etc.)
6. Analysing pedagogical situations
7. Mental health

Decree 8/2013. (1.30) on the shared requirements of teacher training programs specifies several skills required for a success in the teaching profession. Said regulation and other professional research data³³ form the foundation of our course material. In light of the above let's take a look at the chart below:

³² SALLAI Éva: Tanulható-e a pedagógusmesterség? (Can the teaching profession be learned?) Veszprémi Egyetemi Kiadó, Veszprém, 1996.

³³ KOTSCHY Beáta (szerk.): A pedagógussá válás és a szakmai fejlődés sztenderdjei. (The standards of pedagogical and professional development) Eszterházy Károly Főiskola, Eger, 2011.



Figure 8: A potential taxonomy of the basic skills required for success in the teaching profession


- ✿ Think of teachers you liked! To what extent did they possess these skills, is anything missing from the list you consider important and wish to include it?

Since a separate chapter deals with communication and conflict resolution, we begin the introduction of teacher skills with the discussion of empathy.

4.2.3 Empathy

- ✿ View *The Pianist*, directed by Roman Polanski (2002) and place yourself in the shoes of the protagonist Wladyslaw Szpilman. Then write down your feelings and impressions of the film, of the main character, his situation and individual decisions, characters providing him with support and preventing the fulfilment of his

goals. To what extent did you get involved, or identify with the protagonist?

 **Empathy is a personal skill helping an individual to fully identify with or place himself into the shoes of another person via a direct communicational connection. Consequently, the emphatic individual can feel and understand hidden, unexpressed emotions, motivations, and attempts of the other person. While such aspects are not components of social communication he or she can project him or herself onto the other person.**³⁴

- ✿ In order to assess your own emphatic tendencies complete the Empathy test listed in the Supplement and continue studying the material from here.

Empathy is a skill required in a variety of interpersonal situations. A high level of sensitivity and openness is required of the teacher in order to recognise differences among the students. The unique aspect of teaching is that while connection is maintained with the students the teacher is providing a role model for the learner. This is achieved via the formation of strong emotional connections in which the teacher is the regulating party. Control and providing direction are integral components of teacher role models facilitating the coordination of the work of learner groups and the monitoring of classroom activity. In order to offer a pattern for identification the teacher has to present himself in a spontaneous, free manner and behaviour.³⁵

In addition to spontaneous behaviour credibility is also important. This basically entails a harmony between verbal and non-verbal communication facilitating the understanding of the intentions and feelings of one's partner in the communication process. The development of an emphatic relation with a credible person is easier and the identification with teachers having a mature and well-developed personality can lead to a positive attitude towards a given subject on the part of students.³⁶ The more a teacher is able to view and treat a student in a holistic manner, the stronger is his

³⁴ BUDA B.: Empátia. A beleélés lélektana. (Empathy: The psychology of projecting oneself into the Other) Urbis Könyvkiadó, Budapest, 2006.

³⁵ BUDA B.: Empátia. A beleélés lélektana. (Empathy: The psychology of projecting oneself into the Other) Urbis Könyvkiadó, Budapest, 2006

³⁶ BUDA B.: Empátia. A beleélés lélektana. (Empathy: The psychology of projecting oneself into the Other) Urbis Könyvkiadó, Budapest, 2006

contribution to the student's harmonious development of the self along with the maximisation of the hidden potential.³⁷

The empathic approach leads to a safe and secure class atmosphere promoting the improvement of the motivation and creativity of students. Empathy, however, is not restricted to understanding individual situations as it can pertain to the whole class (group empathy). Group empathy can be helpful in the resolution of tensions and conflicts students are afraid to mention or in case of student behaviour addressed to the peers or the whole class. The group empathy of the teacher can lead to the recognition and resolution of these problem areas.³⁸ Furthermore, empathy helps the teacher to counteract and attempt to solve student problems related to adaptation to the classroom context, feeling of inferiority, and other problems arising from low self-esteem.

While empathy is a universal skill, in our rationally attuned and verballity-centred western civilisation we have to practice or can even turn to a professional in order to develop this aptitude. The realization of this objective requires a positive, accepting attitude without any reservation and the appropriate interaction between the two parties.³⁹

✿ The improvement of empathy

Read the following short story from István Örkény⁴⁰, and provide an interpretation from the point of view of the protagonist. What do you think happened to him, what is his mood like, what is he getting ready for, what would you do if you were in his situation?

AFFIDAVIT

I'm fed up! I keep dialing the wrong number, when I speak with my boss my voice starts to shake. I lost my motivation to work, my teenager daughter looks down on me, I will hit the big five o next year..

Consequently, undersigned dr. Stü Rudolph ceremoniously declare that the signer of this document is a fraud, his signature is counterfeit with whom I am not identical.


³⁷ BAGDY E.– TELKES J: Személyiségfejlesztő módszerek az iskolában. (Personality development methods for the school) Nemzeti Tankönyvkiadó, Budapest, 2002.

³⁸ BUDA B.: Empátia. A beleélés lélektana. (Empathy: The psychology of projecting oneself into the Other) Urbis Könyvkiadó, Budapest, 2006.

³⁹ BUDA B.: Empátia. A beleélés lélektana.(Empathy: The psychology of projecting oneself into the Other) Urbis Könyvkiadó, Budapest, 2006.

⁴⁰ <http://mek.niif.hu/06300/06345/06345.htm#66>

4.2.4 Creativity

 **Creativity is a special skill as a result of which the individual solves an unusual problem in a unique, personal manner via the combination of his or her existing knowledge and in a way different from previously existing solutions proposed by the majority.**⁴¹

- ✿ Your pants are torn just before an important event and you have no sewing kit? What would you do in this situation?

As this task reveals we can consider someone creative who is ingenious and can come up quickly with good and heretofore untried solutions astutely and unexpectedly.⁴² In addition to creativity, personality is also an important component of performance. Horng et al (2005) identified the following features for a creative teacher: persistence, willingness to development, openness to new experiences and novel ideas, self-confidence, sense of humour, curiosity, ingenuity, and imagination. The same authors emphasize the importance of open and tolerant teaching methods, while calling attention to the family level accumulation of creativity (creative ancestors). Thus both teachers and students should try some unusual solutions and pedagogues should especially encourage students to apply such approaches.⁴³ Frequently, and mostly due to equating creativity with non-conformity teachers do not accept such solutions.⁴⁴

Other researchers identify the following environmental and personal factors behind the realisation of creative potential: openness, providing positive action patterns or examples, guidance and counselling, providing

⁴¹ DÁVID, I., DUSICZA E., SZILÁGYI L: A kreativitás. (Creativity) In: Varázsszem 21 játéksomag önismereti foglalkozásokhoz (Szerk. Páskuné Kiss Judit), AJTP, Debrecen, 2006.

⁴² SZENTIVÁNYI T. (2000). A kreativitás fejlesztése játsszással és játékok segítségével. (The development of creativity via playing and games) *Új Pedagógiai Szemle*, 50, 7-8, 131-143.

⁴³ HORNG, J.S., HONG, J.C., ChanLin, L.J., Chang, S.H., CHU, H.C. (2005). Creative teachers and teaching strategies. *International Journal of Consumer Studies*, 29(4), 352-358.

⁴⁴ TÓTH László: Pszichológia a tanításban. (Psychology in teaching) Pedellus Tankönyvkiadó, Debrecen, 2000.

assistance, sense of humour, and empathy,⁴⁵ in addition to risk taking, flexibility, and independent decision making.⁴⁶

Furthermore spatial, linguistic, or construction-oriented logical tests and assignments are ideal for the development of creativity.

- ✿ Which one of your previous teachers can be considered ingenious or creative? In what way did she differ in thinking or action from other less creative teachers?

Teacher creativity clearly depends on educational policy factors, namely to what extent does the educational system of the given country is open to the application of novel, non-traditional pedagogical approaches. Strict curricular specifications undermining teacher confidence in the respective applications can further weaken creativity.⁴⁷ The type of class room atmosphere also has an impact on creativity. Researchers surveying both teachers and students proved⁴⁸ that the following factors can promote creativity: providing a freedom of choice for students, openness on the part of the teacher towards various opinions, increasing the confidence of students via focusing on positive aspects and achievements while engaging the interests of students. However, setting extremely high requirements, ignoring students' ideas and an excessively controlling teacher behaviour can hinder the development of creativity. Torrance⁴⁹ warns that teachers should not humiliate students after giving a wrong answer and highlights the importance of the brainstorming approach along with the appropriate proportion and types of questions. The use of games or stories produced by the teacher can help in the development of student creativity.⁵⁰

⁴⁵ TÓTH László: Pszichológia a tanításban. (Psychology in teaching) Pedellus Tankönyvkiadó, Debrecen, 2000.

⁴⁶ STARKO, A. J. (2010). *Creativity in the classroom: Schools of curious delight. 4th Ed.* New York: Routledge. és TARDIF, T.Z.& Sternberg R.J. (1988). What we know about creativity? In: Sternberg, R.J. (ed.) *The nature of creativity*. New York: Cambridge University Press, 429-440.

⁴⁷ DOBBINS, K. (2009). Teacher creativity within the current education system: a case study of perceptions of primary teachers. *International Journal of Primary, Elementary and Early Years Education*, 37(2), pp. 95-104.

⁴⁸ DE SOUZA, F. (2000). Teacher and student perceptions of creativity in the classroom environment. *Roeper Review*, 22, 3, 148-153.

⁴⁹ TORRANCE, E. P. (1981). Predicting the Creativity of Elementary School Children (1958-80) —and the Teacher Who "Made a Difference". *Gifted Child Quarterly*, 25 (2), 55-62.

⁵⁰ HORNG, J.S., HONG, J.C., ChanLin, L.J., Chang, S.H., CHU, H.C. (2005). Creative teachers and teaching strategies. *International Journal of Consumer Studies*, 29(4), 352-358.

- ✿ What can the following objects be used for in addition to their primary function: spoon, matchstick, mineral water bottle. Write down as many options as possible!

Brainstorming or the free mentioning of ideas without judgment or criticism from any participant can be especially helpful in the nurturing of creativity. Consequently much more potential ideas emerge as compared to working on a problem on an individual basis.⁵¹

We recommend that teachers should play with logical tasks, or with origami as these games help in identifying the essence of a tasks or texts, promote spatial orientation and manual dexterity. These logical games offer a creative and tangible alternative to the visually oriented television programs and computer games based on passive receptivity. (Touching, or tactile orientation is an important source of information and helps the development of several neural centres).

- ✿ Which flower is the one that causes our death after smelling it from the bottom. The solution is at the end of the test questions.

4.2.5 Problem solving

Problems are protracted conflict situations causing frustration regarding the realization of one's goals. Teachers are confronted with expected (usual, frequently occurring) and unexpected (sudden, case-based) problem situations or tasks. The former are usually solved by routine, and in case of the latter the identification of the means of solution appears to be crucial.⁵² Quick and determined reaction based on astuteness, intervention, and assertiveness can greatly determine the maintenance of teacher prestige and a positive self-image of the pedagogue. Since teachers mostly work alone the responses or reactions to problem situations can impact their emotional state to a great extent and a long-lasting problem can lead to physical symptoms as well.

- ✿ Ask some teachers you know about the most frequent problem situations they are confronted with and how such problems are solved. In case of an unexpected problem which approach and skill helped in settling the given issue?

⁵¹ SZENTIVÁNYI T. (2000). A kreativitás fejlesztése játsszással és játékok segítségével. (The development of creativity with playing and games) *Új Pedagógiai Szemle*, 50, 7-8, 131-143.

⁵² SZENTIVÁNYI T. (2000). A kreativitás fejlesztése játsszással és játékok segítségével. (The development of creativity by playing and games) *Új Pedagógiai Szemle*, 50, 7-8, 131-143.

We can conclude that creativity is a reliable indicator of problem solving success. (The concept of creativity is discussed in detail in the text titled The psychological foundation of the teaching activity). The development of the teacher's problem solving skills can be influenced by a variety of factors:⁵³

- Educational background
- Curricular and extracurricular knowledge
- Internal and external motivation
- Cultural and family background
- The given levels of logical thinking
- Changes in life stages

- ✳ You are a head of a class of 31. One member of the class is clearly hated by the rest of the students who would not want their classmate to take part in the school excursion. However, he would like to participate on the trip, and his father, an influential person, threatens with ramifications in case of the exclusion of his son. What would you do in this situation?

High level problem solving skills are crucial for the teacher as he guides the student throughout the information acquisition process. Consequently, more effective problem solving implies efficient use of information as well.⁵⁴ One such method would be participation in problem solving teams where the given student difficulty and the respective solutions can be explored in detail.⁵⁵

According to Gordon problem solving is a process including the following steps:

1. The first step is the **identification of the problem** and the identification of the respective causes along with the demands of those concerned. The other party has to be informed of the problem without judgment, or blaming and teachers should make

⁵³ MAKER, C. J., JO, S., MUAMMAR, O. M. (2008). Development of creativity: The influence of traditional and non-traditional pedagogy. *Learning and Individual Differences*, 18, 402-417.

⁵⁴ YAVUZ, G., CIGDEM, A., GULTEM, D. C. (2010). The perceived problem solving skills of primary mathematics and primary social sciences teacher candidates. *Social and Behavioral Sciences*, 2, 1630-1635.

⁵⁵ GREGORY, A. (2010). Teacher learning on problem-solving teams. *Teacher and Teaching Education*, 26, 608-615.

an effort to understand the interests of the students and to provide feedback as well. Consequently ample time should be set aside for the identification of the given problem.

2.The next step is **brainstorming** during which potential solutions are mentioned without immediate judgment or criticism.

3.The next stage is the **evaluation of the ideas**. What are the advantages, disadvantages of the proposed solutions, are the solutions fair to all parties involved? Which ones can be implemented?

4.The next stage is the **decision** concerning a mutually acceptable solution. This is only possible if all details have been clarified and the best solution was clearly indentified, The respective solution idea should be written down or recorded.


5. **Implementation:** the respective tasks should be allocated, that is who will do what and when in order to implement the chosen solution. Trust and consistency are crucial at this stage and in this case of failed implementation we can express our disappointment to the other party and search for a better solution. t.
6. During the **evaluation** phase all parties involved express their views concerning the solution, assess the respective modification demands and weak points while initiating potential changes.

- ✿ View the video found at the link below concerning the problem solving skills of students. Summarize the main points of the research effort and its significance for the teaching profession!

<https://www.youtube.com/watch?v=zObwx4-PMZs>

4.2.6 Critical thinking

The development of critical thinking enabling teachers to deal with complex problems in an effective manner should be part of teacher training programs. The promotion of critical thinking is especially important at our age of information boom, and the attendant rapid technological development.

 **Critical thinking is a process during which the credibility, accuracy and value of statements, convictions, and arguments are examined⁵⁶ via reasonable and reflective**

⁵⁶ BEYER, B. (1983). Common sense about teaching thinking skills. *Educational Leadership*, 41(3), 44-49.

thinking aimed at deciding what to believe and and what to do concerning the respective information.⁵⁷

Critical thinking is not an innate human skill, and it does not improve with time, therefore conscious effort has to be made for its development. Consequently, it is crucial that during critical thinking we suspend our own point of views. Teachers aiming to improve the critical thinking skills of students frequently discuss controversial issues implying a variety of view points.⁵⁸ While this approach requires a substantial intellectual effort it is rather profitable on the long run,⁵⁹ as the student will not accept ready made staments, will be a more careful consumer of information along with being more open toward the opinions of others. This, however, requires the development of debating skills based upon two aspects: observation and information collection.⁶⁰ Debates can be useful in presenting issues from different angles, gaining a clearer picture of the thinking of one's partner in dispute, along with the emergence of new reference points and novel ideas for the solutions.⁶¹

Answering questions like these can promote the development of critical thinking skills.⁶²

- What further information do I need to make a decision?
 - Which information is relevant or irrelevant in the given situation?
 - What kind of persuasive arguments does the author use? Is his reasoning valid and substantiated or misleading?
 - What kind of arguments can substantiate your conclusions?
 - How could I add to or improve the given work?
- ✿ Watch a news program in television or read a newspaper article. Consider the respective statements and propose alternative ideas. What kind of devices does the author use, which of his arguments would you dispute, which ones would you accept?

⁵⁷ ENNIS, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44–48.

⁵⁸ ORMROD, J. E.: Essentials of Educational Psychology. Upper Saddle River, NJ: Merrill/Prentice Hall, 2009.

⁵⁹ ORMROD, J. E.: Essentials of Educational Psychology. Upper Saddle River, NJ: Merrill/Prentice Hall, 2009.

⁶⁰ PAUL, R. (1988). Critical thinking in the classroom. *Teaching K-8*, 18, 49-51.

⁶¹ TÓTH László: Pszichológia a tanításban. (Psychology in teaching) Pedellus Tankönyvkiadó, Debrecen, 2000.

⁶² ORMROD, J. E: Essentials of Educational Psychology. Upper Saddle River, NJ: Merrill/Prentice Hall, 2009.

Problem centred learning is also an appropriate method for the development of critical thinking. Problem centred learning is an educational strategy focusing on process instead of content promoting responsibility for learning and self-directed knowledge acquisition. The latter encourages critical thinking, or the logical consideration of the given possibilities. Problem solving and critical thinking skills are closely interrelated and form the foundation of reflective thinking.⁶³

In addition to the skills discussed in the present chapter we have to emphasize the further development of professional competence (Chapter 7) and the skill of coping with frustration.⁶⁴

4.3 SUMMARY, QUESTIONS

4.3.1 Summary

This lesson familiarised students with basic skills teachers need to be effective in their profession. Most of these skills are not innate, or predestined, or dependent on a given personality as we have to learn them and practice them. In order to acquire the abovementioned skills students have to be open and self-reflective. The more a given person is interested in its social surroundings and committed to solving a problem via a variety of approaches the easier can he or she promote the critical skills of his own and of the young people he teaches.

4.3.2 Tests to be completed

Empathy

Read the following statements Mark those you feel are applicable to you with a "+" mark, and indicate those you do not agree with with a "-" sign!

1. When I see a person lonely within a group I feel sad.
2. People show too much sensitivity to animals.
3. I am frequently upset when I see people making a scene in public.
4. Unhappy people feeling sorry for themselves annoy me.
5. If people around me are nervous I get nervous myself.

⁶³ CHOI, E., LINDQUIST, R., SONG, Y. (2014). Effects of problem-based learning vs. traditional lecture on Korean nursing students' critical thinking, problem-solving and self-directed learning. *Nurse Education Today*, 34, 52-56.

⁶⁴ TÓTH László: *Pszichológia a tanításban*. (Psychology in teaching) Pedellus Tankönyvkiadó, Debrecen, 2000.

6. I think it is silly for people to cry because of their unhappiness
7. I am susceptible to getting involved in the emotional problems of my friends.
8. Sometimes the lyrics of lovesongs deeply move me.
9. I tend to lose my self control when I bring bad news.
10. People around me can have a significant influence on my mood.
11. Most strangers I met were distant and unemotional.
12. I would rather be a social worker than working in a social worker training centre.
13. I won't lose my emotional balance just because one of my friends is upset.
14. I like to watch people when they open their gifts.
15. Lonely people are probably unfriendly.
16. When I see people cry I become upset.
17. Some songs make me happy.
18. I can fully identify with the feelings of the characters in a novel.
19. When I see that someone is cruelly treated I become very angry.
20. I can stay calm even if people around me are nervous.
21. If a friend of mine talks about his problems I try to change the subject.
22. The laugh of others does not make me laugh.
23. Sometimes I find people crying or sobbing in the cinema entertaining.
24. I can make a decision without being influenced by the feelings of others.
25. If people around me are in a bad mood I cannot enjoy myself any longer.
26. It is hard for me to see how people get upset over some things.
27. Seeing cruelty to animals makes me fully upset.
28. I think it is a bit silly to get emotionally involved with the characters or plots of books or films.
29. I get very upset when I see elderly people without help.
30. I am rather annoyed when I see someone crying than feeling sympathy with the person.
31. The film has a tremendous impact on me.
32. I often stay calm and collected despite the excitement of people around me.

33. Small children sometimes cry without a reason.

Evaluation: 1 point for each + mark for statements: 1,4,5,7,8,9,10,12,14,16,17,18,19,25,26,27,29,31. In case of a negative sign -1 point for each answer.

1 point for each - mark for statements: 2,3,6,11,13,15,20, 21,22,23,24,28,30,32,33. In case of a positive sign -1 point for each answer.

Add the respective points, the closer the results of the maximum score of 33, the higher are your empathic tendencies (Deutsch-Madle, 1975, qtd. in Buda, 2006).

The solution to the riddle: This plant is the water lily.

4.3.3 Self-test questions

1. Define the concept of ability?
2. What is the difference between ability and skill?
3. What is the importance of competence in education?
4. Which are the most important skills required for success in the teaching profession?
5. Which factors help the realization of one's creative potential?
6. What are the main aspects of critical thinking, and why critical thinking is important for teachers and students alike?

4.3.4 Practice tests

Which of these methods is useful for the development of critical thinking?

step by step method
MEREK method
problem centred learning
musical pedagogy

Which of the following features are required for the identification of individual differences among students? You can mark more than one answer!

perception
sensitivity
openness
credibility

Which of the following is not considered a key competence?

communication in native tongue
digital literacy
learning skills
non-verbal communication

5 THE CONCEPT, ORGANISATION, MANAGEMENT, AND DYNAMICS OF A TRAINING GROUP

5.1 OBJECTIVES AND COMPETENCES

5.1.1 Objectives

Providing theoretical and methodological knowledge on special approaches related to personality and skill development of teachers and learners, on the arrangement of small group training, and the respective internal dynamics.

5.1.2 Competences

The promotion of the development of learner groups and communities.

5.2 COURSE MATERIAL

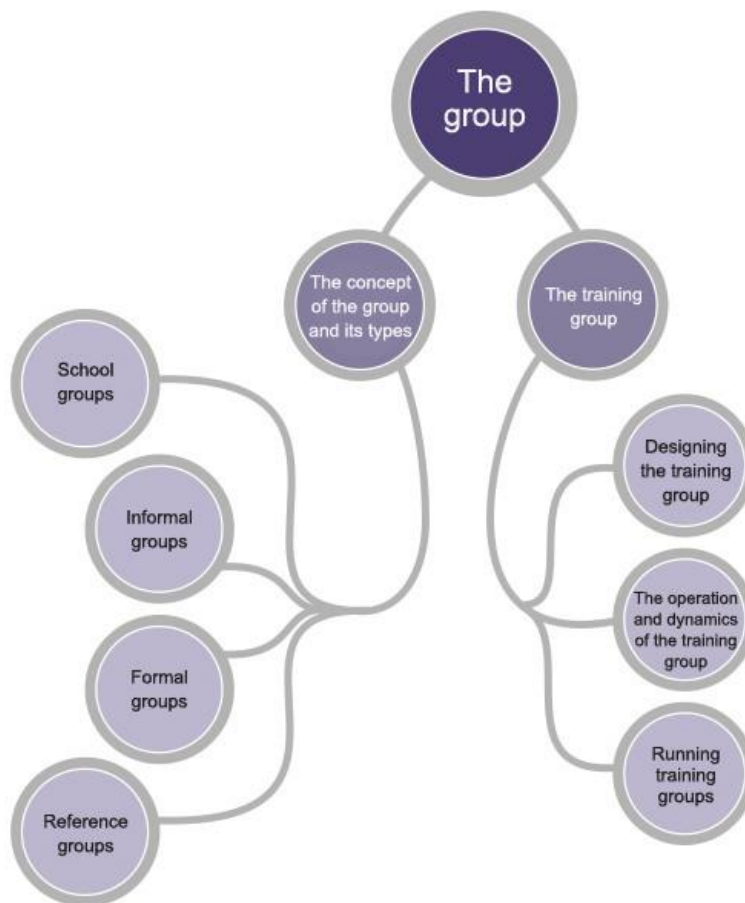


Figure 9: The concept of a group and its types

5.3 THE CONCEPT OF A GROUP AND ITS TYPES

Smaller or larger groups impact virtually all dimensions of human life.


