# Teacher profession

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MEDIA INFORMATICS PUBLICATIONS

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# ÚJ SZÉCHENYI TERV

Hungarian Online University – Creating an IT sector cooperation to spread the new type of e-learning-based trainings nationally and internationally

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# Content

# 1. INTRODUCTION

## 1.1 OBJECTIVES, COMPETENCIES, CONDITIONS TO FULFIL THE SUBJECT

### 1.1.1 Objective

The provision of knowledge justifying education activities scientifically that reveal the system of relations of basic concepts of the didactic system, present elements of the macro- and microstructure of the teaching-learning process. Lessons describe the diversity of teaching methods, characteristics of organizational methods and forms of organization, and illustrate aspects of educational evaluation. A further aim is a comprehensive understanding of the teaching profession, an identification of skills and competencies necessary for effective professional work, reflection on someone's own professional work with regard to teacher competencies, and discovering professional challenges inherent in various educational tasks as well as professional responses to them.

### 1.1.2 Competencies

− Student's personality development, validation of individual treatment.
− Support for the development of student groups, communities.
− Communication, professional collaboration, vocational identity.
− Design of the educational process.
− Support, organisation, management of learning.
− Assessment of pedagogical processes and students' evaluation.

#### 1.1.2.1. Skills/knowledge

− Familiar with the important finding methods for concerning the social situation of groups and students, as well as with teaching methods to promote construction, development of the community.
− Recognize the specificities of the classroom communication.
− Familiar with pedagogical theories on the role of teachers with different expectations about the role.
− Knowledge of the role of reflective thinking in professional development, of continuing education opportunities, both theoretical and practical methods for preserving mental health.

- Familiar with research methods of pedagogy, with results of teacher research.
- Recognize methods adequate to the achievement of special education tasks.
- Knowledge of the functions of assessment, process forms, methods.

### *1.1.2.2. Attitudes/beliefs*

- Seeking to formulate sound pedagogical ideas.
- Open to understand other people's opinion, values, to respect them.
- Seeking to gain more knowledge of the world of young people, respect their diversity, their rights.
- Professional literacy is not considered to be stable, ready for continuous scientific expertise, specific methodology and pedagogy renewal.
- Open to ask for and accept professional help in order to explore conflict situations and problems.

### *1.1.2.3. Skills*

- The ability to analyze the educational practices experienced, to create a realistic picture of the students' world.
- The ability to determine the appropriate strategy to reach goals, to select organizational forms and to organise a supportive environment for effective learning.
- The ability to determine evaluation forms, methods appropriate for objectives, levels of evaluation.
- Able to contribute to create a tolerant, open atmosphere in the school and classroom, to create a mutual relationship based on respect and trust.
- Well informed about the scientific literature, is able to analyse, interpret research and development results in this area.
- Capable of reflective interpretation, analysis, evaluation of teaching observations and ideas.

## 1.1.3  Conditions for the fulfillment of the subject

Due to the acquisition of the curriculum the student will know characteristics of the school community, methods how to form them. Get a picture of the current theoretical and practical educational problems of the teacher role. Using the known science education research methods the

methodological repertoire can be developed and expanded in the individual, differentiated treatment and the use of ratings.

Condition to fulfil the academic unit is to participate in the sessions, active and cooperative work with the student staff. Knowledge should be demonstrated in modules as follows:

Module 1: Upbringing, education and training concludes – with a written or oral presentation,

Module 2: Teacher profession – reflective administered written work should be prepared in a specific theme.

Module 3: Special education issues – Preparation and demonstration of a presentation in a given topic.

## 1.2 CONTENT OF THE COURSE

*Introduction 1*

*Module 1: Upbringing, education and training*
1. *Relations system of upbringing, education, training and teaching*
2. *Methodology of the teaching-learning process*
3. *Pedagogical evaluation*
4. *Education jobs in the classroom and in addition to teaching hours*

*Module 2: Teacher profession*
5. *Interpretation of the teaching profession*
6. *Teacher communication*
7. *Reflectivity in the work of the teacher*
8. *Teachers in the research*

*Module 3: Special education issues*
9. *The teacher's tasks in the education of students with special needs*
10. *The teacher's system of relations*

*Module 4: Attachments*
11. *Summary*
12. *Bibliographies*
13. *Tests*
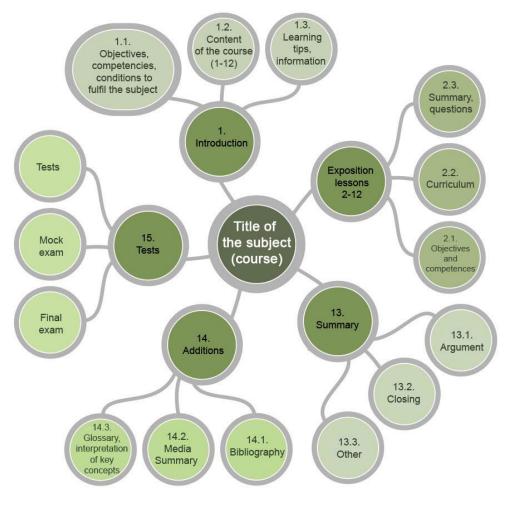
*Figure 1*

## 1.3 LEARNING TIPS, INFORMATION

The modularly structured curriculum follows the principle of concentric expansion of knowledge elements. Each of the four modules holds together thematically cohesive lessons. Each lesson is divided into subchapters.

At the end of each lesson summary helps capture and organize knowledge. Students can check the level of mastery using self-check questions. In many cases the creative application of the knowledge is also supported by practical tasks. The varied and diverse tasks motivate students to create an independent opinion.

In the curriculum both traditional methods and methodology items supported by networked learning will appear.

At the end of units achievement tests, Multi-choice questions can also be found, among which variations requiring alternative choices and alignment of answers also occur. The curriculum provides students with an individual pace of progress and self-learning.

A mock exam closes the course, which gives an opportunity for students to check their level of knowledge solving self-check worksheets, to explore potential gaps.