📖 **The group is an integrated social structure defined as a certain number of people with certain quantity and quality level of cohesion.**⁶⁵

⁶⁵ CSEPELI György : Szociálpszichológia (Social psychology) Osiris, Budapest 1997.

While today groups are mostly divided into formal and informal ones, these categories tend to overlap as informal connections can develop in formal groups.⁶⁶ Another frequent concept is the reference group. Consequently from a psychological point of view we distinguish the following groups:

1. informal groups
2. formal groups
3. reference groups

5.3.1 Informal groups

 **In informal groups the connections are personal, the members are held together by shared interests and emotional causes. These groups satisfy natural human needs.**


The internal life of the the group is not regulated and the members are together due to their own decision. While these groups have their own behavioural rules and norms these are not regulated or specified by law. Such groups include the family or a cluster of friends.

- ✿ Think of a group in your immediate surroundings you would consider informal!

Consider the following:

1. *Is your family or group of friends included?*
2. *Do you like to spend your free time with them?*
3. *Do you have shared positive memories concerning them?*

5.3.2 Formal groups

 **Formal groups are the functional units of society playing a role in the social division of labour. Group members have a definite role in the division of labour and they depend on each other.**

Formal groups function within an institutionalised framework, and the internal dynamics of the group is guided and directed by pre-determined rules and regulations reflecting the norms of the given society. Such formal groups include the classes at school or groups formed at the work place.

⁶⁶ TÓTH László: Pszichológia a tanításban (Psychology in teaching) Pedellus tankönyvkiadó, Debrecen 2000. ISBN 963 9224 57X

- ✿ Think of groups in your immediate surroundings you would consider formal!

Consider the following:

1. *Do they function within an institutionalised framework?*
2. *Do these groups have an internal hierarchy?*
3. *Do rules and regulations direct the functioning of the group?*
4. *How can an informal group become formal?*

5.3.3 Reference groups

- 📖 **Such groups present a point of reference or a referential framework for the individual to which he or she compares himself and others.**

Accordingly we distinguish normative and comparative reference groups. The normative reference groups have the power of rewarding and punishing and such measures are taken in case of differences and divergences from prescriptive behaviours. Comparative reference groups do not have either rewarding or punishing capabilities, can be membership or non-membership based, meaning whether the given individual is a member of the group or not. The reference group can be positive or negative, meaning its norms are accepted or rejected by the individual, that is the given person wants to be like (resemble) the members of a given group or not.⁶⁷

- ✿ Think of groups in your immediate surroundings which could be considered reference groups!

Consider the following:

1. *Would you want to resemble the group members?*
2. *Are you satisfied or dissatisfied when you think of the group*
3. *What is the basis of comparison for you?*

5.3.4 School groups

The duality of the learning groups, that is, the simultaneity of the formal and informal aspects can manifest itself in several ways.⁶⁸ The formal ranking is based on the level of performance or marks earned and the

⁶⁷ CSEPELI György : Szociálpszichológia (Social psychology) Osiris, Budapest 1997

⁶⁸ TÓTH László: Pszichológia a tanításban (Psychology in teaching) Pedellus tankönyvkiadó, Debrecen 2000. ISBN 963 9224 57X

behaviour or personal conduct. In informal ranking students with physical strength or a helping attitude are placed higher than students known as informants or snitches. The question of group leadership is also somewhat ambiguous as conscientious and reliable students caring about order are placed at the top of the list in formal rankings, both informally more dominant students become leaders of the given group. Such duality is manifested in group formation as well. Teachers form groups on a formal basis according to abilities, level of industriousness, and class performance, while informally group formation is directed by sympathy and individual interests. As far as cohesion is concerned formally the teacher is part of the class, but informally he or she is an outsider. In case of class norms those announced and controlled by the teacher are formal, while solidarity and the protection against external intervention appear to be informal norms.⁶⁹

- ✿ Recall your school experiences either in elementary or secondary school, look at some of the class photographs or videos!

Consider the following:

1. *Did you feel a dual standard or ambiguity concerning the expectations, values, and norms conveyed either by the teacher or the class?*
2. *Can you recall any conflict situations arising from the difference of your's and the teacher's attitudes to certain school-related issues?"*

According to Argyle (1981) the evolution of a class of students, just like any group, can be divided into the following stages:⁷⁰

Formation: During the group or class formation stage the internal emotional condition of the group is characterised by anxiety, dependence on the leader, efforts at internal orientation, and the establishment of rules for acceptable conduct. Members outline the tasks, set the rules and identify the appropriate methods.

7. **Internal strife:** This stage is characterised by conflicts, rebellion, and resistance against the leadership of the group.
8. **The formation of norms:** This stage is characterised by the evolution of group cohesion, internal resistance subsides and task orientedness increases while task fulfilment intensifies.

⁶⁹ TÓTH László: Pszichológia a tanításban (Psychology in teaching) Pedellus tankönyvkiadó, Debrecen 2000. ISBN 963 9224 57X

⁷⁰ ARGYLE, M: Munkahelyi szociálpszichológia (Social psychology at the work place) Mezőgazdasági Kiadó Budapest 1981.

9. Productivity: This phase is characterised by productive and effective work as the main activity is task fulfilment.

The social structure of a class to be measured by sociometry is an exciting and challenging question. Sociometry is a procedure for the measurement and assessment of human relations based on mutual sympathy. The basis of sociometry is exploring the nature of mate selection based upon answers given to questions like: Who would you like to share your room with?, Who would you work with on a given assignment?, Who would you like to meet 10 years later?, Ferenc Méri (1909-1986) urged the inclusion of numerous aspects in sociometric inquiry.

- ✿ Read Ferenc Méri's book titled *The hidden network of communities and groups* (Osiris Publishers Budapest 1996.) Take notes while reading and consider the internal network of your own class groups according to the leading or central figures, the existence of internal groups (cliques), or classmates forced into marginal positions.

Classes or groups in schools are involved in serious and challenging academic work. The selection of the applied work format is an essential component of successful teaching performance. Work format refers to the social structure related to a particular academic activity.

In case of frontal work student activities take place simultaneously with the same duration and pace under the direct control of the teacher. This work format is suitable for the transmission of information, the explanation of complex correlations, and the provision of hands-on experiences. This traditional learning arrangement method is still used in schools with success.

Individual assignments do not provide opportunities for interaction, or solving a problem with a joint effort, but facilitate introversion, a deep, internal work, and emotional identification with the given task.

Pair work enables two students to solve a given problem via cooperation. Pair work has two basic forms. In case of couple work students with similar knowledge level solve the given task, and in the learning pair format cooperation takes place between students with differing knowledge and preparation background. The main objective of the learning pair format is enabling the better student to help the lower achieving person.

Group work or cooperative learning is a frequently applied work format. The arrangement of student groups raises several issues including whether the given groups should work on the same task, or tackle

separate assignments. The other basic problem is the formation of the particular groups.

The following groups can be formed:

- a. Heterogeneous groups,
- b. Homogenous groups,
- c. Homogeneous groups in a heterogeneous context,
- d. Performance-based groups,
- e. Interest-based groups,
- f. Spontaneous groups,
- g. Sympathy-based groups,
- h. Traditional groups,
- i. Cooperative groups.

- ✳ View the following short film on a lesson based on the cooperative learning approach. Express your views on what you saw!

The third basic issue is the number of participants in a given group. Group size is determined by the nature of the respective assignment, the need for continuous communication, the ability to maintain cooperation, the age of the participants etc. The personality development aspect of group work is guaranteed by a differentiated approach during which the teacher can take the individual features of learners into consideration. Cooperation among and mutual consideration of students lead to the following results:

Improvement of empathy and tolerance

Students get to know each other better

The corrective social experience has a strong impact on self-esteem

Practicing cooperation

Since everyone can participate in solving the respective tasks

Learner anxiety decreases while willingness to study increases,

Students' communication skills increase

Students will develop a more realistic value judgment

The cooperative learning method is based on four basic principles: simultaneous and comprehensive parallel interaction, constructive and

motivating interdependence, equal participation, and individual responsibility and self-monitoring.⁷¹

✿ Assignment:

1. *Recall the work formats used during your elementary and secondary schools. Which ones did you prefer?*
2. *Interview an elementary school and a secondary school student to find out which work formats are applied nowadays in schools, and which ones are considered successful by students.*
3. *Interview teachers concerning their views on group size, group composition, and the respective work formats!*

5.3.5 THE TRAINING GROUP

Training groups are especially important to the current topic. Consequently we provide an overview of the basic principles related to the organisation, management, and dynamics of training groups.

The design stage

Before the first meeting of the group and its leader design tasks have to be fulfilled. During the designing of the group the group leader has to keep in mind three components: the individual group member, the group as a whole, and the context or environment the given group is expected to function. The focus on the individual group member means that the leader takes the motivation, expectations and objectives of the given group members into consideration. When considering the group as a whole the group leader has to assure shared commitment to group objectives and promote group development as a result of interaction. Group leaders have to examine the immediate environment of the group and assess the impact of the respective values on the group.⁷²

During the design of cooperative work the following factors have to be kept in mind:

1. Determination of group objectives.
2. Assessment of the potential group size.
3. Convening the group.

⁷¹ KAGAN, S.: Kooperatív tanulás, (Cooperative learning) Ökonet Könyvkiadó, Budapest 2001.

⁷² HANÁK, Zsuzsanna: Interperszonális kapcsolatok és a fejlesztés lehetőségei (Interpersonal connections and the respective development options) UNIO kiadó Budapest 2005. ISBN 963 388 7480

4. The establishment of the group.
 5. Member orientation.
 6. Completing contract documents.
 7. Preparation of the group's immediate environment.
 8. Assessment of potential sponsorship opportunities.
 9. Other issues (is a fully accessible venue needed?)
- ✿ Design a hypothetical training group involved in a topic you are interested in!



Figure 10: Communication in a small group

The functioning and dynamics of a training group

The group process can generate such unique forces which can influence the group members separately and the group as a whole as well. The forces induced or generated by the group process is called group dynamics. When we focus on a group as a whole we explore the respective group processes and the resulting group dynamics.

The four crucial areas of group dynamics:

- Communication and interaction patterns evolving within a group.
- The attraction of the group for its members.

- The extent of social control exerted within the group.
- The development of group culture.

At times members can bring certain ethnic, cultural, or social stereotypes hindering the development and effective functioning of the group. In this case the group leader can help to resolve the tensions via promoting interaction or debate leading to productive confrontation with the given stereotypes. Consequently, the group leader will have a more accurate view and appreciation of the various group members with different value judgment and cultural heritage.⁷³

- ✿ Take part in a training group preferably focusing on the personality development of teachers or on self-awareness, and reflect on your own experiences!



Figure 11: Training group

The leading of training groups

The main responsibility of the training group leader is managing the development of the group and its members as individuals. A group leader's primary objective is to help both the group as a whole and its members to

⁷³ GOMES Rui: Képzők könyve, (Trainers' handbook) Council of Europe, 2004
Homonatura ISBN-13: 978-963-86967-6-2

fulfil the objectives reflecting the basic values of the given group. Fulfilling this responsibility requires the following skills and aptitudes:

- group management,
- data collection and assessment,
- willingness to act.

These skills can be obtained during special training sessions. The group management effort includes several stages requiring special knowledge, skills, and values as reflected in the group leader activity model.⁷⁴

The phases of group development	KNOWLEDGE	SKILL, ABILITY	VALUES	ACTIVITY
Preparatory stage	group arrangement, the respective objective, socio-cultural objective, the type of the group and related background information	organisation, openness, acceptance, cooperation, empathy, tolerance, congruence, creativity, group management, conflict resolution, adequate "I message" transmission, the ability to interrupt the given connection	respecting the interests of group members	recruitment of members, identifying resources, providing a venue, individual interview with group members
Formation phase	rules, norms, roles, basic knowledge of group dynamics		recognition of cohesion, sincerity, trust	elaboration of group rules, completing contract documentation, setting objectives
Work phase	basic knowledge of group dynamics		cohesion, responsibility	free interaction, situational games, psychodrama, relaxation, art therapy, etc.
Closing phase	basic knowledge of group dynamics		realistic life management mutual acceptance	closing exercises, games offering the maintenance of continued contact, monitoring, tracing,

⁷⁴ HANÁK Zsuzsanna: Kiscsoportos foglalkozások vezetéséhez szükséges alapismeretek (Knowledge required for leading small group sessions) In.: Tanulmányok a Neveléstudomány köréből Eger 2000. Molnár és társa kiadó (183-202)

			expansion of knowledge	
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Figure 10: The stages of group development

5.4 SUMMARY, QUESTIONS

5.4.1 Summary

Groups are omnipresent and can influence all aspects of human life. Schools are no exception and groups formed in school context are often noted for their two sidedness. This ambiguity is based on the fact that school groups can be both formal and informal at the same time. School groups or classes perform serious and demanding academic work. The selection of the appropriate work format can greatly influence the success of the teaching activity. Cooperative learning is a frequently applied method implying several issues to be resolved including the size of the group and the type of the expected assignment.

Special training groups are ideal for the development of self-awareness and of one's personality. The concept of the training group can be defined as a sum of certain people with a determined level of cohesion whose quality and intensity leads to integration. Due to its small size and special group dynamics training groups are ideal for skill development. Successful skill development, however, is based on familiarity with the various respective evolutionary stages, with special emphasis on the preparation phase, the internal group dynamics, and basic group management skills.

5.4.2 Self-test questions

1. Define the concept of a group!
2. What kind of groups can you mention according to a psychological point of view?
3. What should be kept in mind during the designing of small group activity?
4. Describe the main developmental stages of training groups!
5. What are the crucial areas of group dynamics?
6. What kind of skills are required for the management of training groups and how could they be acquired?

5.4.3 Practice tests

Which of the following are considered group types?

1. School groups
2. **Formal groups**
3. Group of women
4. **Informal groups**
5. Group of men

Which of the following are characteristic of formal groups?

1. **Externally organised**
2. Everyone is a member of a group on his or her own will
3. Friendly connections
4. **Internal hierarchy**
5. Family groups

Which of the following are features of informal groups?

1. Externally organised
2. **Everyone is a member of the group on his or her own will**
3. **Friendly connections**
4. Internal hierarchy
5. **Family groups**

6 TYPICAL CONFLICTS AND CONFLICT RESOLUTION IN THE TEACHING PROFESSION

6.1 OBJECTIVES AND COMPETENCES

6.1.1 Objectives

The aim of the lesson is to familiarise students with the typical conflicts occurring at the teaching profession, the respective means of categorisation, and strategies of conflict resolution.

The principal objective is to increase the social efficiency of students thereby enabling them to handle the teacher-student relation more successfully.

The lesson primarily helps in the increasing of social competences while promoting successful communication and personalized approaches to the respective problems emerging between students and teachers.

6.1.2 Competences

Awareness of the causes underlying the formation of conflicts

Capability of handling conflicts in a more effective way

Selection and application of strategies necessary for conflict resolution

6.2 COURSE MATERIAL

6.2.1 The conflict

Conflicts are part of our lives. Since man is a social animal it is inevitable to have differences of opinion, or disagreements.

Conflicts should be regarded as a type of human cooperation, thus conflicts are not problems, but necessary consequences of human relationships. If we adopt this attitude it is easier to find the best method for conflict resolution.


Everyday conflicts at any stage of our lives can have positive and negative influences as well. Conflicts encouraging or compelling change can be considered positive as we are striving to find a solution.

Conflicts on the other hand can have a negative impact on our lives as a conflict situation is always based on a certain opposition of emotions and interests.

While there are pre-determined schemes for conflicts and the respective resolution efforts, it should be kept in mind that each conflict is

unique depending on its location, participants, and the personalities of the respective parties!

Before we provide an overview of the various roles and forms of school-related conflicts we offer a definition of the concept:

 **Conflicts entail a lack of understanding between two or more persons regarding values, interests, and goods.**

However, this definition is only applicable to interpersonal conflicts.

Conflicts can be categorised in a variety of ways including open, closed, destructive, constructive, internal, and external conflicts. The categorisation of the given conflict depends on the position or viewpoint of the observer.

At any rate conflicts can be divided into two parts regardless of the respective nature:

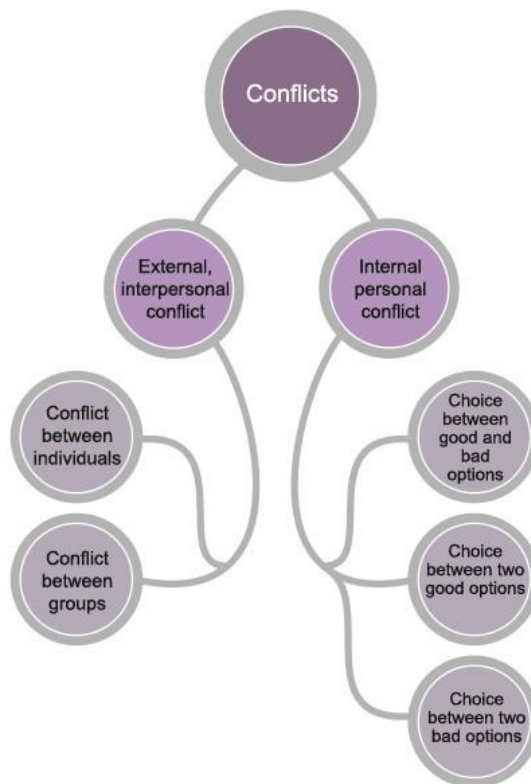


Figure 12: Types of conflicts

Types of conflicts:

External, interpersonal conflicts: Such conflicts arise due to the irreconcilability of the perspectives, emotions, and behavioral forms between two or more persons. Conflicts can also arise between individuals and groups.⁷⁵

1. **Conflict between individuals:** Arises due to the irreconcilability of personal expectations, both parties concentrate upon the realization of their own goals while ignoring the options and possibilities of the other. The most frequent cause of individual conflicts is interest and value based contrast or opposition.
2. **Conflicts between groups:** These conflicts arise between groups formed within a given organisation. Intra-organisational group formation is based on identical objectives and values of individuals within the respective organisational framework. Thus one group would like to achieve its goals at the expense of the objectives and interests of the other intraorganisation group.

3. Internal, personal conflicts: arise from the clashing of internal, psychological objectives related to morals, instinct, frustration, and stress.

- a. **Choice between two good options:** the individual is compelled to choose between two good job offers, entertainment possibilities, or desired products.
- b. **Choice between two bad options:** The individual is compelled to make a choice between two negative aspects. Based upon outcome three sub-categories can be established:
 - a. Exit from the conflict situation: This option can be taken only when the individual is not confronted with the obligation of making a choice.
 - b. When the individual is forced to make a choice between two negative options, however, the respective decision does not lead to the resolution of the conflict.
 - c. The choice of one of the bad options allows the individual to exit the conflict situation.

⁷⁵ Ludányi Ágnes: Ismeret- Önismeret, (Self-awareness) OKKER Kiadó, 2006.

c. The choice between good and bad options Most everyday conflicts belong to this category. Lewin established three sub-categories:

- The chosen option entails negative and positive values as well (a person is offered to take a position with many benefits, however since the benefits derive from illegal sources his close friends disapprove of his choice)
- A person can reach his positive goals only by committing a negative act. (A slave wants to be free, but in order to reach that goal he has to kill the slave owner)
- The positive objective domain is surrounded by a negative barrier (The achievement of an attractive reward is subject to performing or undergoing humiliating things)

Conflict resolution strategies for interpersonal conflicts

Each person has a conflict resolution strategy deployed in a conflict situation. These behaviours or forms of conducts known as conflict resolution strategies are divided into five categories.⁷⁶

Competition: This implies that one party wants to defeat the other. This inevitably involves the escalation of conflicts as more emotional clash and conflict possibilities are generated. The losing party will feel insulted and humiliated and will have a lower perception threshold for opposing positions during the next incident.

However, there are certain advantages that can be derived from a competitive strategy as the competing party stands up for values and objectives benefiting the whole group.

Accommodation: While this type of behaviour appears to be preferable, it is not a recommended conflict resolution strategy as a person using this approach surrenders, gives up his demands, does not stand up for himself, in other words, he is submissive. The consequences can include the loss of self-esteem and negative emotions. In schools this strategy does not facilitate the improvement of the teacher-student relationship, which is a crucial component of academic performance.

Exit: This implies the avoidance of the conflict situation. It has the same meaning from a psychological point of view, only the actual conduct differs.

⁷⁶ Horváth Szabó Katalin: Conflict resolution strategies. Új Pedagógiai Szemle, 1994. 11. sz.

Searching for compromise: It is considered a more preferable strategy as the partners attempt to reach an agreement concerning the respective needs and priorities while expressing a commitment towards working out an agreeable solution. Yet compromises involving losses for both sides are also semi or half solutions as both parties have to give up something from their original position. Compromises tend not to be beneficial for relationships on the long run.

Problem solving: This strategy involves a win-win situation during which both parties get their way and neither is forced to give up sth. from the respective position. This communication strategy can be learned by practice.⁷⁷

- ✿ Fill in the following questionnaire according to the given criteria to determine your own conflict resolution strategy!

Thomas – Kilmann conflict questionnaire:

(<http://rodin.hu/hroazis/?teszt=thomaskilmann&step=1>)

Read the following statement pairs and mark with A or B the given conflict resolution strategy applicable to you. If neither choice is applicable to you choose and select the one you feel is more relevant to your attitude.