In addition to the mediation of advanced working knowledge the authors want to provide a broad horizon of the individual and versatile application possibilities by writing the book.
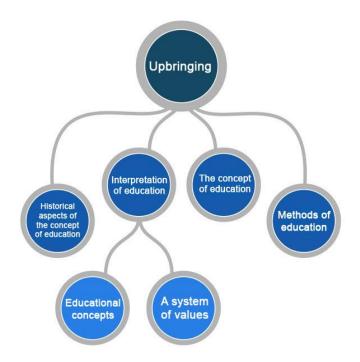
# Module 1: Upbringing, education and training

## 2. LESSON: RELATIONS SYSTEM OF UPBRINGING, EDUCATION, TRAINING

### 2.1 OBJECTIVES AND COMPETENCIES

The lesson is designed to explore the historical development of the basic concepts – upbringing, education, training, learning, teaching – of pedagogy, to review activities of outstanding pedagogical thinkers related to this topic. An implementation of the 21st-century interpretation of concepts, an overview of goals, tasks, and values related to the content of concepts, and understanding concepts.

The lesson will contribute to the application of the learned knowledge, attitudes in areas of expertise, to the adaptation of knowledge, skills and capabilities; to use criteria necessary to select values, tasks to be confirmed during the teacher work..

### 2.2 CURRICULUM



*Figure 2: Topics of upbringing in the lesson*
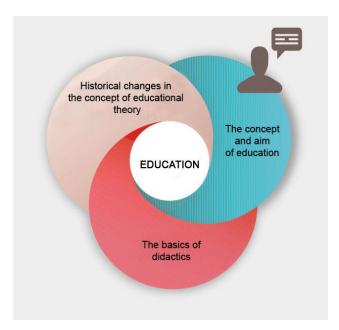
*Figure 3: Topics of education in the lesson*
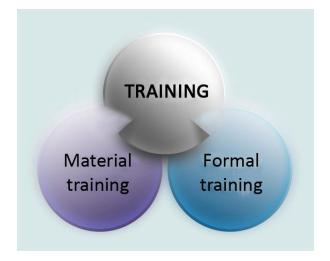


*Figure 4: Content of training*

### 2.2.1 Historical changes in the concept of upbringing

The word upbringing means different things for different nations, common features of the definitions are that in each approach an intervention to the development appears.

Previously upbringing in prehistoric times meant the automatic handing down race- and life-sustaining activities. Eventually, from the time of the community organization basically organizing social functions have been added to the previous functions. Greeks focused on educating versatile, diverse people, meanwhile Spartans put the focus on military education, Romans focused on the concept of pragmatism.

In the Middle Ages the aim was to achieve moral perfection

Creation of the perfect man was the aim in humanistic education, in which lay people's need for a secular culture is realized.

In the seventeenth century, an outstanding personality, Comenius created the first detailed elaborated educational system. His educational concept was based on education, and the upbringing was implemented within this framework.

The first psychological primer educational system was founded by Herbart, it was developed in the first half of the nineteenth century. According to Herbart education is almighty and the main means of upbringing is education.

According to the narrow meaning of the upbringing it is an intentional effect which is one-way and aimed at children, young people. According to a broader wording of upbringing it includes all the effects that children, young people get during social coexistence.

### 2.2.2 Interpretation of upbringing, educational concepts, system of values

- **Upbringing is a value stream or a value creation.**

- **Values are principles that express what is perceived desirable and important in the society. On the one hand the value contributes to the development of communities, namely it has community development features, on the other hand it promotes embryogenesis, and namely it fulfills individual function as well.**

- **Educational value = the individual's constructive lifestyle.**

- **Constructive lifestyle= socially valuable, individually effective.**
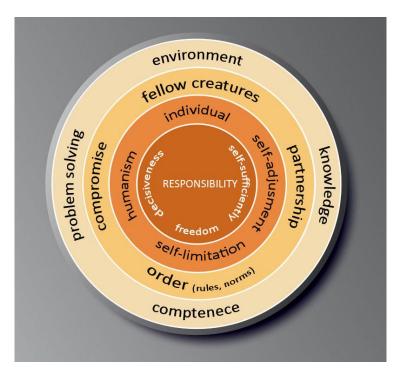
*Figure 5: Repertoire of the responsible behaviour*[1]

*Normative education concepts:*

−   declare clearly and consider it important to balance the longer term human and ethical values
−   consciously strive to convey the accepted norms of behavior and to internalize by raising.
−   application of direct educational methods

*Value relativist concepts:*

−   children must be acting in realistic conditions
−   the individual establishes standards on the basis of his/her own observations which are also worth following in the behaviour

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[1] *Source:* Mária KOVÁTSNÉ NÉMETH: *Fenntartható oktatás és projektpedagógia \* Sustainable education and project pedagogy.
http://epa.oszk.hu/00000/00035/00107/2006-10-mu-Kovatsne-Fenntarthato.html
(2014.07.17.)

- indirect impacts helps foster the development of children's self-reliance

A common feature of educational aspirations, concepts, and trends is that the theory and practice of education seeks to fulfill the expectations of society to prepare individuals to perform high-class social functions and social activities of specified quality. Accordingly, all forms of education are directed to develop socially valuable, individually effective behaviour and activity forms, which determines the educational effects to be organised and the values to be formed.

*Community values are for example:*
- mental, physical, or public work
- value-protective behavior that is, the protection of the community's intellectual, cultural and natural values
- helpfulness or caritativity
- discipline

*individual values are for example:*
- intellectual-cultural activity
- aesthetic activity
- behaviour following norms of a healthy lifestyle

### 2.2.3   The concept of upbringing, content units

Education is a process transferring values, emerging and developing the system of values, which aims to enable the individual to solve problems of life.

In the process of upbringing the role of ''the impact, impact system" is very important. On one hand it means a part of the process itself, on the other hand, the outcome of this process and, thirdly, the ability to change.

Forms of the development effects*:*
- planned = it has a specific goal and applies conscious procedures to achieve it;
- spontaneous = this includes all environmental factors by which an individual comes into contact in some way. This relationship may be direct or indirect.

Essential contentual and conceptual units of upbringing*:*

advancement, development, effect, design, management, activity

- **Upbringing is the process in which the system of student activity managed by the teacher develops the individual skills, the student's value system, personality are developed through the development effects enabling him/her to solve individual and social problems.**

*Characteristics of upbringing:*
- features only people
- it is of historic nature; every age had an understanding of the upringing, of the ideal of upbringing
- it is of national nature, because the upbringing of all individuals is affected by traditions, perception and values of the particular people
- conscious, planned and it has development effects
- bipolar (two-way) process, which is characterized by the mutual relationship, the impact between educators and learners.

### 2.2.4   Methods of upbringing

- **Upbringing method: a method used to reach a set goal of upbringing. It is designed to motivate children to positive activities, to eliminate the negative ones.**

- **Upbringing process: it means to concretise the method.**

- **Means of Upbringing: it means the main forms of activities children are principally engaged in: games, learning, work, sports, leisure, etc.**

- **Upbringing catch: methods for the application of upbringing methods and means.**

*Factors determining the method:*
- the goal of upbringing,
- the task of upbringing,
- students' age, intellectual development, capabilities, characteristics
- the teacher's personality, refinement, preparedness,
- the teacher's style of leadership,
- the upbringing situation and its content.

*A traditional classification of upbringing methods:*

− claim, persuasion, practice, review, assessment, recognition, punishment

A classification of upbringing methods according to their role in the process of upbringing:

1. Methods of the persuasion, the explanation and the awareness-raising:
− all methods of education,
− method of setting an example, a role model,
− method of criticism, self-criticism,
− method of conversation, explanation,
− method of presentation, information, discussion.

2. Activity organizing methods:
− method of claim, entrusting, control,
− the competition, playful methods,
− the method of education, exercise.

&#x2723; Read and understand the chapter with the title direct and indirect educational effects and methods in the book: László Zrinszky: Neveléselmélet. Műszaki Könyvkiadó, Budapest, 2002. 252-255.p.

&#x2295; Group educational methods on the basis of which relate to the learning and extra-curricular activities!

? Based on personal experience direct or indirect ways exerted a greater influence on your behavior?

### 2.2.5 Historical changes of education, the concept of teaching theory

Didactics is the theory of education. In the pedagogical literature this designation has been used since 1632, since the appearance of Comenius' book „Didactica Magna". In Comenius' oeuvre the theory of education embedded in pedagogyas a whole emerged, trying to find the answer to how to teach.

*Figure 6: Johannes Amos Comenius[2]*

At the end of the eighteenth century, in 1796 Niemayer's book appears: Fundamentals of intruction and education, which fundamentally distinguishes the upbringing and the education. A direct continuation of this differentiation is Herbart's two works ("General education derived from the purpose of upbringing", "Outline of education lectures").

At the turn of the nineteenth and the twentieth century appeared and started to spread the two approaches according to which questions of content should be made subject to methods, a sutiable method is the one that adapts to the learner; and the approach, which sets teacher's personality in the forefront of the teaching activity.

At the beginning of the twentieth century, specific characteristics of the theory of education based on the autonomy of the child were determined by child-centered educational endeavors on the basis of the knowledge of developmental psychology. Two types of the educator's thinking – conceptually sound and valid for longer periods of stability, teaching orientation; empirical approach – psychological justification, applied to a narrower field, learning orientation.

Today, the education theory endeavors to detect and determine laws valid for a variety of subjects and ages.

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[2] Source*:* szalardireformatusegyhaz.ro (2014.07.17.)

### 2.2.6   The concept of education, aims, principles of didactics

- **Part of the upbringing, which contributes to the personality development by focusing mainly on learning skills, literacy acquisition, and intellectual abilities is called education.**

- **Education consits of two interrelated processes such as learning and teaching units.**

- **Learning is an active and productive activity of the learner, which contributes to the development of the personality through social literacy that is, the theoretical and practical knowledge, competences and skills, development of capabilities, the evolution of emotional and volitional qualities and the development of the behavior.**

- **Teaching is a targeted management of learning, the organization of activities which ensure the achievement of knowledge.**

*The concept of educational purpose, functions, levels:*
−   A future image of the result of the learning-teaching activities
−   Steering, selection, organizational, evaluative-qualifier function – social expectation → educational ideal. → general objective of upbringing → educational objective → criteria.


*Principles of teaching:*

Didactic principles are general requirements, guidelines that reflect the most important laws of the teaching-learning process; generalisations drawn from the experience in school education, whose consistent application further increases the efficiency of the teaching and learning.


−   Principle of linking theory and practice
−   Scientific principles and professionalism
−   Principle of the durability of knowledge
−   Principle of expressivity
−   Principle of regularity and gradation.


  ⊕ Design a teaching-learning process of your choice in which didactic principles are applied!

### 2.2.7 Training

The word training is often found in everyday life, it is usually in word compositions: teacher training, medical training, vocational training, self-learning.

- „**With the help of the practical application of the acquired knowledge during the training appropriate general and special operations formulas, activities are developed in the individual. Training can be interpreted as defined-way special education."**[3]

  **Training is an activity closely related to the education, it is realized as unity in schoolwork. It is a triple task: knowledge → operation → ability. The development of skills does not happen in separate stages but in the process as a whole.**

  **In issue of the establishment and development of skills we must go out of the debate, which started decades ago and still reverberates: it is about the contradiction between the understanding of material and formal training.**

- **Material training is focused on the syllabus.**

  **According to it the main task of the school is to convey knowledge, above all, to focus on the curriculum; skills automatically grow during acquireing the knowledge.**

- **Formal training emphasizes the development of the ability to acquire knowledge.**

  **According to the formal training it is not possible to know how to develop young people's future life; the knowledge is quickly forgotten and become out of date, newer and newer discoveries are available. The task of schools is therefore not only to transmit knowledge, but also to develop thinking, skills.**

## 2.3 SUMMARY, QUESTIONS

### 2.3.1 Summary

Historical changes in the concept of upbringing and education were reviewed within the framework of the lesson.