1.
 - A. There are situations when I allow others to take responsibility for the solution of problems.
 - B. Instead of discussing things we do not agree on, I try emphasize issues on which we both agree.
2.
 - A. I try to find a compromise solution.
 - B. I try to work with things which are important for the other party and me as well.
3.
 - A. Usually I steadfastly pursue my goals.
 - B. I try not to hurt other people's feelings and maintain the given relationship.
4.
 - A. I try to find a compromise-based solution
 - B. Sometimes I give up on my own needs and surrender to the wishes of the other

⁷⁷ Horváth Szabó Katalin: Konfliktusmegoldó stratégiák. (Conflict resolution strategies) *Új Pedagógiai Szemle*, 1994. 11.sz

5.
 - A. I always ask for the help of others in finding a solution.
 - B. I try to do everything to avoid unnecessary tensions.
6.
 - A. I try to avoid causing troubles for myself.
 - B. I attempt to be in a winning position.
7.
 - A. I try to postpone the problem in order to have time to think it over.
 - B. At certain point I could concede if the other party does so as well.
8.
 - A. Usually I steadfastly pursue my goals.
 - B. I am committed to bringing all aspects of the problem and all the controversial issues to the surface.
9.
 - A. I think one should not be always upset because of disputes.
 - B. I make all the effort necessary to follow my own way.
10.
 - A. I steadfastly pursue my goals.
 - B. I try to find a compromise solution.
11.
 - A. I am committed to biringing all aspects of the problem and all the controversial issues to the surface.
 - B. I try not to hurt other people's feelings and maintain the given relationship.
12.
 - A. Sometimes I avoid taking a stand in order to avoid a conflict.
 - B. I do not mind if he insists on some of his original ideas, if he lets me retain some of my own.
13.
 - A. I recommend we find the lowest common denominator.
 - B. I am committed to have my feelings accepted.
14.
 - A. I tell you my ideas and I am interested in his as well.
 - B. I try to explain the logic and advantages of my position to him.
15.
 - A. I try not to hurt other people's feelings and maintain the given relationship.
 - B. I try to do everything to avoid unnecessary tensions.
16.
 - A. I try not to hurt other people's feelings.
 - B. I try to convince the other party that my position is valid and proper.

17.
 - A. Usually I steadfastly pursue my goals.
 - B. I try to do everything to avoid unnecessary tensions
18.
 - A. If it makes the other person happy, I am not against accepting his views.
 - B. I do not mind if he insists on some of his original ideas, if he lets me retain some of my own.
19.
 - A. I am committed to bringing all aspects of the problem and all the controversial issues to the surface.
 - B. I try to postpone the problem in order to have time to think it over.
20.
 - A. I try to settle all disputes immediately.
 - B. I attempt to find a fair combination of wins and losses for both of us involved in the dispute.
21.
 - A. My negotiation strategy is based on the consideration of the other party's wishes.
 - B. I am always ready for the immediate discussion of the problem.
22.
 - A. I try to find a transitory point between my position and the other party's.
 - B. I always get my way.
23.
 - A. I often attempt to find a mutually satisfactory solution.
 - B. There are situations when I allow others to take responsibility for the solution of problems.
24.
 - A. If it appears that the other party's position is very important I fall in line with it.
 - B. I try to reach the other party to work out a compromise.
25.
 - A. I try to explain the logic and advantages of my position to him.
 - B. My negotiation strategy is based on the consideration of the other party's wishes.
26.
 - A. I recommend we find the lowest common denominator.
 - B. I almost always strive for a mutually satisfactory solution.

- 27.
 - A. Sometimes I do not take a stand in order to avoid a conflict.
 - B. If it makes the other person happy, I am not against accepting his views.
- 28.
 - A. Usually I steadfastly pursue my goals.
 - B. Usually I ask for the help of others in finding a solution.
- 29.
 - A. I recommend finding the lowest common denominator.
 - B. I think one should not be always upset because of disputes.
- 30.
 - A. I try to understand other people's feelings.
 - B. I always share the problem with others in order to find a solution.

Please, circle the marked letters!

Competitive (aggressive)
 Cooperative (problem solving)
 Compromising (divisive)
 Evasive (withdrawn)
 Adaptive (leveling)

	Competitive (aggressive)	Cooperative (problem solving)	Compromising (divisive)	Evasive (withdrawn)	Adaptive (leveling)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		

21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

Count the number of answers in each category!

The results can be ascertained according to the following criteria:

High (100-75%)

Medium (75-25%)

Low (25-0%)

Competitive 12 – 8 points
 7 – 4 points
 3 – 0 points

Cooperative 12 –10 points
 9 – 6 points
 5 – 0 points

Compromising 12- 9 points
 8 – 5 points
 4 – 0 points

Evasive 12 – 8 points
 7 – 5 points
 4 – 0 points

Adaptive 12 – 7 points
 6 – 4 points
 3 – 0 points

After the evaluation answer the following questions:

1. What do you think of the results of the questionnaire?
2. According to the questionnaire what is your leading conflict resolution strategy?
3. Recall a situation during which your leading strategy was working effectively!
4. Recall a situation during which your leading strategy did not provide the expected results!
5. Which strategic components would you include in your own approach and why?

Advantages and disadvantages of my own conflict resolution strategy

According to the criteria provided in the chart complete the table!

My most frequently applied conflict resolution strategy is:..... (write here)

	Regarding the realization of individual goals	Regarding the development of social connections (intimate relationships, friends, work place relations)
Advantage		
Disadvantage		

Other types of conflicts:

Open conflicts: The surfacing of a type of a problem all involved parties are aware of.

Hidden conflicts: Conflicts do not always break onto the surface and instead of an open clash the situation gets worse in a latent way.

Conflicts in schools

Conflicts in schools or related to pedagogical work can take many forms. Conflicts can be analysed from many angles. If we decided to perform a comprehensive analysis examining the given idea from all sides then we should start with a macro level or social analysis. The respective social changes could have an impact on the situation of teachers (their social reputation, socio-economic status, options and tasks) and on the families of students.

Unfortunately social changes have further complicated and hindered the teachers' work, the development of the teacher-student relationship, and success in the teaching profession. Macro level changes led to tremendous difficulties in the school micro environment.⁷⁸

A few examples

One of the biggest problems is the decreased professional confidence of teachers largely due to expectations they were not prepared to meet. The unstable socio-economic status, internal rivalries for positions, professional jealousy along with unnecessary competition in schools and in extracurricular situations, and the increased emphasis on success provide a fertile ground for conflicts and tensions at the work place.⁷⁹

Another source of conflict is in the relation between teachers and parents. Some parents view education as a service provision and feel that they can order or select certain services. Furthermore the value changes and the attendant social and value crises of recent years along with the multiplicity of value systems were not conducive to the improvement of teacher-parent relations either.

It would greatly help if teachers possessed effective conflict resolution methods and strategies enabling them to intervene adeptly and effectively in case of tensions and problems between students.⁸⁰

Analyze the following problems from a conflict resolution perspective. Elaborate potential answers and assign them into the respective category:

⁷⁸ Lovas Zsuzsa: Konfliktusok az iskolában – Iskolai konfliktusok, humánus megoldások. (Conflicts in schools – school conflicts, humane solutions) *Család, Gyermek, Ifjúság* 2001/3. X. évf. 26-28. oldal

⁷⁹ Szekszárdi Júlia: Konfliktus és pedagógia. (Conflict and pedagogy) *Új Pedagógiai Szemle*, 1994. 11 sz.

⁸⁰ Szőke-Milinte Enikő: Pedagógusok konfliktuskezelési kultúrája. – (Conflict resolution culture of teachers) *Új Pedagógiai Szemle Szemle* 2004/01

1. "When I travel on the bus, a student of mine is not noticing me, he is staring at the window. I can't imagine he didn't notice me".

Next day we meet at the school corridor. I tell him

2. An upset parent demands an answer why his child was given a three in Mathematics.

3. Students were warned that the reading journal has to be submitted in due time, because the teacher would not have time to correct them. Two students missed the deadline and they are standing in front of the teacher smiling. What can the teacher say?

4. You were working all weekend on a pressing school project no other colleague wanted to take. On Monday you come in a few minutes late. As you rush in class you meet your principal who looks at his watch, before he could say anything you make the following statement:

6.2.2 Summary

This lesson familiarised students with the types of conflicts, the respective resolution strategies, and their impact on human relations.

The chapter focused on the background and nature of school-related conflicts as well.

6.2.3 Self-test questions

1. What are the criteria for interpersonal conflicts?
2. What kind of conflict resolution strategies are you familiar with?
3. Which strategy is detrimental to the relations between the two parties?
4. Which strategy results in the most harm to one's personality?
5. Which strategy appears to be the most adequate in the given role relations?

6.2.4 Practice tests

Which of the following is **not** a conflict resolution strategy?

Ambitious

Competitive

Problem solving

Compromising

Which conflict resolution strategy is built on a win-win perspective?

Competitive
Compromising
Problem solving
Submissive

Which of the following statements apply to external interpersonal conflicts? (more than one answer is possible)

External conflicts can develop between two or more persons

Conflict between individuals is a type of interpersonal conflict.

Can develop as a result of the irreconcilability of the objectives, perspectives, feelings, and behaviour of individuals.

A type of interpersonal conflict implies a choice between two good options.

7 CAREER DEVELOPMENT, CAREER SOCIALIZATION, CAREER CORRECTION, AND THE QUESTIONS OF LIFELONG LEARNING IN THE TEACHING PROFESSION

7.1 OBJECTIVES AND COMPETENCES

7.1.1 Objectives

- Students will become familiar with the basic concepts of career orientation (career selection, career identification, career development, career correction)
- Students will analyse their own motivations, attitudes, and design steps regarding their own careers.
- Students will become familiar with the impact of the teaching career on one's self-image
- Students will be capable of reflective thinking, the recognition of challenges arising during career development, along with considering the potential solutions.

7.1.2 Competences

- The willingness to ask for professional assistance at the time of entry into the teaching profession.
- Verbally expressing problems and stressful situations.
- Cooperation in pedagogical situations



Figure 13: The most frequently used terms of the lesson in a word cloud

7.2 COURSE MATERIAL

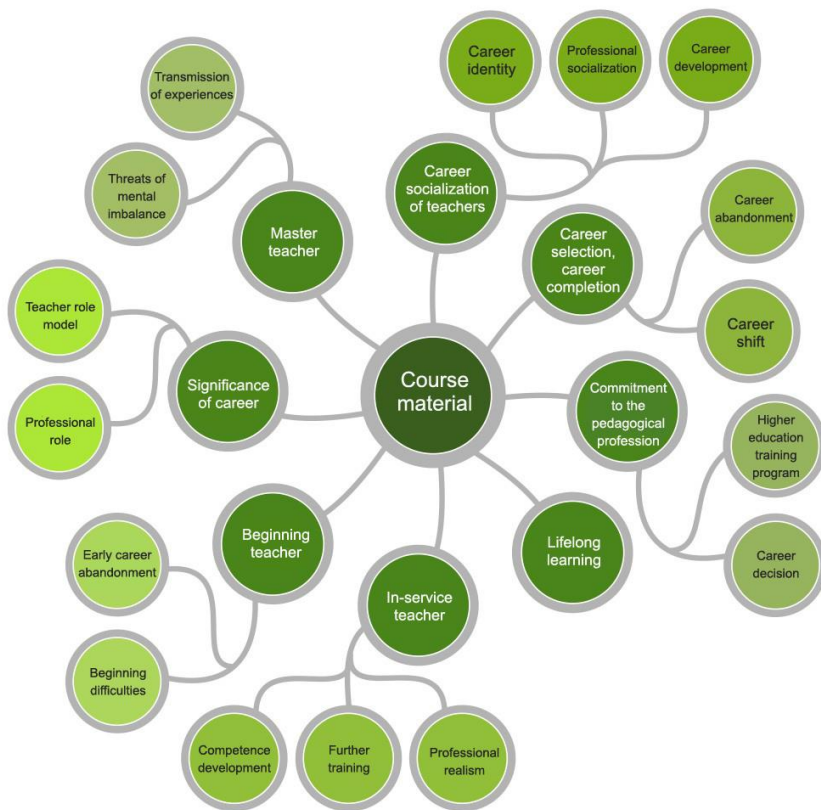


Figure 14: Conceptual map to lesson 7

Teaching cannot be imagined without a professional commitment entailing substantial effort, continuous professional and personal renewal, new knowledge, and arrangement methods, in addition to responding to the continually changing needs of students. Additional challenges include the continuous interpersonal connection with colleagues, parents, and students along with the maintenance of high level problem solving skills. Success in the teaching profession demands an emotional commitment to teaching and to students, along with the capability of continuous renewal and openness to implementation of pedagogical innovations and the application of the achievements of the information and communication technology revolution as well.

One of the most controversial innovations of recent years was the introduction of the *teacher life career model* specifying performance,

educational background, and a successful qualification examination as requirements for promotion. The respective grades within the career plan imply a higher salary level as well. While career counselling for students is crucial for the teaching profession, career socialization of in-service teachers is an equally important criterion for the proper functioning of the education system.⁸¹

Do you think that teaching is a career one is born into or one can be trained for it? Examine the arguments pro and contra!

7.2.1 The significance of the teacher life career model

☞ **According to Super (1994) the life career model is the sum of all roles a person fulfils during his life. The most important life roles or the arches of the life track rainbow include the child, the parent, the spouse, the student, the worker, the retired person, the citizen, the homemaker, and the person involved in leisure time activity.**⁸²

A teacher can be found in several roles as he or she being a parent becomes a child when he goes home to his parents. At the workplace he is a worker, while at home a homemaker, or an individual enjoying leisure time activities. Furthermore, when taking care of official matters, or in civilian activities he or she is playing the role of the citizen. All of these roles have to be harmonised to avoid role confusion or ambiguity. Yet, the insistence on the teacher role can help in the distinguishing of professional and other life roles.⁸³


✿ S. N. is a 37 year old teacher in a village school. At the school there is only one class for each grade. Since there is no other school in the village, her child might attend the school she teaches. What advice would you give her? What are the advantages or disadvantages of a parent being the head of a class attended by his or her child?

⁸¹ KISS István (2004). Kellemes problémák. (Pleasant problems) In: N. Kollár Katalin-Szabó Éva: Pszichológia pedagógusoknak. Pedellus Kiadó, Budapest.

⁸² RITOÓKNÉ Á. M. (1996). Pályalélektan, a pályaválasztás pszichológiája. (Career psychology, the psychology of career selection) In: Bagdy Emőke, Klein Sándor (szerk.) Alkalmazott pszichológia. Budapest: EDGE 2000, 50-65.

⁸³ BAGDY Emőke- TELKES József (2002): Személyiségfejlesztő módszerek az iskolában. (Personality development methods in schools) Nemzeti Tankönyvkiadó, Budapest.

7.2.2. The career socialization of teachers

 **Career socialization is a type of socialization promoting the acquisition of behavioural forms, techniques, values, roles, and relational attitudes required for performance in the given profession.**⁸⁴

- ✿ What does the teaching profession mean for you? Why would you like to be a teacher? How can you see yourself as a teacher in the future? What would be your short and long term goals in the teaching profession? Write down your answers.

When a student decides to become a teacher he or she has acquired a high amount of experience on the given educational system including positive and negative impressions of several teachers. The *experiences from the student years* provide a basis for career socialization in a form of a referential teacher image. (I will definitely not be a teacher like XY, or the professionalism and humane attitude of teacher AB will be a life long example for me”) This student experience based image gradually turns into a teacher *image based on actual professional experiences*. At this stage the professional identity includes the role of the teacher in work and communication situations.

- ✿ Ask 10 teachers you know to complete the following statements:

I am _____



I am _____

I am _____

I am _____

I am _____

⁸⁴ HATVANI Andrea, BUDAHÁZY-MESTER Dolli, HÉJJA-NAGY Katalin (2005): Tanári személyiségfejlesztés és attitűdformálás. (Personality development and attitude formation of teachers) Online főiskolai jegyzet, Eszterházy Károly Főiskola, Eger.

On what rank does the given person describes himself as teacher? Are any other self-identified roles are mentioned?

- ✿ View the following conference presentation and write down your comments, opinions, experiences, and reflections!

<http://www.youtube.com/watch?v=xHmIQtl2EFQ>

István Szabó established four main stages of professional socialization. The first phase is career orientation, and the second is professional training. Commitment toward the given career is formed during the first phase and the relevant theoretical and practical knowledge is acquired in the professional training period. By the end of the professional training phase, in an optimal case, the individual reaches the level of potential career maturity, or a capability of successful performance in a given career. The third stage involves career entry revealing whether the young professional is suitable for the selected career. Naturally, success at the entry stage increases the given commitment level. The fourth stage is characterised by substantial professional experience and familiarity with the advantages and disadvantages of the given career.⁸⁵

Career selection, however, is not one single event, thus the term career development appears more appropriate as the integration into a given profession is a continuous process. A career guidance expert can monitor the respective career stages and the potential crises while providing help in solving these questions. Thus if a teacher feels that the pedagogical profession is not challenging enough a guidance counsellor helps in developing an intervention strategy while exploring the personal and emotional background of such crises.

7.2.3 Making a commitment to the pedagogical profession (the career selection stage)


Preparation to the teaching profession primarily takes place within teacher training programs offered by higher education institutions. The process starts with a decision concerning a potential career as a teacher. (Currently both the old Bologna system and the undivided teacher training programs are being simultaneously delivered, however, after the former scheme is expired students can only apply for the latter.) Good career decision requires an appropriate knowledge of the basic information,

⁸⁵ HATVANI Andrea, BUDAHÁZY-MESTER Dolli, HÉJJA-NAGY Katalin (2005): Tanári személyiségfejlesztés és attitűdformálás. (Personality development and attitude formation of teachers) Online főiskolai jegyzet, Eszterházy Károly Főiskola, Eger.

characteristics, expected tasks and assignments, and skills related to the given career.

A prospective teacher acquires the pedagogical and psychological background of the teaching profession, becomes familiar with the practical aspects of the requirements and expectations related to teaching along with the relevant skills, aptitudes, and abilities. This is the time to expand one's self-awareness considering strengths and weaknesses. At any rate this is a personality development process with two special priorities: preparation and the entry into the given career. In both periods, but especially in the training stage personality development is crucial facilitating the evolution of the prospective teacher into a committed pedagogue via the promotion, organization, and coordination of a conscious career identification process.

Students should be provided appropriate assistance and help for the design and implementation of their own learning and development process.⁸⁶ In light of the above one can make a decision whether the given career is compatible with one's personality and sphere of interest along with identifying the most ideal age group and the abilities to meet the respective expectations.

 **Career identification is a relational term functioning as an indicator of the quality of adequacy between the requirement criteria and the dominant personal characteristics of the person active in a respective career track. Furthermore it is a dynamic reflection of professional and personal development entailing career satisfaction, success, and social activity along with self-actualization within the given profession.**⁸⁷

Full identification with the given professional role chosen during the career identification stage including the respective expectations and tasks indicates the acquisition of career identity. Since both career requirements and the person himself can change the career identification and adaptation process can be restarted from time to time. As certain researchers argue learning to become a teacher is as equally important as learning to teach

⁸⁶ DUDÁS M. (2000). A pályaszocializáció segítésének lehetőségei a tanárképzés kezdeti szakaszán. (The possibilities of promoting career socialization at the beginning stage of the teacher training process) *Pedagógusképzés*, 1-2, 84-99.

⁸⁷ RITOÓKNÉ Á. M. (1996). Pályalélektan, a pályaválasztás pszichológiája. (Career psychology, the psychology of career selection) In: Bagdy Emőke, Klein Sándor (szerk.) *Alkalmazott pszichológia*. Budapest: EDGE 2000, 50-65.

effectively. Such processes require the harmonization of professional and personal roles.⁸⁸ Teachers continuously have to balance between the demands of the private or extracurricular and the professional (social and personal expectations concerning the teacher role) sphere and the actual working environment.⁸⁹

- ✿ What are the signs that a teacher has identified with his career and his identity was formed?

7.2.4 Lifelong learning

Lifelong learning is one of the most often heard concepts today. Recent social and economic changes brought on the need for flexible workers willing to engage in and capable of continuous training and retraining.

Consequently as far as lifelong learning is concerned teachers have a dual role. On the one hand they have to be open to new experiences and to learning continuously in order to keep their knowledge and skills up to date, but at the same time they influence how the given school transmits the lifelong learning perspective to students and helps them in this regard. Today nobody's education can be considered fully completed after graduation. The world around us and the related knowledge and technology expands and changes at such a pace, which requires the continuous renewal of one's skills. The continuous expansion of the knowledge base of the teaching profession requires its practitioners to make a commitment to lifelong learning.⁹⁰ "The teacher's role has never been as important as it is today. The teacher is the agent of change promoting understanding and tolerance. As teacher roles became crucially important in the 21st century the quality of education and of the pedagogues cannot be emphasized enough"⁹¹

It is in everyone's interest that teachers adopting a lifelong learning perspective and equipped with the appropriate knowledge and skills continue their pedagogical efforts.

- ✿ What options do teachers have for lifelong learning, how can they develop or train themselves?

⁸⁸ CHONG, S. (2011). Development of teachers' professional identities: from pre-service to their first year as novice teachers. *KEDI Journal of Educational Policy*, 8(2), 219-233.

⁸⁹ LAVIGNEA, L. (2014). Beginner teachers who stay: Beliefs about students. *Teaching and Teacher Education*, 39, 31-43.

⁹⁰ BURKE, A. (1992): Teaching: Retrospect and Prospect. *Oideas*. 39, 5–254. (Special Issue).

⁹¹ UNESCO 1996, 141–146.

Teachers can develop themselves professionally by the following methods: expanding the knowledge of the respective subjects taught, improving the teaching skills and methodology arsenal, obtaining additional qualifications, participation at further training programs, conferences, or professional consultations along with earning a doctoral degree. Furthermore, professional development requires digital competence and the use of ICT in education.

Only intelligent, highly trained, imaginative, and conscientious teachers can respond effectively to the challenges faced by the educational system of the developed world in the 21st century. Society needs high quality education training creative, entrepreneurial, innovative, and independent young people possessing the skills and motivation to lifelong learning. However, the realization of this goal requires innovative teachers committed to lifelong learning. Consequently, the well-being of the teaching profession is a crucial criterion of the lifelong learning process.⁹²

Darling-Hammond providing a synthesis of a wide variety of research data into the economic status and language development of learners recognizes “a strong and significant correlation between the variables of teacher quality and student performance in the United States.”⁹³

Consequently the high quality further training of career entry professionals, meeting the respective challenges, and the development of effective problem solving skills are crucial tasks. The educational directives of the EU make additional specifications including effective time management, wide scale collegial cooperation, realistic self-image, self-evaluation, and reflective thinking. Furthermore, society as a whole should be made more aware of the lifelong learning concept as well..⁹⁴

The four key lifelong learning factors are organized into a process described on the following chart.

⁹² COOLAHAN, J. (2002). Teacher Education and the Teaching Career in an Era of Lifelong Learning, OECD.

⁹³ DARLING-HAMMOND, L. (2000): Teacher Quality and Student Achievement. A Review of State Policy Evidence. Education Policy Analysis Archives. Vol. 8, No.1, 25.

⁹⁴ COOLAHAN, J. (2002). Teacher Education and the Teaching Career in an Era of Lifelong Learning, OECD.