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[3] Endréné RÉTHY: *Oktatáselméleti irányzatok*. In: Didaktika (szerk.: FALUS Iván). Nemzeti Tankönyvkiadó, Budapest, 2003. 12.p.

Emphasis was put on the familiarisation of processes, methods and relationships that successfully promote the practical implementation of educational work in the context of upbringing education and training.

### 2.3.2   Self-check questions

1. Why the transmission of values play a significant role in the relationship between upbringing and society?
2. What is the difference between the normative and value-realist concept of upbringing?
3. What is the role of the activity in the process of upbringing?
4. What is the interrelationship between concepts of upbringing, education and training?

### 2.3.3   Practice tests

✧ Which are methods of the conviction, the explanation and the awareness-raising?

1) all methods of education
2) competition, playful methods
3) method of conversation, explanation
4) method of presentation, information, discussion

**Solution: 1, 3 4**

✧ What are the methods of the organisation of activities?

1) Method of criticism, self-criticism
2) Method of claim, entrusting, control
3) Setting an example, a role model

**Solution: 2,    4**

✧ Which definition is true for the formal training?

1) In addition to the transmission of knowledge the school is responsible for developing thinking, skills.
2) The main task of the school is to convey knowledge, above all, to focus on the curriculum.

**Solution: 1**

## 3. LESSON: METHODOLOGY OF THE TEACHING-LEARNING PROCESS

### 3.1 OBJECTIVES AND COMPETENCIES

The lesson is designed to provide an introduction to the interpretation of the pedagogical concept of teaching and learning, to the understanding of scientific results.

Answers to the classic questions are searched for.

To the question „What to teach?" curriculum theory dealing with the curriculum and its arrangement provides the answer. Curriculum theory seeks answers to what types of knowledge exist; according to what principles the educational material can be decided on; how to build the curriculum.

Answers to the question „How to teach": the educational process should be seen; methods of education, organizational and institutional forms have to be known.

Curriculum of the lesson will contribute to the desing of the teaching-learning process supporting the achievement of objectives, to choose methods and organizational forms to assist the unfolding of the personality and skills.

## 3.2 CURRICULUM
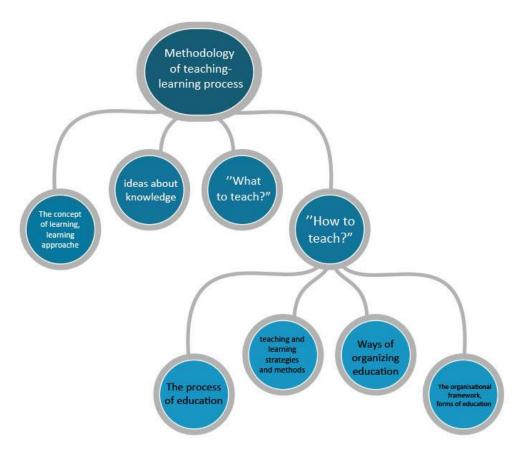
Figure 7: Topics of the teaching-learning process in the lesson

### 3.2.1 The concept of learning, features of learning appproaches

📖 **"Learning is a durable and adaptive change developed as a result of the interaction with the environment in a system or a controlled part of it".**

The systems examined is the human itself, the managing part is the nervous system, the environment is the human's real natural, material and social environment, the interaction is the human's material and social action. Durability means that the results of the study can be recalled later, adaptivity

indicates that a change has occurred as a result of learning that makes people adaptive, more adaptable to the environment."[4]

Table 1 summarizes resolutions of learning and knowledge brokering, which currently determine our thinking of learning.

*Table 1: Main features of the learning approaches developed in pedagogy*[5]

|  | PEDAGOGY BEFORE COMENIUS | SENSUALISM PEDAGOGY | PEDAGOGY OF THE ACTION | CONSTRUCTIVE PEDAGOGY |
|---|---|---|---|---|
| Epistemology fund | Building in reality that has been processed | Empiricism, sensualism | empiricism, learning through actions | Constructivism |
| The logic of pedagogical procedures | Based on deductive, great doctrinal systems | Inductive | Inductive | Deduction + conceptual breaks |
| Typical pedagogical procedures | Text learning | Illustration | Action – Learning in action | Building on the prior knowledge |
| What or who is the main focus? | A text, an author, an external authority | The illustrative teacher | the active child | Active child managing internal theories |
| Notable members | Ancient and medieval ''educators'' | Comenius, Rousseau, Pestalozzi | representatives of reform pedagogies Dewey, Claparède | Rosalind Driver, David Ausubel, James Novak, Ernst Glasersfeld |

❀ Depending on your interest review a learning conception created in one of the disciplines! (For example: ethology, artificial intelligence, anthropology, sociology)!

### 3.2.2 Learning approaches and knowledge

Learning approaches are ideas that students formulate in relation to learning, the purpose of learning, teaching and learning process, their role in the process, the role of teachers and contemporaries.

On the basis of students' approaches to learnig two main categories can be distinguished:

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[4] NAHALKA István: *A tanulás*. In: Didaktika (szerk.: FALUS Iván). Nemzeti Tankönyvkiadó, Budapest, 2002. 104-105.p.

[5] *Source:* Didaktika (szerk.: FALUS Iván). Nemzeti Tankönyvkiadó, Budapest, 2002. 125.p.

1. According to the first category learning is a passive, reproductive process, learning is identified by the acquisition of more knowledge, interprets it as memorization, the application means a mechanical use.
2. According to the second category learning is an active, knowledge creating, knowledge converting, constructive activity, where it is important to understand the curriculum and reality, to develop personality, to use and utilise the learnt knowledge in a creative way in everyday practice.

Learning concepts are complemented and also related to them those approaches, which students formulate with regard to peculiarities and the nature of knowledge.

Certain types of characteristics and a typical example of knowledge-perceptions are summarized in Table 2.

*Table 2: Types of ideas* on *knowledge*[6]

| Types of knowledge concepts | Features | Example |
|---|---|---|
| Dualistic | only one absolute truth exists concerning an object, phenomenon that is the certainty of knowledge. | A poem has one true sense, and it can be found with the correct methods. |
| Diverse perspectives | Reality can be reached from various perspectives, the volatility of knowledge can be resolved in time. | There are multiple interpretations of the poem, but with the development of science literature we get closer and closer to the true meaning of it. |
| **Relative** | Peer-to-peer variety of truth, uncertainty of knowledge. | A poem has as many possible interpretations as many readers. |
| Committing | There is not absolute truth, the uncertainty of knowledge, but a rather vague commitment to one interpretation, approach. | Although there are several equally acceptable interpretaions of a poem but using professional, scientific arguments you can select the one which is the most acceptable for you. |

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[6] GASKÓ Krisztina – HAJDÚ Erzsébet – KÁLMÁN Orsolya – LUKÁCS István – NAHALKA István – PETRINÉ FEYÉR Judit: *Hatékony tanulás*. Bölcsész Konzorcium, Budapest, 2004. 45. p.

❀ Ask learning ideas of still learning or already working members of your family, friends, acquaintances!

❀ Think through if your ideas on learning and teaching have changed since the beginning of your studies! If yes how and due to what factors?

### 3.2.3 „What to teach?"

Selection of the content of education is essentially determined by the social literacy. The modern social culture is continuously varying, changing with the development of the society, science, technology, arts and the enrichment of people's practical activities.

Modern social education is a starting point. When determining the content the specific type of school, objectives, conditions to fulfil the subject, the development of their students, interests and skills of teachers and facilities of schools must also be taken into account.

An educational document governing the selection and arrangement of the content of education is the curriculum.

📖 **„Curriculum determines - for a particular type of school - the system of educational materials, subjects in accordance with the degree, objectives of the institution and the development of students as well as the timeframe, main themes staged (mostly into classes), the most important characteristics of performances at the end of each stage underpinning the assessment of students' knowledge, occasional guidelines, recommendations to the means of education, methods and organizational frameworks as well."[7]**

Curriculum is also a policy tool, as expectations of the society and the state are reflected in it and issued by the educational administration departments. Functions of the curriculum is to ensure the simplicity of the design of the educational process, to unify the content and curriculum of education, to validate expectations of the education-policy and to specify requirements of primary and vocational education.

Many kinds of the education curricula exist. In addition to the stated curriculum there exists the interpreted curriculum, which teachers interpret for themselves from the declared curriculum, and plan in their own documents. The implemented curriculum realized in practice is reflected in students' performance. Latent or hidden curriculum is generally known,

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[7] BALLÉR Endre: Tantervelméletek *Magyarországon a XIX-XX. században*. (A tanterv-elmélet forrásai.17.) Országos Közoktatási Intézet, Budapest, 1996. 469.p

which is the sum of factors and expectations affecting the education outside the school.

Uniform curriculum is the common subject material of a particular type of school with strict, rigid standards, while the differentiated curriculum leaves schools with a high degree of freedom containing only recommendations. Framework curricula, or flexible curricula determine the most important requirements and educational materials, but they also contain additional – optional, recommended – material. Curriculum is a detailed educational system, an accurate determination of the exact content, subjects, methods, means of learning, resources, monitoring-evaluation methods.

Current practice in public schools is determined by the National Curriculum (NAT), framework curricula and educational programs being the design of school level.

### 3.2.4   „How to teach?"- The teaching process

- **The teaching-learning process is made up of some series of mutually associated, interacting teaching and learning (educational) activities in a shorter or longer duration of time.**

- **The teaching-learning (educational) process is a systematic processing of literacy contents in joint activities of teaching and learning.**

Zoltán Báthory describes a system-model of education in relation to the learning-teaching process, in which input, process and output factors, the environment and information flow, feedback and interactions between all these factors are systematized."[8]

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[8] BÁTHORY Zoltán: *Tanulók, iskolák, különbségek*. Nemzeti Tankönyvkiadó, Budapest, 1992. 19.p.
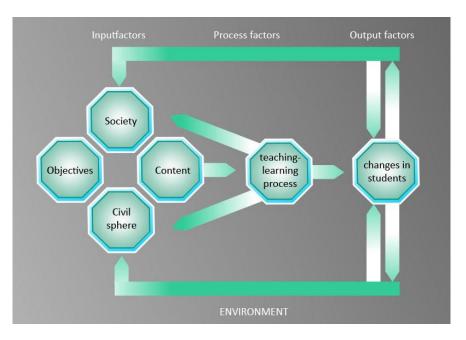
*Figure 8: System-based model of teaching and learning*

Definition of the educational process based on Sándor Nagy:

📖 **Educational process is a principled and purposeful system implemented in the didactic tasks – learning, application, organization, recording, monitoring, evaluation – in which the active processing, mastering of the curriculum is done. This represents the *macrostructure.***

*Macrostructure* **is composed of the *microstructure*:**

**1. Attract attention to inform students of the objective**

   **Its means:**

   **- arousing students' curiosity**

   **- asking questions generating interest in the knowledge to learn**

   **- problem statement**

   **- selecting the purpose of tasks to be performed**

   **- to make learners realise the necessity to replace the missing knowledge**

2. **Recalling prior knowledge required for the acquisition of new knowledge.**

3. **Ensuring facts to establish new knowledge.**

   - **Inductive learning strategy = establishing facts**

   - **In problem solving = evidentiary facts**

   - **In deductive learning process = additional facts.**

   - **Analysis, synthesis**

5. **Concept creation, conclusion, abstractions, generalizations**

6. **Classification, recording**

   - **Classification = primary, comprehensive, complex**

   - **Recording = primary, continuous**

7. **Applying what has been learned**

   - **Developing practice, skills, abilities, applying them productively**

8. **Measurement, evaluation of the performance**

   ✦ Plan the process of a discussion, processing of a topic!

### 3.2.5   „How to teach?"- Learning strategies and methods

*Learning strategies*

The strategy is accomplished through successive concrete practical steps. Common features of the learning strategies that the curriculum includes global or analytic or two joint enforcement.