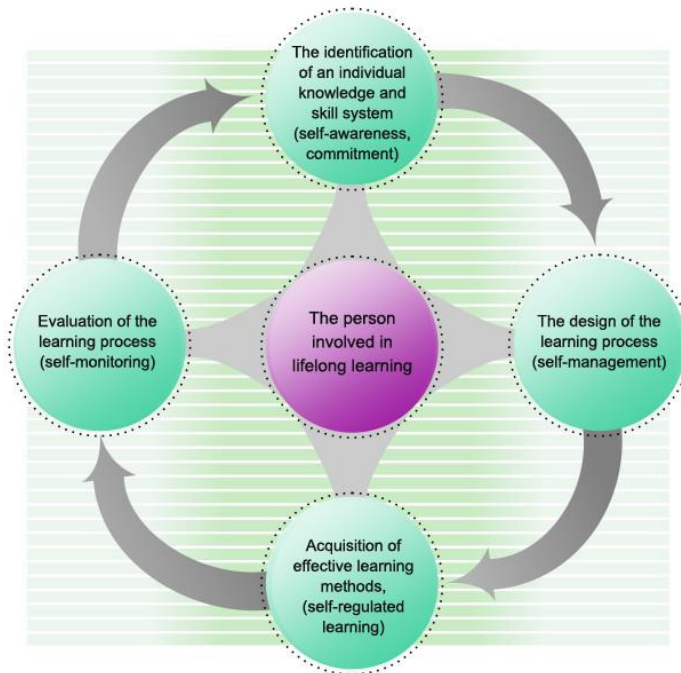


Figure 15: The lifelong learning process⁹⁵

Self-awareness implies the acquisition of an attitude toward motivational learning based on previous knowledge and experiences. Self-management includes plans leading to the realization of the respective learning objectives. Self-regulating learning implies an ability to identify the optimal learning strategy (deep or surface learning, learning by heart or understanding the respective systems). Self-monitoring includes the system oriented analysis of all components of learning performance, a process requiring reflective and critical thinking. (cf. Chapter 4).⁹⁶

⁹⁵ prepared according to the following information: https://www.google.hu/search?q=lifelong+learning&es_sm=93&source=lnms&tbm=isch&sa=X&ei=K3ItVLDQBcjaagSJgaAD&ved=0CAgQ_AUoAQ&biw=1280&bih=656#focr= &imgdii= &imgsrc=TfnnFmZiFz7asM%253A%3Bs2LrC6UOaw6XaM%3Bhttp%253A%252F%252Felectronicportfolios.org%252FNIACE%252Fhtml%252Fimages%252Fobjects%252Fobj15-2.jpg%3Bhttp%253A%252F%252Felectronicportfolios.org%252FNIACE%252Fhtml%252Fweb_data%252Ffile15.htm%3B585%3B355


⁹⁶ http://electronicportfolios.org/NIACE/html/web_data/file15.htm

7.2.5 The beginning teacher

After graduation the young teacher enters the profession. This stage includes the most challenges depending on the respective level of the educational system either in elementary, secondary, or higher education.

- ✿ Based on your own experiences describe the challenges faced by a teacher starting his or her teaching career in an elementary, secondary, and higher education institution!

Beginning teachers have to have an adequate level of career readiness facilitating entry into the teaching profession. Career readiness includes the acquisition of basic pedagogical and psychological knowledge, personal and professional self-awareness regarding difficulties in coping with certain situations, professional expertise, and the handling of various learners).

 *K.Z. started to work after graduation at a secondary school with noted standards. Since he has to face unexpected situations on a regular basis he believes that his prestige is limited and suffers from pre-class anxiety released with changing success. He often feels that he will not reach the professional level of the other teachers. Although he is tired at nights, he has to prepare a lot for his classes the next day. At meetings he does not understand the structure of the given organisation or the respective assignments thus he has difficulty in establishing intimate connections. **What kind of advice would you give him, what would you propose?***

Experiences obtained during the first career stage significantly impact the successful application of subject content knowledge and the development of positive attitudes to teaching. However, career entry could entail problems as well. The beginning teacher forced to carry a full teaching load and to bear full responsibility is confronted with real problems. This often leads to anxiety and isolation primarily because of an uncertainty in the respective teaching competences. This situation is not good either for the individual or the given school. Thus the need for mentoring arises as mentored teachers can cope better with the learning arrangement problems and concentrate on solving the learning difficulties of students. Consequently, the independence of the beginner has to be maintained while he is gradually introduced into the fulfilment of actual responsibilities with time provided for design, correction and recognition. The main objective of the career entry stage is the reinforcement of skills and knowledge required for successful performance in the teaching

profession.⁹⁷ At the same time beginning teacher should be given support in career integration as the professional assistance or mentoring is one of the most important tools in the solution of the difficulties arising at the start of one's teaching career. Moreover, beginning teachers should be provided opportunities for professional autonomy.⁹⁸

7.2.6 In-service teachers

- ✿ How can one maintain enthusiasm toward the teaching profession on the long run?

We know that the acquisition of a degree does not mean the end of one's education since the fast growth of technology and research and development can make one's knowledge obsolete. This phenomenon, that is, the expiration of one's knowledge, although not to a dramatic extent as seen elsewhere, is applicable to the teaching profession as well. There are several issues that are not adequately addressed by teacher training programs including the high number of students with learning difficulties, the integration or inclusion related questions and the use of ICT in schools. In-service teachers can obtain these skills in further training and skill development programs, or by earning additional degrees in such areas as special education or talent development. In an ideal case these programs lead to a broadened perspective, increased knowledge, more positive and tolerant attitude towards colleagues and students. These skills are also effective in the prevention of burn-out as well (cf. Chapter 8)). However participation in these programs require a high level of financial, energy, and personal network-building commitment while other life roles also place demands on the teacher (spouse, homemaker, parent).

Having spent a few years in the teaching career teachers tend to experience the modification of basic attitudes including the subsiding of initial enthusiasm and the exhaustion of the heretofore uninterrupted flow of energy while they are compelled to meet the same level of expectations. Experienced teachers attempt to resolve this tension-filled psychological state arising from a conflict between individual attitudes and activities presumed to be successful and productive. The high professional expectations including providing optimal opportunities for personal development in group learning formats have to be met as well.⁹⁹

⁹⁷ COOLAHAN, J. (2002). Teacher Education and the Teaching Career in an Era of Lifelong Learning, OECD.

⁹⁸ SZIVÁK Judit (1999). A kezdő pedagógus.(The beginning teacher) *Iskolakultúra*, 1999/4, 3-14.

⁹⁹ SZIVÁK Judit (1999). A kezdő pedagógus.(The beginning teacher) *Iskolakultúra*, 1999/4, 3-14.

7.2.7 Master teachers

As more time is spent in the profession, teachers become more flexible and see themselves more effective in student development. Text or lesson delivery becomes easier and the materials are frequently adjusted according to the needs of students.¹⁰⁰

In an era of lifelong learning the further training of teachers has become increasingly important. Experienced teachers at the same time are threatened by the burn-out syndrome as the continuous physical and emotional load can lead to the exhaustion of the emphatic capacity of the given pedagogue. However, due to substantial professional and personal experiences master teachers have a special significance in talent development, the elaboration of new pedagogical methods, and the mentoring of beginning teachers.

Further training is a basic tool for professional development. The increasingly wide variety of further training programs ranges from summer courses to long term learning. The content of the program reflects the changing needs of the education system including school management, curriculum development, introduction to new subjects (civics, social needs and health, career counselling and learning guidance, pedagogical innovation, connection with parents or community). Participation in further training tends to be a requirement for promotion as well.¹⁰¹

Experienced teachers build in their long-term educational objectives into the lesson plans and can flexibly adapt their lessons plans to the respective changes. The learning design process incorporating the respective pedagogical experiences while taking the learner's abilities and previous knowledge into consideration includes much more aspects than those at the beginning of their careers. The respective lesson plans are more detailed, contain more elements reflecting the integration of varying issues while excluding the impact of external sources on the given learners. Students and the respective tasks are allocated into typical. and atypical categories during the design stage while the given schemes and the needs of the respective lesson are harmonised. Lesson planning tends to follow a parallel format that is both the teaching and learning activities are designed. The tasks are more detailed and the instructions are grouped into logical units.¹⁰² Furthermore, experienced teachers are less

¹⁰⁰ LAVIGNE, A. L. (2014). Beginner teachers who stay: Beliefs about students. *Teaching and Teacher Education*, 39, 31-43.

¹⁰¹ COOLAHAN, J. (2002). Teacher Education and the Teaching Career in an Era of Lifelong Learning, OECD.

¹⁰² SZIVÁK Judit (1999). A kezdő pedagógus (The beginning teacher). *Iskolakultúra*, 1999/4, 3-14.

cooperative than their younger colleagues, tend to be selective in task fulfilment and have a lower level of career ambition.¹⁰³

7.2.8 Career shift, career closure

A teacher can decide at a point of his life to change careers. Before the 1989-1990 regime change career correction or change was not frequent as an individual tended to stay at a chosen career during his whole life.¹⁰⁴

Today career change is an available option for everyone and in some European countries teachers can take a sabbatical to become acquainted with different cultures or jobs including blue collar or service sector positions. After return the given teacher's perspective broadens, as he or she tends to adopt a multicultural attitude and is enthusiastic in applying new pedagogical methods.

Career abandonment primarily takes place during the first 5 years since at this time teachers are confronted with the highest number of negative experiences along with an inability to improve student performance. Later however, they become more successful.¹⁰⁵ Distinction has to be made, however, between ramblers and abandoners as the formers stay in the profession after changing schools or assignments, while the latter completely leave the teaching career.¹⁰⁶

The completion of a long time teaching career implies retirement. Despite the increased free time this period is also critical due to the change of daily routine and the respective difficulties in meeting basic needs (safety social needs, self-esteem, self-actualization). Retirees should find new activities including participation in a senior citizen club or volunteering.

- ✿ Interview former teachers who decided to leave the teaching career after a shorter or longer period. What were the reasons for their career change? Were they forced to make this decision or it was their own choice? How do they describe the change, and how do they remember their teaching career?

¹⁰³ RICHTER, D., KUNTER, M., KLUSMANN, U., LÜDTKE, O., & BAUMERT, J. (2011). Professional development across the teaching career: teachers' uptake of formal and informal learning opportunities. *Teaching and Teacher Education*, 27, 116-126.

¹⁰⁴ RITOÓKNÉ Á. M. (1996). Pályalélektan, a pályaválasztás pszichológiája. (Career psychology, the psychology of career selection) In: Bagdy Emőke, Klein Sándor (szerk.) *Alkalmazott pszichológia*. Budapest: EDGE 2000, 50-65.

¹⁰⁵ HENRY, G. T., BASTIAN, K. C., FORTNER, C. K. (2011). Stayers and leavers: early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280.

¹⁰⁶ RINKE, C. R. (2008). Understanding teachers' carriers: Linking professional life to professional path. *Educational Research Review*, 3, 1-13.

7.3 SUMMARY, QUESTIONS

7.3.1 Summary

The chapter focused on the most important components related to career orientation including career identity, career socialization, and career correction. Today teachers can change their career freely, or move to another school. The teaching career has several milestones ranging from beginning teacher to master teacher. While this is an exciting and rewarding career, success in the teaching profession cannot be imagined without lifelong learning.

7.3.2 Self-test questions

1. What are the stages of professional socialization according to István Szabó?
2. What are the difficulties a beginning teacher has to cope with?
3. What changes take place during one's teaching career?
4. What factors justify lifelong learning?
5. Explain the career identification concept.
6. What are the manifestations of career correction in the teaching profession?

7.3.3 Practice tests:

- A. In which of these periods most teachers tend to leave the profession:
 - a. after 10 years
 - b. after 20 years
 - c. between 0-5 years**
 - d. after 40 years
- B. Which of the following concepts indicate self-actualization in one's profession?
 - a. career correction
 - b. career socialization
 - c. career identification**
 - d. career orientation
- C. Which of the following aspects or criteria a beginning teacher should not be subjected to?

- a. autonomy
- b. professional support
- c. training
- d. **strong control**

8 THE TEACHING PROFESSION AND THE BURNOUT SYNDROME

8.1 OBJECTIVES AND COMPETENCES

8.1.1 Objectives

- Students will be familiarised with the concept and main forms of the burnout syndrome regarding the teaching profession
- Students will learn about the development of the burnout process
- Students will become aware of the impact of the burnout syndrome on the teaching profession.
- Students will become familiar with respective prevention and intervention methods.

8.1.2 Competences

- Students will be able to develop a lifeplan in order to reduce the harmful impact of everyday stress and prevent the development of the burnout syndrome on the long run.
- Students are familiar with the methods of prevention and intervention and can apply personally suitable methods to alleviate work-related fatigue.

8.2 COURSE MATERIAL

The burnout syndrome implies one of the greatest challenges in any professional's life. The chapter in addition to providing a comprehensive overview of this issue will focus on prevention and intervention as well.

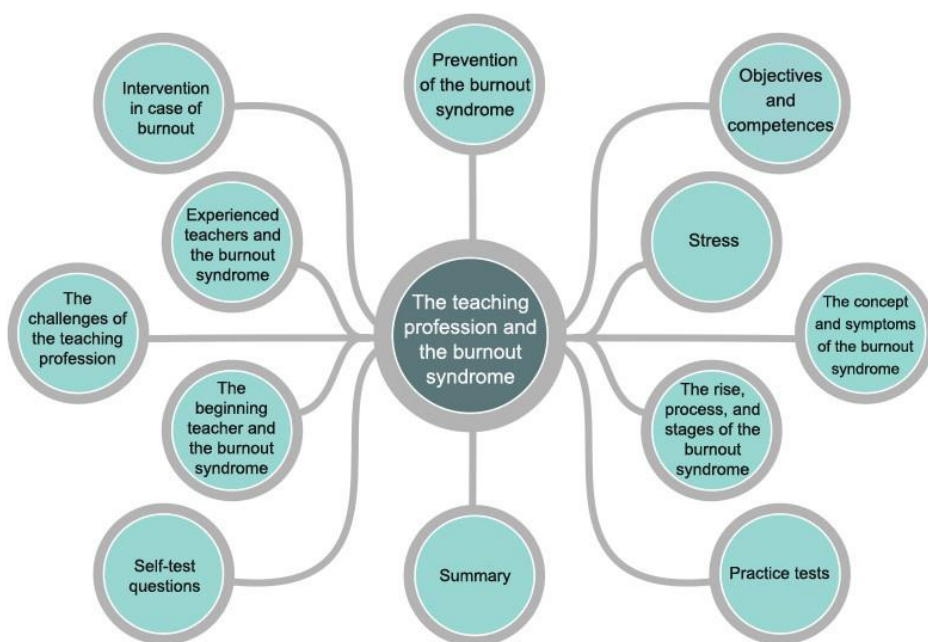


Figure 16: Conceptual map to lesson 8

- ✿ Recall what you have heard or read about the burnout syndrome? Which professions are specially threatened by the burnout syndrome? In what way is the teaching profession unique in this regard?

8.2.1 Challenges in the teaching profession

A teacher's work is rather strenuous from several aspects. A beginning teacher has to spend much time and energy for preparation in addition to participating in further training programs and conferences in order to keep his or her subject content knowledge up to date. At schools he must be able to work with students and colleagues with differing personalities, socialization backgrounds, and motivation levels. Moreover, teachers feel that the available resources are not sufficient to help them to meet the respective challenges including maintaining discipline in case of classroom management and high level performance in end of the year examinations, high school graduation examinations, or language examinations.

Disciplinary problems, boundary pushing behaviour coupled with the emotional instability of adolescence present a daunting challenge to any teacher. Frequently personal and methodological autonomy forming the

foundations of successful performance in the teaching profession are limited by the educational system. Moreover unlike in other professions or occupations the teacher cannot leave his work at the work place as the test corrections and preparation for classes makes the separation of work place and home roles rather difficult. Furthermore, due to the less competitiveness salaries as compared to the business sectors teachers are frequently compelled to hold private lessons. Thus all these factors can increase the feeling of fatigue. Additionally the high administrative overload is frequently coupled with lack of moral appreciation and respect.¹⁰⁷ Stress at the workplace includes conflicts with parents, colleagues, supervisory or maintenance organisations, and students.

The burnout syndrome tends to effect those professionals or workers who are involved in fields requiring excessive empathy and personal identification such as pedagogues, firefighters, police personnel, lawyers and those in the so-called helping professions including social workers, counselors, psychologists, and health care workers. Empathy-oriented professions, such as teaching, imply excessive emotional overload primarily due to the frustrations arising from dealing with young people struggling with various problems, the uncertainty and ambiguity of performance indicators, the relatively low earning potential, the lack of widespread social appreciation, the temporal pressures, the continuous role conflicts, and the continuous uncertainty.¹⁰⁸

Since stress plays a definite role in the emergence of the burnout syndrome we pay special attention to the concept and manifestations of stress.

8.2.2 Stress

✿ In your opinion what is the connection between stress and burnout??

📖 **Stress is a non-typical answer of the body to any demand made on it.**¹⁰⁹

¹⁰⁷ Bruce, S. P. (2009). Recognising stress and avoiding burnout. *Current in Pharmacy Teaching and Learning*, 1, 57-64.

¹⁰⁸ Hajduska, 2001, idézi Lubinszki M. (2012). A kiégés komplex értelmezése és prevenció lehetőségei a pedagóguspályán. (The interpretation and prevention options of burnout in the pedagogical profession) *Docere et movere – Bölcsészeti- és társadalomtudományi tanulmányok a Miskolci Egyetem Bölcsészettudományi Kar 20 éves jubileumára*, 263-276.

¹⁰⁹ Selye, 1983; idézi Pálfi Ferencné (2007). Ápolói és gondozói magatartások alakulása különböző ellátási helyzetekben, különös tekintettel a kiégés jelenségére (The development of health care worker behaviour in care situations). Doktori disszertáció,

Stress is a process during which an event or phenomenon forces an individual or living entity to change its behaviour.¹¹⁰

While a certain amount of stress is beneficial to avoid boredom or frustration, excessive stress at the work place can cause dissatisfaction with one's job, low motivation, worsening connections with colleagues, weaker communication, and less effective decision making.¹¹¹

The stress process is best described with the three stages of the general adaptation syndrome (G.A.S):

1. Alarm reaction: Encounter with stressor triggers characteristic symptoms while the resistance of the body decreases.
2. Resistance stage: In case of continuous stress adaptation can lead to adequate resistance. The alarm symptoms seemingly disappear and the resistance capability is higher than the usual level.
3. Exhaustion stage: If the organism is exposed to the impact of the same stressor it had already adapted to in the long run, the adaptation energy can be exhausted leading to repeated alarm reactions and eventually death.

Researchers distinguish two types of stress. Eustress, which is not harmful even on the long run, facilitates the acquisition of new skills or the application of existing, yet crucially important abilities. Distress, however can lead to physical and psychological damage as the organism is compelled to use the existing skills to cope with the stressor, in other words effective response cannot be given to the stressor. While stress or anxiety are vitally important until a certain point, excessively long exposure to stress or anxiety can lead to the exhaustion of adaptation energies and diseases.¹¹²

Pécs, 2007.

http://aok.pte.hu/docs/phd/file/dolgozatok/2008/Palfi_Ferencne_PhD_dolgozat.pdf

¹¹⁰ Pálfi Ferencné (2007). Ápolói és gondozói magatartások alakulása különböző ellátási helyzetekben, különös tekintettel a kiégés jelenségére. (The development of health care worker behaviour in care situations) Doktori disszertáció, Pécs, 2007.

http://aok.pte.hu/docs/phd/file/dolgozatok/2008/Palfi_Ferencne_PhD_dolgozat.pdf

¹¹¹ Bruce, S. P. (2009). Recognising stress and avoiding burnout. *Current in Pharmacy Teaching and Learning*, 1, 57-64.

¹¹² Lubinszki M. (2012). A kiégés komplex értelmezése és prevenció lehetőségei a pedagóguspályán. (The complex interpretation and prevention options of the burnout syndrome in the pedagogical profession) *Docere et movere – Bölcsész- és társadalomtudományi tanulmányok a Miskolci Egyetem Bölcsészettudományi Kar 20 éves jubileumára*, 263-276.

As we had seen earlier the teaching profession implies a significant physical, emotional, cognitive, behavioural demand as teachers have to cope with a high number of stressors arising from the excessive work load, disciplinary problems of students, and the lack of reciprocity in social connections (they tend to give but receive less in return).¹¹³ Thus the higher level of psychological and physical stress as compared to other professions can lead to depression, heart and circulatory problems and sleeping disorders.¹¹⁴ Consequently, early recognition and treatment of stress is crucial for the protection of the mental and emotional health of teachers.

At the same time we have to point to personal factors as the susceptibility to anxiety, depression, and emotional instability can increase the risk of emotional exhaustion and the feeling of the loss of one's personality or self-alienation. Conversely, an extroverted, friendly, and conscientious person can be somewhat protected against emotional exhaustion.¹¹⁵

- ✿ A female teacher noted the emergence of psychological problems in her mid 40s. The difficulties included sleeping disorders, lack of energy, heart and digestion problems, breathing difficulties, fear of children, and sexual problems. She was treated for depression and returned to work. However after a few days the symptoms returned. Eventually she was declared incapacitated to work, and today she is struggling to get back to the school where she loved to teach for 20 years.¹¹⁶

The above case reflects the characteristic types of the burnout syndrome. Let's take a look at the concept, its symptoms, and the respective development process.

¹¹³ Montgomery ésRupp, 2005; idézi Reichl, C., SophieWach, F.,Spinath, F. M., Brünken, R.,Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹¹⁴ Ahola és Hakanen, 2007; Reichl, C., SophieWach, F.,Spinath, F. M., Brünken, R.,Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹¹⁵ Alarcon, Eschleman és Bowling, 2009; idézi Reichl, C., Sophie Wach, F.,Spinath, F. M., Brünken, R.,Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹¹⁶ Kocsis György Gábor (2003). A pedagógus-burnout. (Burnout in the pedagogical profession)
URL: <http://www.uni-miskolc.hu/~bolcsweb/pdf/burnout.pdf>

8.2.3 The concept and symptoms of burnout

☞ **Burnout implies physical, emotional, and mental exhaustion arising as a result of chronic emotional overload and stress causing the feeling of hopelessness, incompetence, and the loss of ideals coupled with negative attitudes related to one's own personality, work, and view of others.**¹¹⁷

Zsuzsanna Kulcsár asserts that the crucial aspect of burnout is the exhaustion of a capability and willingness to empathy.¹¹⁸

Research into the burnout syndrome views burnout either as a condition or process.¹¹⁹ Regardless of either view, even the person involved can rarely notice the development of the problem.

The three main symptoms of burnout are exhaustion, depersonalization, and performance decline (dissatisfaction with own achievements, loss of achievement).

- **Emotional exhaustion** implies that even the thought of work brings on physical and psychological symptoms including being tired, run down, and feeling crestfallen, abandoned, hopeless, angry, impatient, and annoyed.
- **Physical exhaustion** is indicated by a lack of energy, chronic fatigue, frequent headaches and nausea, sleeping disorder, and malfunctions in sexual activity.
- **Mental exhaustion** implies a negative attitude towards work and life as a whole eventually leading to escaping from work, absenteeism, and career abandonment.
- **Depersonalization** brings with itself a negative, cynical attitude to colleagues and clients (students) and a feeling of guilt, along with the reduction of social activity, refraining from tasks, and limiting work to performing the basic duties and responsibilities.
- **Performance decline** indicates a feeling of failure and incapacity as the person feels inadequate, unsuccessful, and overburdened

¹¹⁷ Freudenberg, 1974; idézi Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban (The burnout syndrome in foreign and domestic research literature). Oktatás és Politika, 19(4), 666-672.

¹¹⁸ Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban. (The burnout syndrome in foreign and domestic research literature) Oktatás és Politika, 19(4), 666-672.

¹¹⁹ Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban. (The burnout syndrome in foreign and domestic research literature) Oktatás és Politika, 19(4), 666-672.

due to the lack of recognition and feedback. This condition is coupled with a compulsive comparison with others, which further exacerbates one's emotional condition¹²⁰.