📖 **The global nature of learning means that the student is seeking to have a good grip of high correlations, a comprehensive overview of the most relevant aspects of the curriculum. The student attempts to link the newly learned knowledge to the already existing knowledge. From this broad overview focusing on the essentials he/she wants to draw conclusions quickly.**

📖 **The analytical study rather focuses on the details. On specific facts and the logical linking of these facts. It assumes that the essence is in the details. However, it also considers the order of details important: pays attention to which facts, data or**

**infromation are followed by which, it also keeps the order of details:**

*The SQ4R strategy*

One of the most widely used learning strategy is SQ4R which was named after the initials of the Englihs names of the individual steps:

1. Scan = a preliminary review.
   (To scan the text as a whole. Overview of the structure to determine what is known and what is unknown.)
2. Query = questioning.
   (Texts formulated as the curriculum usually contain declarative sentences, descriptions, explanations. This in itself is a monologue, monologue texts can be converted to dialogues by issues, passive recipients will become active creators of content, knowledge by that.)
3. Read = reading.
   (A thorough reading of the text: the important thing is the information-recording, which allows the student to answer questions posed previously.)
4. Reflect = reflection.
   (The most important feature of this strategic step is understanding = exploration of relationships, conceptual relations, relations of the knowledge acquired.)
5. Recite = represent.
   (The deliberate evocation of content: during the interview and rethinking answers to possible questions raised.)
6. Review = Repeated review.
   (In the last step of the strategy a repeated overview of the logical system of the content, main nodes of individual structural parts, key concepts learnt in the curriculum takes place).

*Learning Methods*

**The concept of learning methods**

📖 **According to the classical interpretation of the concept it is an individual way leading to learning outcomes. Learning methods are the sum of processes supporting cognition used or spontaneously organized by the student.**

Factors influencing the development, the choice of learning methods
− intellectual development = intellectual skills, creativity…

- Purpose of learning
- curriculum
- Conditions of environment.

Two basic methods of learning are repetition and imprinting.
- Roles of repeat methods are: to prevent of forgetting, to supplement the knowledge gaps, to highlight the key aspects of the curriculum, to connect the newly learned knowledge to the ones already acquired, determine the effectiveness of learning.
- Types of repetition on the basis of the memory:
    - Imprinting = re-recording, processing of the original information
    - Reminiscent = there is no need for the original information
- Types of repetition based on the period of information:
    - Maintaining = retaining for a few seconds in the short-term memory
    - Elaborative = needed to be stored in the long-term memory such that it could be used later.
- Factors, methods increasing the success of repeat:
- Classification: grouping, determining hierarchical relationships
- Develop relationships: interpreter, associative relationships
- Exploration of logical connections of the curriculum
- Creation of a uniform, comprehensive picture before imprinting
- Highlighting points and keywords
- Preparation of draft on the basis of own idea
- Active reading = the summary of what we know in advance about the specific topic before reading, asking questions and finding answers while reading.

### 3.2.6   „How to teach?" – Teaching strategies

Teaching strategy is determined by the objectives and principles of education, and teaching techniques, methods are linked to those objectives and principles. The relationship between strategies and techniques is illustrated by a culinary example by Imre Knausz.

"If a vegetarian orders fried mushrooms in a restaurant then it is due to his strategy of nutrition, although he could have ordered lentil stew with fried eggs too. Vegetarian commitment does not require what foods you can eat, though undoubtedly limits the freedom of choice. On the other hand, if we see that someone in the restaurant orderes fried mushrooms, we would hastily conclude that the person is vegetarian. Fried mushrooms are not the

epitome of vegetarian meals, just fried mushrooms: a dish which you can eat, if you like mushrooms and are not allergic to it. However, during our vegetarian friend's dinner he became an integral part of a nutrition strategy."[9]

The method is an activity for students, for teachers the method is nothing more than a task given to students.

*Presentation strategies*

**1. Presentation** = the teacher presents – possibly supplemented by demonstration – the curriculum in front of the entire class, orally.

> Conditions for a good performance*:* preparedness, good arrangement = creation of the arc of thoughts, preliminary plan = making sketches, collection of similarities, analogies, repetitions = summing, rhythmic, paddle, subjectivity, good sense of humor, contact with students.

2. Survey
Functions of the survey:
– finding your audience's readiness
– urging to think, to activate thinking
– maintaining attention
Types of questions:
– reprdoductive
– creative – voking thought-provoking latent knowledge, problem-solving, anticipating, asking for an opinion
3. Visual presentation
– Considerations of developmental psychology = the conceptual thinking is based on visuality.
– Differential considerations = the unilaterally verbal instruction creates a disadvantage for visual-minded students.
  Culture-theoretical considerations = The increasing role of the media pushes thinking to a visual direction.
4. Auditory illustration
  Picture and sound are now increasingly appears in a combination, however, there are evenings when sounds are emphasized, e.g. presentation of dialects - archive historical conditions - animal sounds - musical and literary works, artistic presentation…
5. Students' short presentations
  Having a developer effect: contribute to the development of performing skills, library use and word processing skills.

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[9] KNAUSZ Imre: *A tanítás mestersége*. Kézirat. Miskolc-Budapest, 2001. 58.p.

Aspects of the organisation of performance*:* time-rating (depending on age and on attention concentration ability), „quality" assurance – helpin in preparation, motivate listeners.

*Optimization strategies*

- **Educational process is made successful by the exact definition of objective and by detailed definition of technologies leading to achieve objectives.**

  1. Programmed education
     – Individually, it can be applied in independent work.
     – Typical forms of its implementation are programmed textbooks, educational equipment.
     – The curriculum is usually a well-defined system of knowledge that the program is broken down into elementary units.
     – Structure of the elementary unit → statement section, training task, one or more control tasks.
     – The student gets immediate feedback about results of the review → reinforcement and operant conditioning = imprinting
  2. Teaching Strategy (mastery learning, learning for mastery)
     – In 1963, John Carroll developed a model of learning in school, and Benjamin Bloom developed his mastery learning theory on this basis.
     – Basic idea of mastery learning = the most typical school curriculum can be learnt by everyone. The question is, to whom, how much time does it take to do so.
     – The time required to learn a curriculum unit up to the criteria is determined by learning skills and prior knowledge.
     – components of time spent on learning = the learning time devoted to learning by the learner and the time allowed by the school to carry out the task of learning.
  3. Task system education

- **It relies heavily on the principles and experience of programmed instruction.**

- **Processing of the curriculum is done by students' independent work on worksheets; sometimes they discuss problems and results with the teacher's leadership.**

  *Benefits of task system education*

– Students are continuously active in the classroom, student involvement is intensive.

−   Through worksheets the pupil and the teacher get ongoing feedback about to students' preparedness, current level of skills and abilities, and with this in mind you can choose the appropriate worksheets allowing the differentiation of education.

*Cooperative learning*

−   Cooperative strategy is linked to the work of Johns Hopkins, one of the researchers at Johns Hopkins University.

*Characteristics of cooperative learning:*

−   Taking into account the students' needs
   −   It creates communities for learning goals
   −   Collaborators get to know each other's strengths and weaknesses
   −   Develop empathy, tolerance, social competence
   −   It provides personal experiences about the process of self and social learning
   −   It provides an opportunity for networking, to link thinking
   −   It helps in the conscious management and control of the comprehension process

Teaching-learning conditions of the cooperative learning is summarized in figure 9.


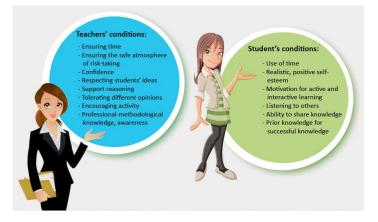
*Figure 9: Teaching-learning conditions of the cooperative learning[10]*

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[10] PETHŐNÉ NAGY Csilla: Az irodalomóra szervezésének tapasztalatai. *Az együttműködésen alapuló (kooperatív) tanulás.* www.ntk.hu/tartalom/list/36539783 (2014.08.13)

*Teaching drama, drama pedagogy*

Creative drama attempt to personalize knowledge. Key concepts: role and identification. Students take the role, imagine what they would do in a given role, situation.

Opportunities of exercising teaching drama, drama pedagogy*:*

−   Simple empathy practices
−   Dilemmas, decision-making positions = empathy + rational thoughts
−   Joint decisions = ethical problem situations, fictional stories
−   Site construction = by converting the room we can build the site indicatively to which the practice of empathy is linked to.
−   Dramatising known stories = acting out means that from fragmentary knowledge something sensually specific is needed to be constructed relying on the imagination.
−   Situational games = a situation has to be played.
−   Simulation games = the game has to be played according to strict rules, designed to understand the essence of a social institution or habit better through the simulation.
−   Tableaux – a method facilitating the process of a high-profile historical event or a more complicated novel. Roles are selected and determining some time planes. The role of the players is to explain what they're doing, what they think, what happens to them in every time plane.
−   Trial
−   Debate = developing an effective, rational and objective capacity of arguing

*Project method*

⌨   **What is the project? = We understand organizational forms of learning on it, through which students work together in collaboration from internal motivation to create a product serves the interests of the wider community.**

⌨   **The project method was invented in the United States, in the early twentieth century, based on the principles of John Dewey (1859-1952).**

−   Learning should be based on personal experience.
−   Teaching must take into account the needs of students.
−   Students must actively take part in the learning process.

- – Student must be educated to become citizens feeling responsibility for the community.

*Table 3: Comparing traditional and project education*

| Traditional education | Project education |
|---|---|
| Convey knowledge within a science. | Bringing together knowledge from different disciplines. |
| Everyone is expected to think in the same way. | Versatile way of thinking is allowed. |
| Little opportunities are given to different solutions. | Every project provides a large number of solution. |
| It rarely gives space to own visions. | It assumes the inclusion of own ideas. |
| It rarely gives an opportunity to get to know other opinions. | Get to know other opinions and their mutual acceptance is natural. |
| Solutions are limited. | It provides the freedom to solutions. |
| Participants are passive in learning | Students are active. |
| Time frame is definable for the process. | It is a prolonged process. |
| Little material and tools are worked with. | A variety of tools and materials are used. |
| Students are often not motivated in learning | Students are motivated until the end of the work. |
| The teacher's role is knowledge communication. | The teacher's role is guidance, assistance. |
| Easy to evaluate. | It is difficult to assess. |
| Mobilize part of the personality. | Mobilize the full personality. |

*Media education strategies*

**Media and education. The media:**

- – Impart knowledge
- – shaping values and offering identification models
- – open a window on the world, turn on the wider community
- – Students are „engaged"

**Designing conscious consumer media habits:**

− Telecommunications, communication and manipulation as part of the curriculum
− knowledge of the language of the movie
− Direct analysis of programs
− Creative media

Today, the information is available in the form of various databases and the school's mission is to teach the students to process information and to organize, focus on the process of cognition.

Teaching strategies in which the teacher poses questions more, formulates problems, encourages dialogues are suitable for this. The research and discovery learning – as any adaptation strategy – contributes to the achievement of these.

*An algorithm to solve the problem*

− Understanding the problem
− analysis of the problem – separation of the relevant and irrelevant information; to search for a similar task; simplifying the task; modeling the task; designing the solution
− Process of the solution, which the teacher can help with a range of instruments: intense attention, questions, discussion, direct, help, pause, evaluation

*Research*

− It is not about the discovery of deep structures, but rather about the exploration of facts themselves, how to access the required information, and how to organize them in a meaningful whole. Any task in which available data cannot entirely be studied and analysed but the student must select the relevant sources of information, is called a research project.

⬚ Strategies and methods for a more detailed description can be found in the literature as follows:

− Iván FALUS: *Az oktatás stratégiái és módszerei*. In: Didaktika (Szerk.: Falus Iván). Nemzeti Tankönyvkiadó, Budapest, 2003.
− Imre KNAUSZ: *A tanítás mestersége.*
      http://mek.oszk.hu/01800/01817/01817.htm (2014.07.19.)