The burnout syndrome appears in countries like Finland where the standards of education are extremely high and teachers have amassed substantial professional experience and enjoy a high level of autonomy in their work.¹²¹ Thus, the physical and emotional stress of the teaching profession implies a higher burnout risk than other careers.

Some researchers assert that social conditions can lead to burnout as the fading of traditions, the rejection of traditional social support systems and the resulting loss of professional or personal networks can lead to a social environment where energy is broken down into indifference and boredom, enthusiasm gives way to anxiety, and optimism is converted into disillusionment.¹²²

Furthermore, we have to explore the role of **altruism** as the selfless action performed for others, the temporary repression of individual needs, the relinquishing of self-generated coping strategies to others imply the highest level of human commitment. This process, however, cannot be continuous, as it requires a constantly high empathy level. Thus helping others without being helped in return and being forced to creative conduct on a daily basis are reliable indicators of the potential onset of the burnout syndrome.¹²³

The burnout syndrome tends to reproduce itself as the individual does not select an appropriate strategy to cope with the related stress and

¹²⁰ Pálfi Ferencné (2007). Ápolói és gondozói magatartások alakulása különböző ellátási helyzetekben, különös tekintettel a kiégés jelenségére. (The development of health care worker behaviour in care situations) Doktori disszertáció, Pécs, 2007.

http://aok.pte.hu/docs/phd/file/dolgozatok/2008/Palfi_Ferencne_PhD_dolgozat.pdf

¹²¹ Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

¹²² Carlyle és Woods, 2002; idézi Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban. (The burnout syndrome in foreign and domestic research literature) *Oktatás és Politika*, 19(4), 666-672.

¹²³ Kulcsár, 1998, idézi Pálfi Ferencné (2007). Ápolói és gondozói magatartások alakulása különböző ellátási helyzetekben, különös tekintettel a kiégés jelenségére. (The development of health care worker behaviour in care situations) Doktori disszertáció, Pécs, 2007.

http://aok.pte.hu/docs/phd/file/dolgozatok/2008/Palfi_Ferencne_PhD_dolgozat.pdf

problems while struggling with hindered intentions and unfulfilled aspirations.¹²⁴

- ✿ Can you recall any of your teachers displaying the signs of the burnout syndrome? How did they change with the times and how did they cope with the problem? Ask 10 teachers you know to complete the following 3 statements:

The greatest stress in my work is _____

My relations to my colleagues _____

Recharging means for me _____

Interpret their answers!

8.2.4 The rise, process, and stages of the development of the burnout syndrome

Burnout of course does not appear from one day to another, as several signs can warn the individual that he or she has to be more careful when taking on additional tasks. Such signs include *neglecting our own needs* due to work, if we consider ourselves indispensable, or if *we feel disappointed and frustrated* because of work-related problems. Burnout can start if we do not pay attention to these signs.

1. Negative symptoms usually first appear at the *emotional domain*: the person is impatient, mistrustful, low spirited, and is susceptible to crying.
2. In the next stage problems occur at the *cognitive level* including: concentration problems, reduced intellectual performance, declining creativity and motivation.
3. Resistance to change is manifested in *preemptive and defensive mechanisms* including denial, emphasizing the intellectual aspects of things, and projection maintaining the respective process.
4. The weakened immune system leads to the development of *psychological and somatic diseases*.¹²⁵

¹²⁴ Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban. (The burnout syndrome in foreign and domestic research literature) Oktatás és Politika, 19(4), 666-672.

¹²⁵ Lubinszki M. (2012). A kiégés komplex értelmezése és prevenció lehetőségei a pedagóguspályán. (The complex interpretation and prevention options of burnout in the pedagogical profession) Docere et movere – Bölcsészeti- és

Brodsky and Becker developed a model for the components of the burnout process:¹²⁶

1. The first stage is the time of idealism, during which the person is enthusiastic and enamored with his or her profession, brings out the best from himself, maintains intensive connection with colleagues while maintaining unrealistic expectations. In case of failure he blames himself.

2. In the realistic stage the person is cooperative, open, professionally dedicated and interested in and cooperative with colleagues. He or she attempts to establish a balance between participation and distance, while making creative plans for the future and being receptive to initiatives and innovations.

3. The third stage is stagnation and disillusionment, when the performance starts to decline, the person is not as open, work place connections are reduced to business only or basics, and speaking with colleagues is seen as a burden, or serves as a reinforcement for own defensive behaviour.

4. Frustration: Work becomes an annoyance, the profession loses its meaning, the individual questions his or her own abilities. The person becomes more withdrawn both professionally and personally, considers public and social activities meaningless and empty and the attitude to students ranges from authoritarian to permissive.

5. Apathy: The last stage includes the automatic, routine performance of work, hostilities at the work place and the avoidance of colleagues. The individual refuses any change in behaviour.

8.2.5 The beginning teacher and the burnout syndrome

The primary objective of teacher training is to provide a foundation for the prospective teacher's professional values, connections, and knowledge. The latest research results underline that several students enter teacher training programs without effective emotional control, problem solving, and stress management skills, thus they are more exposed to the risk of early burnout and career abandonment.

társadalomtudományi tanulmányok a Miskolci Egyetem Bölcsészettudományi Kar 20 éves jubileumára, 263-276.

¹²⁶ Brodsky és Becker, idézi Tandari-Kovács, M. (2010). (Emotional overload, psychological burnout among health care workers) Ézelmi megterhelődés, lelki kiégés az egészségügyi dolgozók körében. Doktori értekezés, Semmelweis Egyetem, Budapest.

Conversely, students choosing the pedagogical career due to intrinsic reasons or motivations are less vulnerable to burnout. That is one should become aware of the expectations and challenges of the teaching profession and assess one's motivational and personality background facilitating the avoidance of potential mental and physical health related problems later on.¹²⁷

The teaching profession implies a continuously intensive personal and sometimes emotional connection with students but a personal commitment to the work and cooperation with colleagues reduce the chances of burnout.¹²⁸ Moreover, beginning teachers should trust their own abilities, be patient with themselves, given themselves time as all steps of the career ladder have to be climbed and skipping the necessary developmental stages is not possible. Openness to new experiences, the demand for professional development, and flexible thinking can offer some protection from burnout.¹²⁹

Even at the beginning stage the pedagogical profession requires the maintenance of steady boundaries of the self and the ability to say no. The boundaries of the personality are formed as a result of values, desires, motivations, past traumas and future objectives.¹³⁰

✿ *Elaborate the outlines of a profession helping in avoidance of early burnout!*

Another problem is the unrealistic assumption of assignments at the beginning stage of one's career manifested in working for free, working at home, continuous on line availability and providing instant reply. The initially too high and later unfulfilled expectations (I can help everyone) clearly pave the way towards burnout. Thus the toning down of unrealistic expectations can be beneficial at the career entry stage. This way one can

¹²⁷ Reichl, C., SophieWach, F., Spinath, F. M., Brünken, R., Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹²⁸ Kim, Shin és Swanger, 2009; idézi Reichl, C., SophieWach, F., Spinath, F. M., Brünken, R., Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹²⁹ Reichl, C., SophieWach, F., Spinath, F. M., Brünken, R., Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior*, 85, 85-92.

¹³⁰ Lubinszki M. (2012). A kiégés komplex értelmezése és prevenció lehetőségei a pedagóguspályán. (The complex interpretation and prevention options of burnout in the pedagogical profession) *Docere et movere – Bölcsész- és társadalomtudományi tanulmányok a Miskolci Egyetem Bölcsészettudományi Kar 20 éves jubileumára*, 263-276.

avoid excessive psychological and emotional involvement and should search for a coping method for problems and challenges expected to arise later in the career span (i.e providing immediate solutions to problems, dealing with tensions).¹³¹

- ? In your view how can one maintain enthusiasm for the teaching profession on the long run?

8.2.6 Experienced teachers and the burnout syndrome

The burnout cycle begins with a strong desire on the part of the young teacher to prove him or herself and continues with self-generated professional reluctance, avoidance of conflicts, and isolation from colleagues. Frequently the burnout syndrome is simultaneous with other life crises thus the situation is further aggravated and the relevant coping energies are limited. The experienced teacher with many years of service has encountered the negative aspects of the profession including the excessive work overload, the lack of promotion is less motivated and frequently passes on the responsibility to others, or is engaged in projection. Teacher burnout frequently implies the use of performance oriented teaching methods causing students to cheat on examinations. Teacher burnout impacts the time spent in one's career, the quality of instruction, one's satisfaction with work, and the respective motivational level.¹³²

The *mid-life crisis* appearing between ages 35-45 has an impact on the teaching career as well. During this critical period the individual is faced with unsettling questions including the change of one's career, the realization of unfulfilled dreams, and gaining heretofore not enjoyed experiences One's self esteem is shaken, ambiguous feelings are coupled with a desire to break out of the monotony of the existing roles and to occupy a central position in the family (in case of women this implies the unconscious desire to give up the mother and wife role). While on the one hand the person needs success and recognition, he or she has to undergo a certain mourning process due to the loss or reduction of the respective roles. If burnout appears in context of the midlife crisis and the person is unable to cope with the respective changes effectively social support must be sought either in the form of self-help group sessions or consulting a psychiatrist.

¹³¹ Bordás A. (2010). A kiégés-szindróma a külföldi és a hazai szakirodalomban. (The burn out syndrome in foreign and domestic research literature) Oktatás és Politika, 19(4), 666-672.

¹³² Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. Teaching and Teacher Education, 35, 62-72.

In case of weak connections with colleagues or unsolved conflicts the burnout syndrome can intensify. A cynical attitude is paired with worsening relations with students and a declining individual performance.¹³³ One of the warning signs of the burnout syndrome is the inability to recover after a tiring day, the feeling of the loss of control, considering one's work meaningless while questioning its perspective, and the lack of the appropriate quality and amount of feedback, coupled with a feeling of being unfairly treated at the work place.¹³⁴

- ✿ Interview some of your acquaintances who have been impacted by the burnout syndrome? How did they describe their experiences, what kind of coping methods did they deploy and what are they doing to avoid its recurrence?

8.2.7 The prevention of burnout

Mária Lubinszki lists a variety of methods to avoid the onset of the burnout syndrome:

- Getting in contact with our real internal needs and heeding the warnings of the body (high blood pressure).
- Organising one's work and time management: Establishing priorities reflecting one's current physical and emotional status. In case of high energy and emotional state one should start with the most difficult task, while in time of lower motivation the easiest task should be tackled at first.
- The establishment of professional and personal objectives on the short, mid, and long run.
- Recognition of stressing factors and the development of coping strategies.
- Maintaining control.
- Finding the balance between work and private life and ascertaining individual limits
- Maintaining a healthy lifestyle with appropriate amount of sleep, nutrition, and exercise.
- Identification and deployment of internal resources.

¹³³ Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

¹³⁴ Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

- Focusing on positive things (if negative thoughts emerge attention focus is shifted, or restructured).
- Rest and leisure time, spontaneity, and enjoying the present moment
- Awareness of the sources of overload or stress.
- Allowing others to take care of ourselves sometimes.
- The ability to say no.
- Maintaining rituals and positive habits
- Focusing on essential issues and ignoring less important ones
- The ability to give up or relinquish unnecessary things
- Rest and relaxation, involvement in autogeneous training
- Spending time without computer or TV
- Asking for help if needed¹³⁵

According to Bergner the causes of burnout include external factors (work conditions), internal components (personality and behaviour) and medium factors (the ability to relate to others and establishing relationships). During prevention the person's ability to change any of these factors becomes crucial.¹³⁶

Since burnout prevention has to be tailored to the given person's needs Bergner developed a 12 step prevention program based upon the examination of subjective components and conditions.¹³⁷

1. Accepting reality and the passage of time
2. Gathering resources, the identification of hidden resources to cope with anxiety and problems
3. Increased self-awareness, the understanding of the needs of the self
4. Independence from temporal pressures: proper time management, meeting deadlines in a disciplined manner

¹³⁵ Lubinszki M. (2012). A kiégés komplex értelmezése és prevenció lehetőségei a pedagóguspályán. (The complex interpretation of burnout and its prevention options in the pedagogical profession) *Docere et movere – Bölcsészeti- és társadalomtudományi tanulmányok a Miskolci Egyetem Bölcsészettudományi Kar 20 éves jubileumára*, 263-276.

¹³⁶ Bergner, T. M. H. (2012). A kiégés megelőzése 12 lépésben. (12 step method for burn out prevention) Z-Press Kiadó, Gyula.

¹³⁷ Bergner, T. M. H. (2012). A kiégés megelőzése 12 lépésben. (12 step method for burn out prevention) Z-Press Kiadó, Gyula.

5. Increasing one's confidence in his or her ability to impact both his professional and private life at the work place and at home.
6. Protracted satisfaction: Fulfilment of expectations and a greater sense of security
7. Stress tolerance: Creating a harmony between internal defense and attentive, interested, extroverted behaviour
8. Dual competence: Enlivening and approval of personal connections in order to maintain communication oriented relationships.
9. Situational tolerance: Successful handling of seeming unbearable situations
10. Role security and stability: The recognition and fulfilment of desired role patterns according to personal needs
11. Recognition of objectives: Familiarisation of one with his internal goals and the respective routes to their fulfilment.
12. Integration of objectives: The integration of the previous 11 goals.¹³⁸

8.2.8 Intervention in case of burnout

The treatment of burnout requires an accurate knowledge of the stress factors at the work place, the respective work demands, and the individual and organisational resources one can deploy. Such resources include the physical, psychological, social, and organisational aspects of work facilitating the reduction of the overload and expenses derived from continuous work stress, help in the achievement of work objectives, and contribute to personal growth and development. Thus coping strategies should take into consideration the feeling of one's control over work tasks, accessibility to information, the availability of supervisory assistance, innovative school atmosphere, and a favourable work place atmosphere.¹³⁹

In the advanced burnout stage the primary task is stress reduction preferably according to the methods provided by Mária Lubinszki.

Teachers and prospective education professionals should carefully consider approaches to reduce work-related stress and the development of effective coping strategies with special emphasis on stress reduction,

¹³⁸ Bergner, T. M. H. (2012). A kiégés megelőzése 12 lépésben. (12 step method for burn out prevention) Z-Press Kiadó, Gyula.

¹³⁹ Hakanen, J. J., Bakker, A. B., Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495-513.

stress tolerance, and the overcoming of stressors.¹⁴⁰ Teachers can deploy a variety of strategies either on the individual basis or as a group: adaptation to or ignorance of the given situational challenge; the application of *self-regulatory methods* (teacher generated procedures for thinking, acting, and feeling with a goal of coping with a given stressor), the principle of *coregulation* implying the active use of social resources available for the teacher.

The active use of social connections and relations can increase the social efficacy of teachers while encouraging persistence in coping and facilitating the elaboration of innovative stress management approaches. At the same time *optimism* and the *willingness to ask for help* are crucial to avoid the feeling of isolation, a typical phenomenon in the teaching profession.¹⁴¹ Instead of avoiding facing the problems or refraining from action the teacher should deploy active coping strategies.¹⁴²

Increasing the teacher's self-efficacy, or the feeling that the individual teacher can actively influence his actions via design, arrangement, the performance of tasks facilitating the fulfilment of the given educational objective (maintaining attention, motivating students, applying personalized treatment methods) and feedback to self and colleagues can be an important tool in fighting burnout. Thus the individual dimension of self-efficacy ("I can make myself understood and cooperate with parents") is coupled with a collective side as well ("We as teachers are capable of coping with the changes").¹⁴³

Psychological work performed on the individual or group basis (psychotherapy, psychodrama, self-help groups) can be important factors in fighting burnout. Self-help groups lead to the development of empathy-based relations, and enable members to deal with constructive criticism, while receiving positive feedback to problems previously they felt they were struggling with alone. Furthermore, the exchange of experiences with other colleagues can lead to the improvement of individual problem solving skills as well.¹⁴⁴

¹⁴⁰ Lazarus, 1993; Carmona és mtsai, 2006; idézi Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

¹⁴¹ Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

¹⁴² Pietarinen, J., Pyhalto, K., Soini, T., Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72.

¹⁴³ Skaalvik, E. M., Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26, 1059-1069.

¹⁴⁴ Bagdy Emőke- Telkes József (2002): Személyiségfejlesztő módszerek az iskolában. (Personality development methods in schools) Nemzeti Tankönyvkiadó, Budapest.

In addition to the abovementioned factors György Kovács emphasizes the importance of environmental change including one's social, material, and workplace-related environment. Thus if one is dissatisfied with the current work conditions, the options of changing them should be considered. The most important values that an organisation is responsible for include the workload, control, and rewarding, while fair treatment of workers is also important for the individual as well. Thus the given personal roles should be reconsidered. Consequently, after finishing the work scheduled for the given day the teacher role should be temporarily relinquished.¹⁴⁵ Researchers also emphasize the importance of delegating tasks to others and learning the value of time spent alone. Voluntary solitude along with assertive communication can have a strong influence on the development of one's personality.¹⁴⁶

- ✿ View the video at the link provided below and perform the yoga exercises to reduce the feeling of fatigue at the end of the day. Briefly describe your experiences!

<https://www.youtube.com/watch?v=C5MJQtTuyQ>

8.3 SUMMARY, QUESTIONS

8.3.1 Summary

As the research results and theories presented in this chapter underline we can conclude the burnout is a multi level syndrome developing in a gradual manner. The most important features include continuous overwork and work-related stress, the lack of social relations at the work place, the reduced social or collegial support, and the decline of performance coupled with emotional, physical, behavioural, and attitudinal change. If one chooses an inappropriate coping strategy the symptoms of burnout can reappear. The most successful strategy is prevention based on profound self-awareness, self-reflection, and the conscious application of a variety of approaches. The various levels of burnout require different treatment methodologies promoting awareness, training for the recognition of symptoms and the development of appropriate coping strategies.

8.3.2 Self-test questions

1. Describe the burnout syndrome.

¹⁴⁵ Kocsis György Gábor (2003). A pedagógus-burnout. (Teacher burnout)
URL: <http://www.uni-miskolc.hu/~bolcsweb/pdf/burnout.pdf>

¹⁴⁶ Bruce, S. P. (2009). Recognising stress and avoiding burnout. *Current in Pharmacy Teaching and Learning*, 1, 57-64.

2. What is the difference between a beginning teacher and an experienced colleague regarding the rise of the burnout syndrome?
3. How is the concept of stress connected to burnout?
4. What are the methods to prevent burnout?
5. What are the stages of the burnout process?
6. What can be done to cope with burnout?

8.3.3 Practice tests

- a) Which is not a method for the prevention of burnout?
 - maintaining control
 - **watching more television programs**
 - improving the ability to say no
 - relaxation
- b) Which of the following are symptoms of the burnout syndrome?
 - **sleeping disorder**
 - **mental exhaustion**
 - diabetes
 - **feeling of reduced performance and achievement**
- c) Which of the following statements indicate the high level of teacher self-efficacy?
 - "I could not make any progress today with those damned kids"
 - **"I organised the class trip really well"**
 - "The parents are to be blamed for everything"
 - **"I can improve even the weakest students"**

9 THE THEORETICAL FOUNDATIONS OF STUDENT COGNITION

9.1 OBJECTIVES AND COMPETENCES

9.1.1 Objectives

- The lesson will familiarise students with the theoretical aspects of the exploration of student personality
- Students after obtaining the respective theoretical basis should recognise that successful performance in the teaching profession is based on the teacher's knowledge of the student's personality

9.1.2 Competences

- The acquisition of the theoretical foundations required for the competence of familiarisation with the student's personality (TMK)¹⁴⁷.
- Familiarity with the theoretical basis of the given exploration methods.
- The application of theoretical knowledge in order to promote success in fulfilling the respective pedagogical tasks
- The elaboration and development of competences required for becoming familiar with the personality of students.

¹⁴⁷ Tóth László, Tánczos Judit: A tanulók megismerésének kompetenciája és tanárképzési sztenderdjei. (The competences of student personality recognition and the standards of the teacher training process) In: Balog L. és Tóth L. (szerk): Fejezetek a pedagógia pszichológia köréből. Kossuth Egyetemi Kiadó, Debrecen 99-110

9.2 COURSE MATERIAL

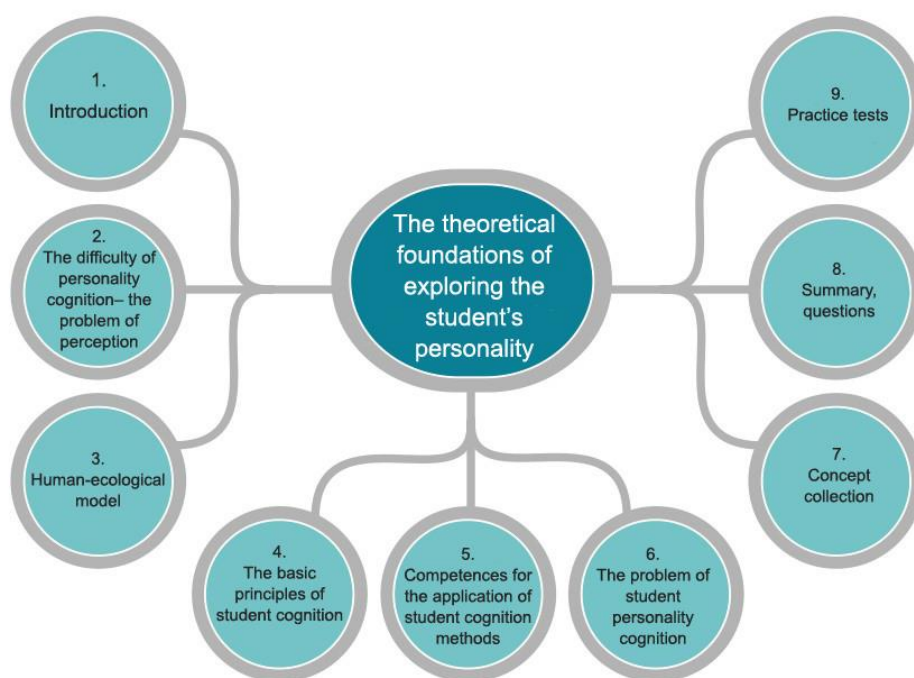


Figure 17: Conceptual map to Lesson 9 (The structure of the lesson)

9.2.1 Introduction

One of the basic tasks of teachers is becoming familiar with students as without the exploration of the student's personality successful pedagogical work is impossible. Neither the development of personality (education of the person) or the development of knowledge (instruction of the person) can be imagined without a wide knowledge of students.

Teachers can only recognize during actual school work that the exploration of student personality should have been part of their training programs.



Figure 18¹⁴⁸

The acquisition of the competence of learner cognition requires a wide variety of knowledge. On the one hand the necessary knowledge base includes familiarity with psychological models and theories including the concept and theory of personality, personality psychology, the process and theories of personal perception, and psychology along with other relevant theoretical and practical information and methodologies to be used during pedagogical performance (cf. Chapter 10). In addition to theoretical and practical information the emotional and personal attitudes and the respective engagement level of the given teacher play a crucial role in student cognition. The frequently uttered maxim, that is the teacher works with his personality, is especially valid in this case. The application of the respective competences and the pedagogical work of a given teacher will be much easier if he or she maintains a positive attitude, greater involvement, and personal openness towards the students. Research has confirmed that the personality development of students is facilitated only by a certain type of teacher behaviour. The creation of a class atmosphere encouraging effective teaching and learning performance has three key factors:

Teacher congruence: the teacher is personally and emotionally involved with the students, does not hide his internal side or build a wall around himself.

A positive accepting attitude, openness toward another person and a willingness to help or take care of the student without stifling his or her initiative.

¹⁴⁸ <http://alizetics.blogspot.hu/2012/09/segithet-az-omega-3-az-olvasasi.html#sthash.lbxCOXOA.dpbs>

Empathic understanding: the teacher can identify the internal personal experiences of the students. Empathy facilitates the self-regulation of students and the appropriate teacher attitude to the personality problems of children.¹⁴⁹

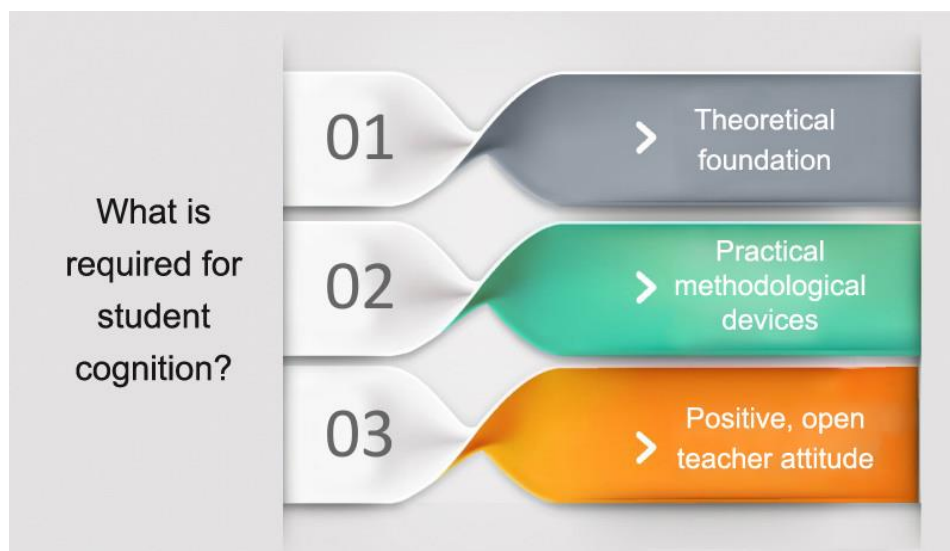


Figure 19: Criteria for student cognition

9.2.2 The difficulty of the personality cognition – the problem of perception

Let's first deal with the cognition process in general. Children have a limited self-image thus as a result of varying experiences their emotions and self-esteem fluctuate. Negative events trigger even more negative feelings, while positive events generate an increasingly positive attitude. This aspect can frustrate the teacher's effort at student cognition.

One of the basic problems of social psychology is the cognition of the social world or the community around a given person. The cognition of social entities (humans) has to be separated from the cognition of physical entities or objects as the latter is easier due to its constant and unidirectional aspects. Similarly to everyday life social cognition has a

¹⁴⁹ Klein: A tanár mint a tanulók személyiségfejlődésének serkentője. (The teacher as the promoter of the personality development of students) In: Pócze Gábor, A pedagógus szakához tartozó képességek, Budapest, Okker Kiadó, é.n.

major significance in schools, but this process is intricate, complex, and includes several factors causing distortion.¹⁵⁰

The lack of stimulus persistence or permanence: the perception of humans entails the continuous change of the respective subject while changes can take place within the perception process itself due to conscious or unconscious adaptation to the observer's demands.

Difficulties pertaining to the comparison of stimuli and their measuring numbers: While physical objects have features that can be measured or quantified (size, weight, shape) the perception of humans is not based on such indicators as love, happiness, or anger cannot be measured.

The actual psychological condition of the observer: The perception of others is significantly determined by the emotional condition or long term mood indicator of the observer. Thus a person with a positive mental state has an equally positive or favourable view of the surrounding world and is more tolerant or permissive, while the opposite tends to be applicable in case of experiencing negative feelings. Furthermore, the given situation can impact perception as well.

Personal attitudes of the observer: The self-image and self-esteem of the observer plays a role in the perception of others as well. Only those people can have a positive attitude to others who maintain a positive self-image, while a negative self-image leads to an equally negative perception.

In addition to these factors personality perception or impression is impacted by several other social psychology factors. We have only provided a brief overview of the respective distortion factors to illustrate the complexity of the process. Since many factors are at play, personality perception cannot be objective. However, teachers need reference criteria instead of relying on an instinctive non-professional approach in exploring the students' personality. Awareness of the respective process can lead to a more professional approach.

9.2.3 The human ecology model

One of the most comprehensive approaches to cognition is the human ecology model.

This is a system oriented approach viewing the individual in harmony with his or her environment. R. Woods quoting Welch (1987)¹⁵¹ helps us to

¹⁵⁰ Zajonc, R. B.: A kogníció és a szociális kogníció. Történeti áttekintés. (Cognition and social cognition. A historical overview) In: Hunyady Gy. (szerk.) Szociálpszichológia, Budapest, Gondolat Kiadó, 1984

understand the interaction between humans and their environment. Human ecology places the individual actively shaping his behaviour with the various levels of the environment in the centre.

The individual can satisfy his needs within the framework of the system via movement and interaction between the respective levels.

In a pedagogical sense this means that a child is born into a certain family with a definite set of social relations and resources. Therefore student cognition depends on the exploration of the individual's social environment.

Levels of the human ecology system

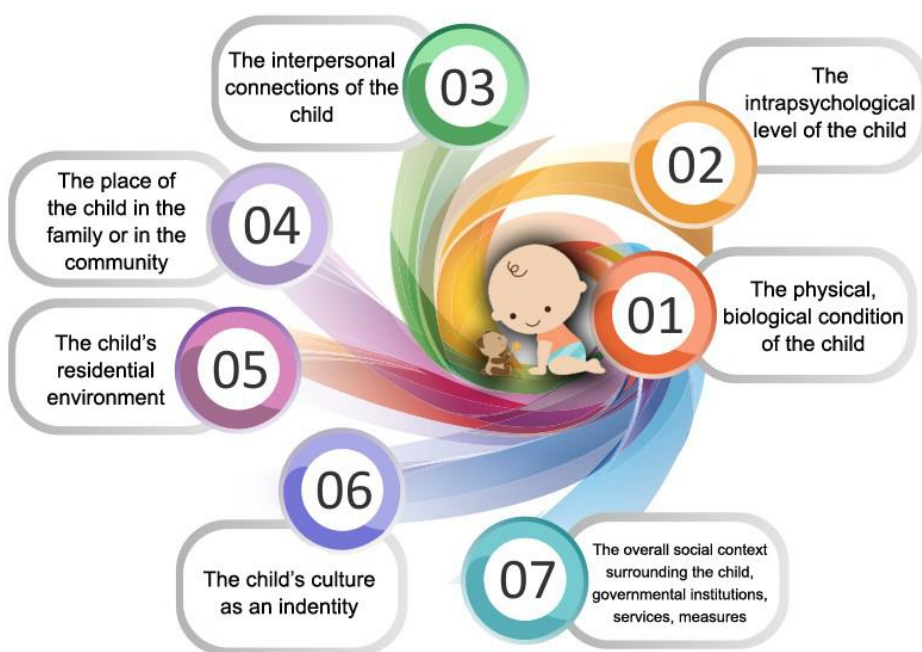


Figure 20: Welch's human ecology system

¹⁵¹ Woods, R.: A szociális munkások tevékenységeinek egy lehetséges rendszerezése. (Proposal for the systemization of social work activities) in.: A szociális munka elmélete és gyakorlata I. (szerk) Hegyesi Gábor, Talyigás Katalin, Semmelweis Kiadó, Budapest, 1996.

The resources found at the given levels provide natural support in meeting the respective challenges of life.¹⁵² The availability of or accessibility to the given support mechanisms varies. Natural support includes the intra and interpersonal context, the family and the surrounding culture. Artificial support mechanisms entail the residential environment and the larger social culture surrounding the child's family.

9.2.4 The basic principles of student cognition

- Teachers should be motivated in the student cognition process
- Student cognition should not be a separate campaign-like activity, as it should be integrated into a complex pedagogical process.
- Teachers should strive to explore the full personality of students
- The teacher should strive for the full exploration of the activities and interpersonal connections of children (holistic principle)
- Student cognition should be based on human ecology principles while exploring the intra and interpsychological and intercultural factors.
- Teachers should have an appropriate professional background and methodological arsenal.
- Student cognition should take into consideration the child's actual stage of development or the characteristics associated with the respective age group.
- Comprehensive student cognition efforts should promote differentiated student development.¹⁵³

¹⁵² Roland Woods: A szociális munkások tevékenységeinek egy lehetséges rendszerezése. in.: (Proposal for the systemization of social work activities) A szociális munka elmélete és gyakorlata I. (szerk.) Hegyesi Gábor, Talyigás Katalin, Semmelweis Kiadó, Budapest, 1996.

¹⁵³ Dávid Mária – Estefánné Varga Magdolna – Farkas Zsuzsanna – Hídvégi Márta – Lukács István (2006) Hatékony tanuló-megismerési technikák, (Effective student cognition techniques) Kézikönyv – Sulinova, Budapest
http://www.sulinovaadatbank.hu/index.php?akt_menu=228

9.2.5 Competences required for the application of student cognition procedures.¹⁵⁴

The present course material helps the development of the following competences:

1. A systemised approach taking the interaction of the child and the respective surroundings into consideration.
2. The effectiveness of student cognition depends on a holistic approach considering the child together with the respective environmental factors, personal features and characteristic behaviours.
3. Creative application of differentiated cognition methods.
4. The application of the most appropriate techniques to promote effective student cognition.
5. Proficiency in data analysis and interpretation.
6. Appropriate analysis and interpretation of the gathered data.
7. Developing the learning skills of students. One of the main purposes of the student cognition process is to explore areas related to learning and knowledge acquisition. Student cognition facilitates the application of effective learning methods and supplying the students with adequate learning strategies.
8. Professional assistance to career orientation: student cognition can lead to a high number of information facilitating career orientation.
9. The elaboration of a developmental strategy plan to promote the cognitive and personality development of students.

9.2.6 The problem of student cognition or its impact on the teachers and students

While the title implies the use of the explored information, so far we have only provided justification for student cognition. Naturally in this section we do not question the process, only we consider it further as newer questions can emerge as well.

Student cognition raises two primary issues, one is the objective evaluation. Striving for objectivity has been a historical priority of the pedagogical profession. In case of adopting a system oriented perspective all levels of the human-ecological model have to be taken into

¹⁵⁴ Dávid Mária – Estefánné Varga Magdolna – Farkas Zsuzsanna – Hídvégi Márta – Lukács István (2006) Hatékony tanuló-megismerési technikák, (Effective student cognition techniques) Kézikönyv –Sulinova, Budapest
http://www.sulinovaadatbank.hu/index.php?akt_menu=228

consideration in case of each child. However, children representing differing human-ecological models cannot be compared. Another critical question is handling the acquired data, or the protection of the given student.

At the same time we have to focus on one more issue related to the mental and emotional health of the teacher.

One of the reasons behind the importance of student cognition is the reduction of the psychological distance between teacher and student and promoting a greater personal involvement of the teacher with the student. The reduced psychological distance, however, implies greater emotional vulnerability for the teacher as well. Teachers might find information on problems and life situations whose solution is not within their competence and due to the emotional involvement, understanding, and empathy the teacher himself might need the assistance of a mental health professional.

Glossary:

(the key terms of the lesson)

Personal perception: the process during which impressions are acquired about other people along with making judgments and conclusions eventually forming a comprehensive personality profile.

Congruence: credibility or authenticity, the correlation and harmony of one's internal physical state with his behaviour and actions.

Human ecology: an approach emphasizing the interaction between humans and their environment while considering both humans and the environment parts of a given system.

Intrapsychological: the sum of one's internal emotional processes.

Interpersonal: a process taking place between individuals or persons.

Holistic principle: a system perspective emphasizing an approach taking all factors of a given system into consideration

9.3 SUMMARY, QUESTIONS

9.3.1 Summary

The chapter familiarised students with the theoretical background required for effective student cognition and successful pedagogical work.

Consequently teaching is more than simple knowledge transmission as it can be viewed as an interactive process between teacher and student.¹⁵⁵

Student cognition facilitates the establishment of such instruction and educational environment which provides the most optimal conditions for the learner. Student cognition helps in the selection of the best subject content delivery method along with a more informed understanding and acceptance of the respective personality and behaviour.

While cognition helps the pedagogical effort, the designing of the teaching process and the resolution of conflicts, the process includes difficulties and problems as well.

9.3.2 Self-test questions

1. What are the specific reasons for and uses of student cognition?
2. Describe the levels of the human ecology model!
3. What are the main principles of student cognition?

¹⁵⁵ Tóth László: Pszichológia a tanításban, (Psychology in teaching) Pedellus Tankönyvkiadó, Debrecen, 2002

4. Define the following concepts: personal perception, human ecology model, congruence.

9.3.3 Practice tests

- Which of the following is not part of the human ecological system?
 - interpersonal connections
 - family, community connections
 - **class connections**
 - the overall social context

- Which of the following are factors influencing personal perception (more than one answer is correct)
 - the age of the observer
 - the lack of stimulus permanence**
 - the mental state of the observer**
 - socio-economic status**

- Which of the following components of the human ecological model are considered natural support mechanisms? (more than one answer is correct)
 - culture
 - residential environment
 - interpersonal context**
 - family environment**

10 THE AREAS AND METHODS OF STUDENT COGNITION

10.1 OBJECTIVES AND COMPETENCES

10.1.1 Objectives

The aim of the course material is to familiarise students with the fields of student cognition and the respective methodology.

10.1.2 Competences

Applying the main tenets of developmental psychology to explore age-related features there by facilitating a differentiated cognition process.

The separate treatment of the various cognizable areas.

A comprehensive methodological arsenal promoting student cognition.

Professional treatment and use of data obtained during the cognition process, the appropriate utilization of such information in pedagogical situations and capability of selecting the most adequate and personalized professional method promoting individual student development.

10.2 COURSE MATERIAL

10.2.1 Introduction

No educational effort can be performed without taking the personal aspects of the learner into consideration. While students can be taught without an exploration or familiarity with their personal needs, the interaction between teacher and learner is less effective as compared to the same process based on the teacher's cognition of the given student. Furthermore, it can even be harmful if efforts at developing the student's personality are not based on the knowledge of the respective personal characteristics.

Thus student development is clearly based on a thorough knowledge of the learners.

The teacher cognition process focuses on three issues:

1. What should the teacher find out about the given student?
(what information is crucial to understanding the functioning of one's personality?)
2. Where and in what context such information can be gained?

- (which areas provide opportunities for the realisation of such goals?)
3. What kind of method should be used to get to know the representatives of a given age group?
(What is the respective methodological arsenal like?)¹⁵⁶

10.2.2 The cognition process.

Effective education implies the fulfilment of several tasks, **Cognition**, or learning about one's personality is only the first step followed by the **understanding** and **acceptance** of the explored characteristics and their impact on student behaviour and thinking. While acceptance requires empathy and openness, negative feelings can develop toward the student. Although not all student behavioural formats are acceptable, student conduct has to be taken into consideration during the arrangement and delivery of the pedagogical process. Some features are hereditary, others are result of the student's environment. Faulty and improper behaviour and characteristics could partially be modified, improved, primarily as a result of pedagogical activity.¹⁵⁷

¹⁵⁶ Hadházy Jenő: A tanulói személyiség megismerésének metodikai kérdései. (Methodical issues of the exploration of learner personality) in: A tanulói személyiség megismerése, Főiskolai jegyzet, Nyíregyháza, 2003.

¹⁵⁷ Multimédia Pedagógia: A tanulók megismerésének módszerei, (Student cognition methods) ELTE TTK, Multimédiaai pedagógiai és Oktatástechnológiai Központ, Apertus Közalapítvány.

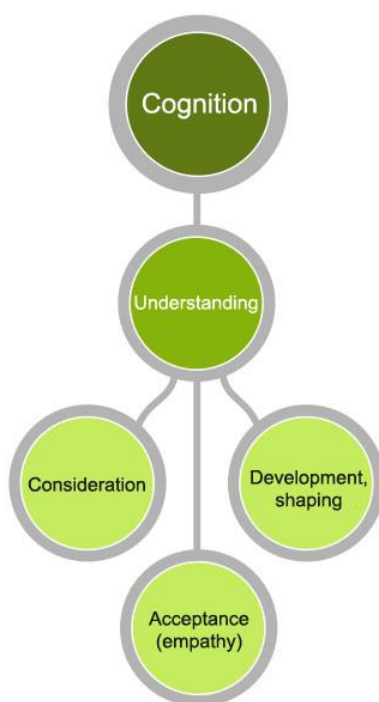


Figure 21: The process of student cognition

10.2.3 The areas of student cognition—what can be explored?

There are several identifiable and measurable learner characteristics crucial for the design of carefully considered pedagogical intervention.

One of the easiest categorisations includes the identification of features specific to learning and cognitive information processing including learning habits, learning style, motivation to learning, learning difficulties, abilities, and interest. The other group includes the features of the overall self-image playing an indirect role in the effectiveness of the knowledge acquisition process: attitude, temper, value system, and diligence.

The range of personal characteristics or indicators along which a pedagogue can assess the given student is a reflection of his or her pedagogical qualification and culture. Therefore, the fewer indicators are used in the cognition process, the less effective the teaching process will become. The assumption of a learning group's homogeneity can lead to serious professional mistakes. Regardless of the number of personality indicators there are no two identical students, by extension no identically

homogeneous learner groups or classes. The design and arrangement of the educational process should take several student features into consideration.¹⁵⁸

The respective student features can be categorised according to identifiable and less recognizable characteristics.¹⁵⁹

- ✿ Before continuing with the lesson list a few student features you think are important and check them according to the table below!

Visible, easily recognisable features	Less visible, or recognisable features
a) dilligence	e) social, economic etc.
b) interest	disadvantage
c) academic performance	f) fears
d) disciplinary problems	g) social relations
	h) anxieties

In order to interpret or process the uncovered features the teacher can turn to colleagues or other experts capable of providing help in the understanding of personal characteristics and in the compilation of an accurate personality profile.

10.2.4 The fields of student cognition

During student cognition teachers should focus on real personality features instead of a psychological or mental state controlling one's behaviour at a given time. Thus momentary and constant, or permanent features have to be separated from each other. Therefore it is ideal to observe a student during a given activity as personality features manifest during activities and become relatively constant regulators of behaviour. Psychological features are the most direct controllers of activities. If a student is observed within the context of several activities and situations and the subsequent analysis reveals a relative permanence of reactions, we can safely conclude the existence of a permanent personality feature.

¹⁵⁸ Multimédia Pedagógia: A tanulók megismerésének módszerei, (Methods of student cognition) ELTE TTK, Multimédiai pedagógiai és Oktatástechnológiai Központ, Apertus Közalapítvány.

¹⁵⁹ Multimédia Pedagógia: A tanulók megismerésének módszerei, (Methods of student cognition) ELTE TTK, Multimédiai pedagógiai és Oktatástechnológiai Központ, Apertus Közalapítvány.

In other words during the cognition process the whole activity system of the given student has to be examined.¹⁶⁰

Student features can be grouped according to the level of recognisability:¹⁶¹

The areas of cognition:¹⁶²

- The class at school while learning.
- Other extracurricular activities–special student study groups, sport activities, at breaks, school trips, school programs
- Home activities – learning at home, housework, leisure time activities
- During other non-family or non-school related activities – interpersonal connections (relations with peers and adults), during games, leisure time activities.

The more diverse areas of student activities are examined, the higher the possibility of acquiring an accurate personality profile on the individual learner or group of students.

10.2.5 The methodology of student cognition- how to gain knowledge of our students?

The most frequent tools and approaches of student cognition are observation, questionnaires, interview, and document analysis. We provide a few comments on each below:

Observation:

- ✿ Before reading the material on the theoretical aspects of observation, please answer the following questions:
 - Mention a few situations ideal for the observation of students
 - What would be the objective and methods of your student observation effort?
 - What would you use the respective data for?

¹⁶⁰ Hadházy Jenő: A tanulói személyiség megismerésének metodikai kérdései. (Methodical questions of student cognition) in: A tanulói személyiség megismerése. Főiskolai jegyzet, Nyíregyháza, 2003.

¹⁶¹ Multimédia Pedagógia: A tanulók megismerésének módszerei, (Methods of student cognition) ELTE TTK, Multimédiai pedagógiai és Oktatástechnológiai Központ, Apertus Közalapítvány.

¹⁶² Hadházy Jenő: A tanulói személyiség megismerésének metodikai kérdései. (Methodical questions of student condition) in: A tanulói személyiség megismerése. Főiskolai jegyzet, Nyíregyháza, 2003.

One possible method of teacher cognition is student observation. While observation is part of one's everyday routine, pedagogical observation has to be made more deliberate and scientifically arranged.

Thus pedagogical observation facilitating student cognition is a much more carefully designed process utilizing scientific principles. One possible advantage of observation is the naturally spontaneous context, as the objects of the observation, that is, the students do not have to be integrated into an artificial framework, thus the respective exploration data can be considered valid. The disadvantages include the required amount of time and the relatively limited number of observation opportunities.

Observations can be grouped into the following categories:

According to design: structured or unstructured.

According to frequency: one time only, occasional, regularly performed

Categorisation by design:¹⁶³

Unstructured

- there is no predetermined schedule or criteria system,
- used at reconnaissance examination,
- observers are impacted by the strongest stimuli leading to selective attention, in itself a serious problem endangering the observation process,
- primarily related to unexpected events thus the elaboration of observation criteria are difficult, (one possible solution a pattern, or an observation form).

Structured

- based on a carefully elaborated specified schedule, criteria system, and time limits,
- used in case of descriptive (characterising) and explanatory (identifying causal relations) examinations
- due to the elimination of selectivity and subjectivity objective data are provided.

¹⁶³ Cseh-Szombathy László és Ferge Zsuzsa: A szociológia felvétel módszerei, (Methods for sociological data collection) Közgazdasági és Jogi Könyvkiadó, Budapest, 1975.

Frequency:

One time only: the observation is related to a certain event, the occasional orientation does not facilitate the establishment of scientifically sound conclusions).

Regular: The observation takes place at set intervals, it is connected to daily events, and the repetitive nature facilitates the establishment of certain tendencies and generalizations.

Questionnaire:

✿ Before continuing with the reading please answer the following questions:

- When would you use the questionnaire method for student cognition?
- What kind of questionnaires would you use?
- What is the difference between questionnaire-based cognition from observation?
- How would you design a questionnaire-based cognition process?

The questionnaire is one of the most frequently used methods of data collection. Its popularity is based on the fast processability of the answers, and the option of simultaneous collection of information from a large amount of people in a short time.

Questionnaires can be grouped according to the type of questions and the respective completion methods.

*Type of questions:¹⁶⁴***Questionnaires with closed questions**

In this case the responding party has to select one or more features from a previously determined group of answers. The advantages include the easy processability, the acquisition of data in a short time, while one major disadvantage is the loss of information due to the limited set of potential answer choices.

¹⁶⁴ Dávid M., Estefánné V. M., Farkas Zs., Lukács I.: Hatékony tanulói megismerés technikái, (Techniques of effective student cognition) Pedagógus továbbképzés kézikönyv, Sulinova Közoktatás- fejlesztési és Pedagógus- továbbképzési Kht., 2006.

Questionnaires with open questions

There are no answer options provided to the respective questions, the responding party has to write his own words to answer the given question. The processing of this type of questionnaire is much harder as the answers have to be coded, grouped, but researchers can obtain more differentiated and personalized data enabling them to make more accurate conclusions.

According to completion methods questionnaires can be grouped as self-completion or interview based. While the former is faster and cheaper, the chances for receiving incomplete information or inaccuracies is higher. Conversely answers recorded by a professional interviewer facilitate easier processing and the acquisition of more accurate data, however the process is rather expensive.

In what areas of our pedagogical work can one use questionnaires?

Teachers have a variety of opportunities to use various types of questionnaires.

One possible option is the identification of existing knowledge in the form of exercises and tests related to subjects.

Questionnaires can be useful in exploring the environment and context surrounding the given student including family situation, peer relations, interpersonal relations, and leisure time activities.

Questionnaires can also reveal opinions, psychological and pedagogical characteristics related to a variety of topics.

The questionnaire can be completed by anyone within the world of the school whose answer or opinion is important to us including parent, student, teacher, or peers.

Interview

✿ Before reading further please answer the following questions:

- In which cases would you use interview for student cognition?
- Who would you interview during the student cognition process?
- What are the advantages and disadvantages of interviews as compared to the questionnaire method?

Interviews provide a good opportunity to gain a glimpse into the life and feelings of the responding party via a much more intimate and direct atmosphere as compared to the questionnaire method. The interview is a confidential discussion between two people during which the opinions, and thoughts of the interviewee are revealed.

The interviewee can freely react or respond with his own words, we do not influence his thinking, as the questions only provide guidance.

Data collection via interview requires much more time than the questionnaire-based method as in this case the focus is on one person at a given time, while the number of people completing a questionnaire can be much higher.

It is recommended that the questions of the interview reflecting the goals of the given data collection process are compiled before the interview.

*The types of interviews:*¹⁶⁵

Structured interview

In case of structured interviews a list of open questions are prepared by the interviewer. The questions are asked in a pre-determined order and the interviewee answers with his or her own words.

The structured data collection allows the repetition of the interview with the same person at a later time, or the comparability of the opinions or positions of several people via asking the same questions from others. The recorded sequence of questions is essential for further research and the easier processability of the given data. Structured interviews do not allow digression from the given topic but at the same time no data are lost as the interviewee provides answers reflecting the focus of the interview.

Unstructured interview

In this case the interviewer considers the main direction of the interview and the information to be collected, but pre-determined list of questions is not prepared. The interview reflects the given conversational situation, and topics raised by the interviewee can be discussed further. The main advantage is the depth of the interviews as unstructured interviews can reveal the feelings and thoughts of the subject, but its main difficulty is connected with the repetition of the interview or the comparability of the given data. A free conversation with a person and the repetition of the same interview will provide completely different results posing additional difficulties in processing and interpreting the given information. During student cognition the use of interview is recommended in case of exploring family events, milestones in one's life, or problems. The interview provides

¹⁶⁵ Dávid M., Estefánné V. M., Farkas Zs., Lukács I.: Hatékony tanulói megismerés technikái, (Techniques of effective student cognition) Pedagógus továbbképzés kézikönyv, Sulinova Közoktatás- fejlesztési és Pedagógus- továbbképzési Kht., 2006.

an intimate, personal atmosphere and appears to be ideal in case of emotional involvement between the parties.

Document analysis

- ✿ Before continuing with the reading consider the following questions:
 - What documents can be analyzed during student cognition?
 - In what cases would you use document analysis as a means of student cognition?

Several documents can be used to gain information on the given person during student cognition. These documents include grade records, personality profiles, expert opinions, but documents prepared by students such as free compositions, drawings, and writings in notebooks can be even more valuable sources of information.

*The rules of document analysis*¹⁶⁶

- Authenticity testing: It has to be ascertained that the document originates from a credible and authentic source.
- Assessment of the objectivity of the given document.
- Screening: subjective, distorting factors have to be eliminated
- Monitoring, control: checking for internal coherence

Analysis options of written documents:

Quantitative semantics:

- analysis of textual vocabulary
- analysis of style

Content analysis:

- meaning of words
- exploration of the communication process¹⁶⁷

¹⁶⁶ Dávid M., Estefánné V. M., Farkas Zs., Lukács I.: Hatékony tanulói megismerés technikái, (Techniques for effective student cognition) Pedagógus továbbképzés kézikönyv, Sulinova Közoktatás- fejlesztési és Pedagógus- továbbképzési Kht., 2006.

¹⁶⁷ Babbie, Earl: A társadalomtudományi kutatás gyakorlata: (Performing social science research) Balassi Kiadó, Budapest, 1996.

10.3 SUMMARY, QUESTIONS

10.3.1 Summary

Student cognition is a complex task significantly differing from personal perception and interpretation of behaviours on an everyday basis.

Student cognition has to be a carefully designed, professional activity performed by motivated pedagogues mastering both the theoretical background and the practical aspects of the process. A given student behaviour can be interpreted differently by an external observer and by a professional expert. Thus student cognition should not only be based on the individual experiences of the given teacher acquired during childhood, school years, and as a parent, but on the high level professional competences of the trained observer.

10.3.2 Self-test questions

1. Which aspects of learner personality and behaviour can be part of student cognition?
2. How can the data revealed by the student cognition process be grouped?
3. What are the methods and means of student cognition?

10.3.3 Practice tests

- Which of the following statements is not true?
The number of criteria used in the student cognition process reflects the preparation level of the given teacher.
Student features are not important components of pedagogical process design.
One of the simplest ways of categorising student features is establishing two groups: cognitive information, and personality-related information
- Documents facilitating student cognition include: (more than one answer is correct)
grade book
opinions issued by other experts
written works of classmates
the given student's written works (notebook, drawings)

- Which of the following statements applies to the interview method? (more than one answer is possible)

provides a high number of data

due to its intimate atmosphere it is suitable for the exploration of personal problems and issues.

can be prepared according to a pre-determined sequence of questions.

takes place in a personal, confidential atmosphere between two people.

11 THE PREPARATION OF A PEDAGOGICAL CASE STUDY AND ITS ROLE IN THE DEVELOPMENT OF STUDENTS

11.1 OBJECTIVES AND COMPETENCES

11.1.1 Objectives

The purpose of this lesson is to provide methodological knowledge to the exploration and treatment of problems related to the personality of students and the respective learning difficulties, integration, and behavioural problems.

11.1.2 Competences

After completing the lesson students will be familiar with the methods of student cognition, the arrangement of the respective data into case studies and the respective intervention designing approaches while utilizing the given data.

Other competences include the ability to apply cognition methods and the preparation of case studies based upon the received data.

The lesson will also emphasize the importance of respecting the learner's personality, the ability of recognizing values in all students and expressing positive emotions to all members of the class, while displaying sensitivity to learner problems along with a helpful attitude.

11.2 COURSE MATERIAL



Figure 22: Conceptual map for lesson 11

11.2.1 The concept and objective of pedagogical case studies

 **Case studies** are notes recorded about individual experiences, learning, environmental conditions and other facts which could be significant in the description and

treatment of the problematic conditions or situation of a given person.¹⁶⁸

Presently the main objective of pedagogical case studies is the effective dealing with student problems and the promotion of the respective development activities.

11.2.2 The changing aspect of pedagogical case studies

International practice

The compilation of the criteria for pedagogical case studies has been a historic focus of pedagogy and pedagogical psychology. In this chapter we provide a historical overview of international examples with a special focus on American and European perspectives followed by the respective developmental trends in Hungary.¹⁶⁹

Case studies in the United States

In the United States the results of student observations and tests are collected in so-called school files. The respective folders include the following sections:

1. General information
2. Family status, composition, social status, level of child rearing
3. Physical condition
4. School life: attendance, academic performance, examination results
5. Results of academic performance and intelligence tests
6. Personality: unique features social maturity, interests, leisure time activity
7. The special remarks of the teaching staff, significant events

Case studies in the former Soviet Union

The most important aspects of case studies in the former Soviet Union included:

1. Features related to political attitude, perspectives, and convictions

¹⁶⁸ W.D. FRÖHLICH: Pszichológiai szótár (Psychological dictionary) Springer Kiadó, 1996.

¹⁶⁹ BALOGH L.–TÓTH L.: Pszichológia a tanárképzésben (Psychology in teacher training) KLTE Pedagógiai- Pszichológiai Tanszékének kiadványa Debrecen 1996

2. Interpersonal characteristics: openness, withdrawn character, fairness, fakeness, sincerity, hypocrisy, gullibility, suspicion, goodness, evil character
3. Features relating to self: self-confidence, self-esteem, excessive self-confidence, pride, egotism, modesty, courage
4. Features related to will power: self-control, resistance, persistence, self-discipline, initiative
5. Long lasting intellectual features: observation capability, ingenuity, prescience, vividness and originality of imagination, judgment, independence etc.
6. Emotional features: emotional sensitivity, resistance, depth, freshness of emotions, the development level of ethics and moral emotions.¹⁷⁰

- ✿ Assignment: Compare the two criteria prepared in the above two countries with different political and ideological perspectives. What kind of correlations can you recognise between the ideological perspectives and pedagogical case study criteria?

Pedagogical case study criteria and practice before the change of regime in Hungary

Before the change of regime in Hungary case study practices showed a great extent of variation. We introduce three sets of criteria, the one developed by Surányi was used in the 1960s, Harsányi's criteria were popular in the 1970s, and Kelemen's criteria dominated observation efforts in the 1980s.¹⁷¹

The Surányi criteria included the following grouping¹⁷²:

1. Family-related information
2. Health status
3. Student interests and predilections
4. Relation to community, people, and self
5. Attitude to work and work performance
6. Cognitive methods and intellectual features
7. Emotional aspects

¹⁷⁰ BALOGH L.: Pedagógiai pszichológia az iskolai gyakorlatban (Pedagogical psychology in school practice) Urbis Kiadó Budapest 2006.

¹⁷¹ BALOGH L.-TÓTH L.: Pszichológia a tanárképzésben (Psychology in teacher training) KLTE Pedagógiai- Pszichológiai Tanszékének kiadványa Debrecen 1996

¹⁷² BAKONYI P.: Tanulmányok a neveléstudomány köréből (Studies in pedagogical science) Akadémia Kiadó Budapest 1959.

8. Features related to will power and means of action

The results of pedagogical case studies reflecting the above criteria could be compared with other student data and facilitated the exploration of potential student problems. The identification of the problems and difficulties of students provided the foundation for the design of the pedagogical intervention process.

Harsányi's criteria included the following points of reference¹⁷³:

1. Bodily, (somatic) sector
2. Cognitive (intellectual) sector
3. Emotional (affective) sector
4. Will-related (conative) sector
5. Social (social sensitiveness) sector
6. Ideal-dominated (ideative) sector

Case studies reflecting the above considerations were also helpful in identifying student problems and designing pedagogical intervention methods.

Kelemen's set of criteria focused on the following issues¹⁷⁴:

1. The physical features of the personality
2. The content structure of the personality
 - knowledge, skills
 - perspective, conviction
 - interests
3. Psychological structures
 - intellectual abilities, intelligence
 - emotional aspects, temper
 - features related to willpower, character
4. Attitudes of personality
 - relation to society and peers
 - relation to work
 - relation to self

Pedagogical case studies prepared along these lines facilitated the identification of student problems and planning the steps of the pedagogical intervention process.

¹⁷³ HARSÁNYI I.: A tanulók megismerése (Student cognition) Tankönyvkiadó Budapest 1971.

¹⁷⁴ KELEMEN L.: Pedagógiai pszichológia (Pedagogical psychology) Tankönyvkiadó Budapest 1981.

- ✿ Express your views on pedagogical case study criteria used in Hungary before the change of regime. Which ones would you use and which ones would you discard in elaborating case study criteria to meet today's needs?

The evolution of today's case studies

The foundation of today's case studies is provided by system-oriented models and the human ecological system perspectives along with several other cognition and observation criteria lists. Below we provide a brief introduction to the most important ones.

System-oriented models

In the past two decades the system oriented modelling of the teaching and learning process has become an important component of pedagogical research. The shared feature of models used in international research is the importance of pedagogical assessment both to teaching and learning.¹⁷⁵

According to Birenbaum's instruction-learning-assessment (ILA) model the concept of assessment refers to a bridge between teaching and learning. Birenbaum argues that instead of single choice answer tests open ended questions be used along with a preference for cooperative learning over frontal teaching methods. Thus instead of an emphasis on studying for tests teachers should employ assessment and evaluation methods embedded in the teaching and learning process while utilizing student self-evaluation as well.

As far as pedagogical case studies are concerned this means that open ended freely answerable questionnaires be used and the purported pedagogical intervention process should take cooperative learning methods based on individual student activity and differentiation into consideration. During evaluation the feedback provided by the student about him or herself should be taken into consideration as well.

Brophy's systemised model focuses on the input, process, and output factors of education and their relation to pedagogical evaluation. According to the curricular-evaluation integration model pedagogical evaluation has three main features:

1. providing *information* on the quality of requirements,
2. providing *feedback* on the learning process,

¹⁷⁵ CSÍKOS Cs.: A pedagógiai értékelés új irányzatai (New trends in pedagogical evaluation)
In.: <http://www.ofi.hu/tadastar/pedagogiai-ertekeles>

3. *measuring* output performance.


The SOLO nomenclature (5 visible results of learning) developed by Biggs and Collis distinguishes 5 levels of student performance evaluation. The qualitative description of the given levels makes the model suitable to function as a foundation of an evaluation scale pertaining to a content area of choice. Csíkos emphasizes that one of the most important consequences of the SOLO model is that it is based on student performance.¹⁷⁶ The actual fulfilment of the given tasks provided information on the preparation level, but we have to take into consideration other factors including motivation and the context of the given assignment. In case of knowledge monitoring tasks the relevant nomenclature and typologies are assigned priority. The achievements of cognitive psychology can be helpful to pedagogical research in these fields.

According to Braun pedagogical evaluation rests on two main pillars:

1. Design and use of measurement devices utilised for data collection
2. Interpretation of the information gained from the respective data according to a well-determined objective.

Today's pedagogical case studies primarily rely on the theoretical framework provided by Braun, but additional information is included as well.

The human ecological system

 **Human ecology is a science focusing on the mutual relation or interaction of the natural and human world. Human ecology is located at the cross-section of natural and social sciences.**¹⁷⁷

The human ecological system perspective gradually broadens the scope of the pedagogical case study starting from the student's physical, biological aspects to include other fields. The primary goal is the identification of problems and designing the respective pedagogical intervention process.

The gradually expanding criteria include:¹⁷⁸

1. Physical, biological conditions of the student
2. Intra-psychological level

¹⁷⁶ CSÍKOS Cs.: A pedagógiai értékelés új irányzatai (New trends in pedagogical evaluation)

In.: <http://www.ofi.hu/tadastar/pedagogiai-ertekeles>

¹⁷⁷ <http://hu.wikipedia.org/wiki/Hum%C3%A1n%C3%B6kol%C3%B3gia>

¹⁷⁸ N. KOLLÁR K. SZABÓ É.: Pszichológia pedagógusoknak (Psychology for pedagogues) Osiris Kiadó Budapest 2004.

3. The student's interpersonal relations
 4. The student's place in family, community etc.
 5. Residential conditions
 6. Culture as a form of the student's identity
 7. Macro-social context: governmental institutions, services, measures
- ✿ Imagine yourself as part of this system, what kind of characteristics would you use to describe your present conditions and situation?

Case studies based upon student cognition criteria

Student cognition criteria include three main groups of student characteristics:

- *BS – Biological status*: Health-related characteristics: history of illnesses; physical abilities; fitness level; etc.
- *SES – Socio-economic status*: The socio-cultural status of the family; characteristics of the student's settlement community; school features; socio-metric status; etc.
- *PS – Psychological status*: Self-awareness, self-image; emotions; EQ, motivation; attitude, anxiety, intellect; key competences; intelligence (IQ); knowledge; willpower; behaviour, conduct; etc.

Case studies reflecting the observation criteria

Katalin Balogh-Porkoláb developed the observation criteria frequently used in pedagogical case studies.¹⁷⁹ Said criteria are suitable for objective observation and the drawing of the respective conclusions.

The observation criteria

Teacher's view on and experience related to the intellectual development of the student:

- Attention: concentrated, persistent, regular, not as durable or persistent, not regular, student cannot concentrate, etc.
- Intellect: quick and steady, slow and steady, slow and unsteady, fast, but superficial etc.

¹⁷⁹ PORKOLÁBNÉ BALOGH K.: Kudarc nélkül az iskolában (Avoiding failure in schools) Alex-typo Kiadó Budapest 1992.

- Memory: student memorises facts easily, automatically, memorises facts with difficulty and not completely, has a verbal memory, has a visual memory, has a motoric memory etc.
- Observation skills: identifies the essence, careful and thorough in certain areas, needs stronger guidance, focuses on non-essential things
- Thinking process: highly developed combinative skills, sophisticated abstraction, can solve problems under guidance, capable of problem solving on his own, unable to solve problems, superficial etc.
- Interest: diverse long lasting, focuses on one area, superficial, changing
- Learning method, ways of learning: learns easily and successfully, slow, but productive learner, learns with difficulty and with little success
- Means of expression, articulation: orally developed: clear, accurate, high level writing skills, clear accurate, awkward, inaccurate etc.
- Work pace: fast, average, slow
- Other observations regarding the intellectual development of the student.

Observations regarding the behaviour and personal characteristics of the student

- School work: ambitious willing, reliable, thorough, changes according to mood, unreliable, disruptive, defiant etc
- To peers: helpful, friendly, lively, cooperative, open, disciplined, modest, quiet, withdrawn, passive, ambitious, selfish, dominant etc.
- Self-esteem: justified, has a well balanced self confidence, overestimates himself, excessively confident etc.
- Discipline: discipline based on: self-conviction, emotional reasons, fear, or desire for recognition, undisciplined, disruptive.
- Will power, volition: persistent, trustworthy, fluctuating diligence, needs encouragement, cannot make any will-based effort, etc.
- Emotional aspects: (happy, enthusiastic, optimistic, hot tempered, well-balanced, abstaining, withdrawn, capricious, easily annoyed, provocative, shy, introverted, anxious etc.)

- Reaction to reward and punishment: deeply impacted, a little insensitive, effective for a short time, stays out of the situation, searches for self-justification, aggressive, defiant, gets offended, has difficulty with criticism etc.

Studying at home

- How much time does it take?
- Does he study alone or needs help?
- Availability of the criteria for effective learning.
- How much free time does the child have, what are the preferred leisure activities? (playing, reading, computer games, sports etc.)
- Do the parents have any problems regarding the way the child studies at home?

Academic performance, school results

School results should be summarised in a table containing the marks, and other sport or art-related achievements.

The student's position in the group

Extracurricular activities

- Activities beyond school time, special study circles
- Other non-school related activities (private lessons, language classes etc.)
- Other noteworthy achievements.

Career interest, potential career choice

During the treatment of this topic it is important that the age of the child is taken into consideration. Other issues to ponder:

- What motivates the student's career selection?
- Is the career selection of the student realistic?
- What kind of changes can be noticed with time?
- ✿ Assignment: During class observation select a student for pedagogical observation, interview the student and the head of the student's class and prepare a memorandum. Identify any potential problems!

In case of student problems the pedagogue has to prepare an intervention plan to help the student. The model summarising the strengths and weaknesses of the given student can be helpful.

The most frequently used component units of pedagogical case studies¹⁸⁰

The most often used criteria of pedagogical case studies today include the following elements:

1. Identification of problems, establishment of objectives
2. The introduction of specific methods used for student cognition
3. Examination results, statements, the introduction and interpretation of the received data
4. The development of the outlines of the pedagogical intervention process

Problem identification, establishment of objectives

At the beginning of the pedagogical case study we identify the subject of the study and the reason for preparing the document. In order to protect personality and privacy rights personal data allowing one to recognise the student (name, exact date of birth, residence, name of school, identification of class) should be hidden. The case study summarises symptoms justifying the collection and systemisation of data pertaining to a particular student.

(XY is a 17 year old student, attending grade 10. Since the past semester he has been increasingly absent for days, neglects his studies. I am the head of the class he belongs to, thus I would like to help him to complete his studies)

Specific methods used for student cognition

We identify which student cognition method (observation, interview, document analysis, questionnaire) was used for exploring the personal characteristics of the given student.

(The student's home studying habits were assessed by the questionnaire method, academic performance was ascertained by

¹⁸⁰ DÁVID M., ESTEFÁNNÉ, HÍDVÉGI, LUKÁCS, FARKAS: Hatékony tanulómegismerési technikák. (Effective student cognition techniques) SuliNova Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht. 2006.

document analysis, and the family conditions were explored via interview with parent.)

Respective test results, statements, (the introduction and interpretation of data gained according to the applied methods)

We summarise the examination data and draw the necessary conclusions. In case of other expert opinions we include them into our report. The respective data should be organised according to the structure of the personality file.

(Highlighting those problems obtained from the family interview, which can trigger, intensify, or sustain the problem).

Pedagogical intervention design according to the received data

In light of the examination results we design the appropriate pedagogical methods for the education, improvement, and development of our student.

In order to realise this goal the following steps are recommended:

- *We decide whether the fulfilment of the specific objective requires the inclusion of other expertise or competence* and if so what kind. If the teacher believes that further tests are necessary he or she can contact such psychologists, child protection professionals, or other experts.
- The outlining of school tasks, or intervention measures within the expertise and competence of the given teacher is also important. There are three potential options:
 - *Student improvement within the framework of the school, but not in school time*: remedial instruction, special study circle, school trip, learning pairs
 - Student improvement within class time via differentiated methods
 - Pedagogical counselling or cooperation options for parents
- ✿ Carefully consider the following case study and the potential pedagogical intervention options!

*The actual case*¹⁸¹*Identification of problems, establishment of objectives*

Anna S. is a 17 year old student attending a vocational secondary school for health care. She lives in a village and studies in a town located 20 km from her home. Recently her behaviour changed, the erstwhile respectful student turned into a youngster defying authority and talking back to her teachers. She is regularly tardy, late from school. Frequently gets upset with her peers, yells at them. Her academic performance declined as well. As the head of the class she attends I would like to find out the reasons behind the change of school conduct and weakened academic performance in order to help her optimal development.

Methods used for student cognition

Data related to the development of the child and her family are collected via an interview with the parents. Learning skills will be assessed via a questionnaire probing knowledge acquisition skills along with the document analysis of grade reports, and the personal interests and elements of home life will be explored by interview with the student.

Examination results

Anna is a tall, thinly built young woman. She usually wears black clothes and uses black eyeliners.

Her mother is a 40 year old head nurse at the local hospital, her father is a 42 year old technician. Both of them completed secondary education with a high school diploma.

They live in a small detached house in settled conditions, Anna has her own room.

The parents live together and Anna is their only child. Previously her grandmother lived with them, but she passed away after a long illness. Since the father has been working in Germany for a year and he can only come home once a month the mother keeps contact with the school. Anna was born on April 12, 1992 in the 8th month of the mother's pregnancy. It was a natural birth and the newborn weighed 2200 grams and her length was 47 cm. Although she was born prematurely, she soon caught up with her peers, as according to the parents she was able to walk when she was 13 months and spoke the first words at age 1. Since her mother was on unemployment assistance Anna began kindergarten only at age four and a half. She easily became integrated into the kindergarten class, but due to

¹⁸¹ A case study by Dr. Andrea HATVANI

her premature birth she started her elementary school studies a year later than her peers. She fit easily into the school and earned good marks.

She was the only one from her class to choose this secondary school, primarily because her mother attended this institution as well. She does not maintain any close connections with her classmates, her friends are from different schools, primarily from the nearby high school.

Since she commutes to school she gets home relatively late. Her mother, who arrives even later, cannot check her homework. Anna likes to read, mostly fantasy novels, but she often goes out with her friends, some of whom her mother is not familiar with. Anna likes to do sports, she runs mostly, but she enjoys drawing as well.

QUESTIONNAIRE: Learning strengths

	Language learning	Logics, Mathematics	Locomotion	Spatial	Interpersonal	Intrapersonal	Musical
Average	3.7	2.4	3.65	3.98	2.34	2.65	3.28

DOCUMENT ANALYSIS Report cards:

Subject	Grade 5.	Grade 6.	Grade 7.	Grade 8.	Grade 9.	Grade 10. Semester 1
Conduct	5	3	5	4	3	3
Diligence	5	3	4	4	3	3
Hungarian language and literature	5	4	5	4	5	4
English	5	4	5	4	4	4
History	5	4	5	5	5	4
Mathematics	5	3	3	3	2	2
Physics	-	-	4	3	3	2
Environmental studies	4	4	-	-	-	
Biology	-	-	4	3	2	2
Chemistry	-	-	3	2	2	2
Music	5	5	5	5	-	-
Visual Arts	5	5	5	5	-	-
P.E.	4	5	4	4	4	4
Anatomy	-	-	-	-	2	2
Nursing	-	-	-	-	3	3

INTERVIEW:

The main aspects of Anna's home study habits:

Her most favourite subjects are History and Literature, but she likes English as well. Earlier she was fond of Visual Arts and Music and she misses these subjects.

She likes literature because she is an avid reader. She doesn't like the mandatory texts. As far as History is concerned she is primarily interested in the Middle Ages and in everything that resembles the world of fantasy novels. She likes English because she can read the fantasy fan sites on the Internet. She loves drawing and mostly she draws elves, dwarves, or trolls.

Her reading experiences are connected with the German and Celtic mythology. She is less enthusiastic about reading texts related to school.

She participated in several poem recital competitions in elementary school, but she did not receive any special recognition. She has more success in drawing as she earned national awards and her works are published in amateur fantasy papers.

She gets home between 15.00 and 16.00. She takes care of the animals then studies for 1-2 hours. Later she reads or surfs on the web. She goes to bed rather late around midnight. She goes running twice a week with her girlfriend. Every Friday afternoon she attends the arts session of the town cultural centre and every other Friday afternoon she participates in a role play group. She has been involved in the latter activity for the past two years. She prefers mystic thriller programs both on TV and at the cinema. She has a few friends, mostly from the role play group.

Pedagogical intervention designed according to the received data

11.3 SUMMARY, QUESTIONS

11.3.1 Summary

The case study is a sum of all recorded information pertaining to the individual experiences, studies, environmental conditions and other factors that could have a significance on the problems of a given individual and its potential solution.¹⁸² Presently the purpose of a pedagogical case study is the treatment of student problems and the promotion of improvement. The chapter provided an overview of the preparation process and main aspects of pedagogical case studies as one of the main tools of student

¹⁸² W.D.FRÖHLICH: Pszichológiai szótár (Psychological dictionary) Springer Kiadó1996.

improvement. Students were also familiarised with the changes of the pedagogical case study criteria. Following the historical overview we looked at current practices with special emphasis on the system oriented models.

11.3.2 Self-check questions

1. Define the concept of the pedagogical case study!
2. What are the main characteristics of system-oriented models?
3. What are the main features of a pedagogical case study prepared according to the human ecology criteria system?
4. What are the main features of a pedagogical case study prepared according to the student cognition criteria system?
5. What are the most important components of contemporary pedagogical case studies?

11.3.3 Practice tests

Which of the following are pertaining to pedagogical evaluation according to Brophy's curricular evaluation integration model?

- 1. Provides information on the quality of requirements**
- 2. Provides feedback for the learning process**
- 3. Measures output achievements**
4. Prioritises administrative tasks
5. Makes the work of the teacher harder

Which are the main features of pedagogical evaluation according to Braun?!

- 1. The design and utilization of measurement devices suitable for data collection**
- 2. The interpretation of information gained from the obtained data according to a certain objective**
3. Interviewing the members of the teaching staff.
4. Informing parents
5. Performing administrative tasks

Indicate the main components of the general cognition list!

1. Anamnesis

2. Development plan
3. **Biological status**
4. **Psychological status**
5. **Socio-economic status**

12 SITES OF INSTITUTIONALISED ASSISTANCE: SPECIAL PEDAGOGICAL SERVICES AND THE ROLE OF THE SOCIAL SERVICE NETWORK IN THE TEACHING PROFESSION

12.1 OBJECTIVES AND COMPETENCES

12.1.1 Objectives

- Students will become familiar with the sites of institutionalised assistance
- Students will consider means of potential cooperation with the abovementioned institutions.

12.1.2 Competences

- Students will be able to recognise when should pupils be referred to these services
- Students will be willing to follow the operation of such services located nearby and cooperate with them.
- Students will be familiar with non-governmental organisations, foundations, associations and groups involved in activities similar to special pedagogical services at their hometown or nearby.

12.2 COURSE MATERIAL

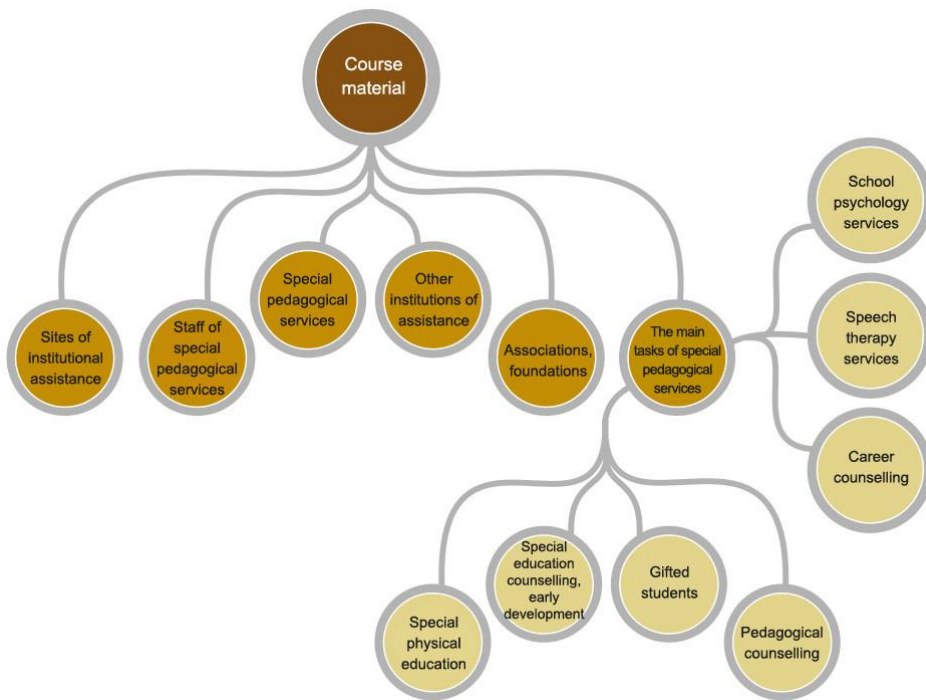


Figure 23: Conceptual map to lesson 12

12.2.1 Sites of institutionalized assistance

- ✿ In case of what student problem you would turn to a special expert? Prepare a list of problems and the respective experts.

In this chapter we describe what happens if a teacher encounters a student with special needs. Some of the labels used to describe these children include the following: requires special pedagogical approach, difficulty with integration, learning, or behaviour, readiness for school, early development, especially talented or gifted children, autism, spectrum disturbance. All these areas require special attention and the respective interventions are performed by the special pedagogical services and other social organisations.

12.2.2 Special pedagogical services

- ✿ What have you heard about special pedagogical services?
- ✿ Pursuant to the 15/2013 (II. 26) decree issued by the Ministry of Human Resources in 2013 the theretofore separately functioning expert commissions, pedagogical counselling entities, speech therapy organisations and other special service institutions were united into one special pedagogical service institution. Consequently, member institutions were formed for each district and school district whose responsibility included the previous 8 special pedagogy tasks in addition to expert commission and career guidance responsibilities performed at the county level. Thus since September 2013 the 8 task portfolio of the special pedagogical service was expanded with two more: school and kindergarten psychology and handling the especially talented and gifted students. Therefore presently the special pedagogical services have the following responsibilities: special education counselling, early development, developmental education, expert and rehabilitation activity related to learning abilities, expert and rehabilitation activities on the national level, pedagogical counselling, speech therapy services, academic and career counselling, conductive pedagogy or special physical education.
- ✿ Communicate the need for turning to pedagogical special services for the parent of a given child.
 - communicate only facts, do not label the child
 - express your own views concerning the importance of special help for the child and express your intention to bring out the best from the student
 - describe the consequences of intervention or the lack of it.

12.2.3 Staff of special pedagogical services



Figure 24: The staff of special pedagogical services

The fulfilment of tasks coordinated by the special services is based on the cooperation of several experts. The tasks to be introduced in the next chapter require a complex approach as the establishment of an expert opinion results from consultation with many leading professionals of given disciplines.

12.2.4 The main tasks of special pedagogical services

- ✿ Contact a special pedagogical service organisation near your home and observe its functions, division of labour, and cooperation among the various experts. You should start with visiting the website of the organisation. Write a 1 page self-reflexive report on your impressions!

12.2.4.1 Special education counseling, early development

- ✿ What have you heard about early development? In your opinion in case of what kind of problems should one consider turning to a special education expert?

Early development and care activities include complex special education development, counselling, the improvement of social, communication, and language skills, the improvement of locomotion activities and psychological assistance. Early development and care programs can be suggested by an expert panel. In case of a child younger than 18 months the expert opinion can be prepared without examining the child as examination data and therapeutic proposal provided by child neurologists suffice.

Depending on the condition of the child the developmental program can take place individually or in groups, or with the combination of the two formats.¹⁸³

12.2.4.2 Pedagogical counseling

- The primary objectives of pedagogical counseling include identifying the respective problems with an interview with the parent, the assessment of the adaptive behaviour and social maturity of the child or student. Based upon the given data the child could be counseled or registered for special pedagogical services.
- Providing help for the education of the child taking place at home or in the kindergarten, or at school. The extent of pedagogical help depends on the individual features, developmental pace, skills, and talents of the given student.
- Examination for the exploration of one's psychological condition and the preparation of expert opinion.

¹⁸³ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

- Providing pedagogical, psychological support, development, therapeutic care, supporting the family and the school and if needed facilitating connection between educational institutions and the family.
- Providing psychological support, special education, and pedagogical counseling and consultation opportunities for the children, the student, parents, and teachers.¹⁸⁴

12.2.4.3 Speech therapy

- 📖 **Logopedic services:** The main task is the correction of malfunctions in the starting of speech along with sound, speech, and language-related deficiencies, the correction of speech impediments, language and communication disturbances, the prevention of dyslexia, dysorthography, dyscalculia via speech therapy sessions promoting the technique and content-based development of speech. Logopedic services can be utilized on a voluntary basis. The logopedic services include a basic testing of the speech and language development of 5 year old children enrolled in kindergarten education and the subsequent pedagogical, psychological, and medical examinations. If the preliminary tests require further logopedic treatment, the given program must be based on comprehensive diagnostic tests and expert opinions.¹⁸⁵
- ❖ At what age should parents turn to logopedic specialists if their child has speech problems? Is there a need for such services in vocational education or trade schools?

12.2.4.4 Academic, career counseling

- 📖 **Academic, career counseling:** the main objective of academic counseling is the professional examination of the student's main features, learning abilities, and attitudes and the recommendation for school selection. Counseling should take the student's personal attributes and interests into consideration.

¹⁸⁴ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

¹⁸⁵ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

Academic or career counseling provides information assisting the career selection of students via considering the respective personal features and employment options.

The academic, or career counselor elaborates a study continuation proposal after interviewing, or if necessary, examines the student and consults with his or her teachers. The academic or career counseling services assist the career orientation activities of schools with pedagogical, psychological, and health-related support and information brochures¹⁸⁶

- ⊗ What can be the consequences of a not carefully considered career selection decision? What options do children and teachers have in this case?

12.2.4.5 Special physical education

📖 **The main objective of special physical education is the provision of physical education services to students according to the expert opinion of the school physician or the medical specialist.**

Special physical education programs should be arranged by the special pedagogical service institution at educational institutions appointed by the Centre. In case of the availability of adequate conditions students should be provided swimming lessons once a week.¹⁸⁷

- ⊗ As a teacher to what kind of students would you recommend special physical education? What is the demand for this type of service, and what factors can make it more effective?

12.2.4.6 School and kindergarten psychology services

📖 **The objective of school and kindergarten psychology services: Coordination of the work of psychologists working in educational institutions by a person appointed to this task.**¹⁸⁸

The main tasks of a school psychologist:

¹⁸⁶ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

¹⁸⁷ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

¹⁸⁸ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

- Helping the exploration and understanding of the causes of problems and obstacles emerging in pedagogical processes and the correction of the problem with the respective devices.
 - The reduction of the number of potential problems with preventive measures.
 - Helping the student to a better understanding of self and the problem, and enabling the student to find a solution.
 - Helping the parent to a better understanding of his child's problem and enabling him to contribute to the solution of the given problem.
 - Providing assistance to teachers for a more thorough understanding of the problem, along with presenting ideas and devices for the potential solutions.
 - The objective of the exploration process is not finding a scape goat, but the identification of causal connections and relevant solutions along with obtaining a comprehensive picture of the respective difficulty.
 - Teachers, parents, or even the students themselves can seek the help of the school psychology counselor. The exploration of the given problem and the provision of assistance takes place in consultations.
 - In case of problems that cannot be solved within the framework of consultations the student and the parent are referred to psychiatric, psychotherapeutic, special education, and family therapy treatments.
 - The duty of client confidentiality binds the school psychologist, who can disclose the given problems to the teacher if such disclosure is indispensable to the child's well-being in the school or in case of express authorisation on the part of the parent and the student.¹⁸⁹
- ✿ At the end of the class a student turns to you with a psychological or mental problem. What kind of criteria would you use to decide whether your competences are sufficient for a solution, or the student should turn to a psychologist?

¹⁸⁹ <http://iskolapszichologia.hu/portfolio/az-iskolapszichologus-feladatai/>

12.2.4.7 Services for especially talented and gifted students

Special pedagogical services not only deal with students coping with a variety of difficulties, but focus on especially talented, or gifted students. The tasks related to gifted students include:

- 1) early recognition of talent, identification of talent according to the respective age specifications
- 2) the promotion of the personality development of the talented child, in case of need, providing referrals to further assistance
- 3) arrangement and leading of a self-awareness group for talented children.
- 4) counseling for and assistance to parents.
- 5) consultation for the pedagogue.
- 6) the organisation of shared talent counseling forums.
- 7) recommending student participation in special talent programs.
- 8) psychologists responsible for talent identification and care maintain professional connections with leaders of talent development programs, and school and kindergarten psychologists functioning within their professional district.
- 9) recommending the integration of students into talent programs.
- 10) performance of output assessments.
- 11) talent care coordinators offer consultation opportunities for the leaders of talent development programs.¹⁹⁰

12.2.5 Non-government supported special development associations, foundations

Expert commissions can appoint institutions not maintained by governmental organisation or municipal government for early development, developmental education, kindergarten and school instruction, and the provision of dormitory services if the given institution is part of the public education plan, or if the respective institution and the parent issue a shared request.¹⁹¹

There are several organisations working with children requiring special educational approaches (special development, art education) frequently on a voluntary basis, or by the participation of parents of children coping with such problems.

¹⁹⁰ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

¹⁹¹ Decree 15/2013 (II.26) by the Ministry of Human Resources regarding the functioning of special pedagogical services

- ✿ Examine the activity of the organisations and foundations listed below, and find some in your neighbourhood!

<https://sites.google.com/site/igazgyongyegyesulet/>

<http://aosz.hu/>

<http://www.koraifejlesztto.hu/index.php?ln=hu&p=text&id=3&m=1000>

<http://www.kekpont.hu/>

12.2.6 The availability of special pedagogical services

- ✿ Obtain the following information regarding special pedagogical services in Hungary: exact postal address, telephone numbers, e-mail address, and web sites.

12.2.7 Other institutions in the mental health care sphere

There are some cases when children or student experience personality development problems. If needed child psychologists, mental health, and family therapy professionals should be consulted.

- ✿ What type of psychological symptoms would require such intervention?

The most frequent psychological **disorders** impacting students include: depression, anxiety, childhood psychosis, obsessions, anger management problems, crisis situations (family problems, bereavement). Furthermore autistic spectrum disorder is frequently diagnosed. In addition to individual treatment, participation in psychotherapy and self awareness groups, attending creative sessions, or engaging in relaxation and autogenic training are useful.

- ✿ Have you encountered any of these problems during your academic or teaching career?
- ✿ Find out about the functions and tasks of institutions treating the abovementioned disorders. Click on the websites of the Vadaskert Foundation, and the Child and Youth Psychology Department of the Kenézy Hospital.

Drug ambulances are important in treating students with any kind of substance abuse or addiction. In serious cases such as intravenous intake the needle exchange program can be helpful. The recent emergence and popularity of designer drugs, whose psychological and somatic impact is not fully known primarily due

to their diverse composition and appearance can cause a very serious problem as well.

- ✿ What is your attitude toward the drug issue, how would you discuss this with your class? In what cases should the teacher consider intervention, who can be included in the process, is there a drug ambulance near your home?

12.3 SUMMARY

12.3.1 Summary

Special pedagogical services fulfil a variety of tasks as the head of the service centre coordinates 10 crucial activities. The harmonisation of these responsibilities requires the cooperation of several experts and a continuous information flow. The earlier the given pedagogical problem is discovered, the more likely is the improvement or the solution of the problem. Thus in addition to experts, parents and students have to be involved as well. Other organisations playing an important role in dealing with such problems are child and youth psychiatric facilities, drug ambulances, and other mental health centers. Teachers should be familiar with these facilities so that they could refer the student to them in case of a problem.

12.3.2 Self-test questions

1. What are the tasks of an expert commission?
2. Who should consider turning to pedagogical counselling and why?
3. In case of what problems should child psychiatrists be consulted with?
4. Why is the care of specially gifted students important?
5. What are the factors a career counselling professional should take into consideration during his work with the student?
6. What kind of assistance can logopedic experts or speech therapists provide? Give a few examples!

12.3.3 Practice tests

1. Which non-governmentally maintained organisations can help children requiring special instructional or educational approaches?

a. foundations

- b. special pedagogical services
- c. associations**
- d. shopping centres

2. Which are the most important psychological disorders a teacher can encounter during his or her work?

- a. depression**
- b. panic disorder**
- c. heart arrhythmia

d. anxiety

7. What is the collective term for the new type, not easily identifiable drugs?

- a. container drugs
- b. paint drugs
- c. flexible drugs
- d. designer drugs**

12.3.4 Bibliography:

Decree 15/2013 (II.26) issued by the Ministry of Human Resources regarding the functioning of special pedagogical services. *Magyar Közlöny*, 2013/32, 2672-2726.

Decree 8/2014 (I.30) issued by the Ministry of Human Resources modifying Decree 15/2013 (II.26) decree issued by the Ministry of Human Resources regarding the functioning of special pedagogical services *Magyar Közlöny*, 2014/12, 1790-1801.

13 COURSE SUMMARY

13.1 CONTENT SUMMARY

Communication or professional cooperation is indispensable to the work of a pedagogue. Teachers have to be familiar with and capable to identify the main features of interpersonal communication, applying such skills in professional situations via intelligibly, openly, and credibly communicating with student, parents, and representatives of several fields. Consequently, in addition to a theoretical survey one has to know the main characteristics of one's personality relevant to the present topic.

Most of the basic skills are not innate, or predestined abilities born with the person whose existence depends on the individual, but they are learned, can be developed if the student is open and self-reflexive. The more a person is aware of the surrounding world, the more interest expresses in his peers and approaches a problem from a variety of vantage points, the easier he can develop such skills of youngsters later trusted in his care.

The promotion of self-awareness and one's personality is effective in special training groups. The concept of a group can be defined as a sum of certain people maintaining a set level of cohesion promoting integration and this cohesion can be described from the point of view of quality and intensity. Due to its small size and unique group dynamics training groups are especially suitable for the improvement of skills and abilities. The effectiveness of a training group depends on the following factors: familiarity with the details of the formation of the group, knowledge of the stages of group development, the main aspects of group dynamics, and the foundations of group management.

Burnout is a complex multistage syndrome developing gradually. Its leading symptoms include the heavy workload and stress, the lack of work place connections, the decline of social support coupled with emotional, physical, behavioural, and attitudinal changes. If not the right coping strategy is selected the burnout process reproduces itself and the symptoms reappear. Research has proven that the most effective strategy is prevention based on profound self-awareness and reflection and the conscious application of several methods. In case of developed burnout differing intervention strategies should be used, but all strategies should be carefully considered, deliberately applied, and be based on training enabling one to recognise the respective symptoms.

13.2 CLOSURE

Dear student! We hope that the text has brought the topic closer to you and from now on you consider the continuous monitoring of your own and your future student's personality development important. We believe that any skill or ability connected with the teaching profession let it be communication, conflict resolution, or empathy can be developed and improved as long as the person is open and self-reflective enough. Hopefully you have become aware of the importance of mental health work and emotional balance to prevent burnout along with the key role of social connections for the teacher. The need for new content-based and pedagogical knowledge along with continuous maintenance and improvement of one's skills can help you in overcoming difficulties and obstacles in the teaching profession. The conscious and carefully considered application of student cognition methods, the understanding of the operation and dynamics of groups helps the establishment of effectively functioning school groups facilitating the observance of individual differences or differentiated approaches. Moreover, the discovery of mutually shared features offers conscious and deliberate means of further development both for the individual and the community. As a teacher you are part of the child protection report system, thus you have to be familiar with and continuously monitor the current status of the students' physical and mental health, and in case of suspicion of child endangerment, you have to report it to your principal, who can take further steps. At the same time cooperation and good relations with the special pedagogical services guarantee that the given student's problems will receive appropriate attention. If you are uncertain in anything or have any questions do not hesitate to ask or seek help since teachers cannot be expected to know everything either.

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