   ⊕ Select the appropriate curriculum to each of the methods!

   ⊕ Formulate titles for a topic for students' short presentations!

 ✛ Design a project!

❋ Prepare interview with 2-3 teachers! Ask them what are the criteria to decide what methods are applied when processing parts of the curriculum!

### 3.2.7 „How to teach?" – The way in which education is organised

**1. Frontal work**

the frontal work is*:*
– Learning activities of students taught/learning together are going on in parallel, at the same time, often at the same pace for a common educational goals.
– Provides unified education.
– Provides the possibility but not conditions of studying.
– Differences in the frontal work: students' different interests, the intensity of their participation in the process and their results.

Why is it the most popular organization structure*?*
– The fastest teaching is realized.
– Facilitate the cheapest teaching.
– In case of large class size other forms of work may not be applied.
– It gives the teacher the direction of progressing together.
– It gives the teacher the opportunity to act.
– The process is organized according to the teachers' own experiences.

Impact of the frontal work on participants*:*
– For those who want to and can take part in the single educational process it is developer.
– Manifestations taking place in front of peers are instructive.

**2. Teamwork**

*The concept of teamwork:*
– 3-6 people working together to solve given or undertaken tasks.
– In the solution interdependence, responsibility and control conditions are formed.

Establishment*/*development of groups:
– The teacher, children forme it mechanically.
– On the basis of discussion → level of education, interest, special skills, a place taken in the social interaction system, career orientation.

Process of the application of teamwork*:*
- Preparation frontally.
- Tasks for groups are assigned or making the choice possible.
- Determination of the time available.
- Implementation of group work individually or with the help of the teacher.
- Completing the group.
- Reports on the work of groups in frontal form, capturing content, additions, discussions.
- Assessment of the work.

The impact of teamwork on students*:*
- Learn to argue, listen and listen to each other.
- Acquire practice in sharing work, time management.
- Become familiar with the processes of learning.
- Experience themselves.
- Social relations system changes.

The impact of teamwork on teachers*:*
- Develop abilities of indirect management.

### 3. Learning in pairs

The concept of learning in pairs*:*
- Two students work together in order to solve educational tasks.

Basic versions of learning in pairs*:*
- Learning in pairs = students at a similar level solve tasks together, exchanging ideas.
- Student pair = study connection is established between students at different levels, students at the better level helps fellow students.

The impact of studying in pairs on participants*:*
- During learning in pairs experience is gained in cooperation and the teacher can get to know a new side of students.
- Members of the student pair get some social and learning experience.

### 4. Individual work

*The concept of individual work:*
- Students are given individual tasks to be solved independently; the acquisition of new knowledge in order to apply, record evaluate and organize the learned.

Versions of the individual work*:*

- Worked carried out individually = the same task is solved independently, help is received suited to person, it is suitable for a diagnostic evaluation.
- Layer work = the students are grouped on the basis of their abilities.

The impact of the individual work on participants:

- The student is facing his/her current level.
- It has a development impact.
- It provides the possibility of progress.
- There is no competition.
- Teachers get to know characteristics of their students.
- Teachers can gain experience in parts of the problems of the definition and undertaking of tasks.

❀ Gather information from teachers and students about how they relate to the front, the group, the pair and individual work flow!

### 3.2.8 „How to teach?" –organizational framework and forms of education

The class:

- It is a basic, flexible organisational framework of education in today's domestic schools.
- The class is a social medium of teaching and learning: from the initial set-like, next to each other state a community is created as a result of common experiences and activities.

Breakdown into classes: in certain subjects small groups are set up in order to achieve more effective education for students at a similar level.

Rated groups: Creating groups of students of similar quality from parallel classes in some subjects.

Team education: common teaching for two or more classes.

Students' organization for problem solving regardless to class: project education provides opportunity for this.

2. Organizational forms of education
The lesson:

- **It is a fundamental, however not exclusive form of organization of education.**

- Rituals in lessons: Ringing, morning round, lineup at the beginning and end of the lesson, raising hands during the lesson, lineup when the student responds, the ways of addressing teachers

- Types of lessons: lesson in which new information is processed, lesson where new knowledge is applied and practiced, consolidating knowledge (repeating, systematic, summary lesson), control of knowledge lesson, mixed lesson.

Timetable:

- **Developing a weekly or cyclical order of teaching lessons.**

Criteria for making the timetable: the second and third working day of the week from 9 to 11 is the most suitable for intensive intellectual work; the sequence of lessons of similar content and logic blocks processing, that is homogeneous inhibition occurs; after a lesson causing physical strain it is inadvisable to plan tasks that require finer movements; a proportional weekly distribution of lessons in each subject is one of the conditions to maintain interest, to practice continuously, to repeat regularly.

Homework:

- **It provides an close link between teaching lessons.**

- Its nature is*:* individual work.
- *Objectives:* to memorise and remember knowledge, to exercise.
- *Types:* verbal learning, written learning, drawing, or solving practical tasks, of a productive nature (homework readings, analysis, writing abstracts on the basis of observation, studying documents).
- Preparing students to perform tasks*: selecting, defining tasks to be solved* clearly, discussing solving procedures.

Study groups:

- **Objectives and tasks beyond the curriculum are to meet students' interests and to develop their skills.**

    - **Types of study groups:**
    - **Study groups in the traditional sense – organized in order to make unenthusiastic, indifferent students interested.**
    - **Oriented strudy groups – The purpose: exploring special abilities of students showing some interest and talent.**
    - **Self-training groups – talented students are developed.**

Corrective and compensatory forms of organization:

- **Purpose of the correction is to eliminate or reduce minor learning errors or the number of gaps; featured by literacy it includes the development and acquisition of culture techniques and communication skills.**

- **Compensation is designed to resolve and repair the disadvantage from a learning aspect; the development of motivation for learning, to make learnes recognise the importance of learning; to develop learning habits. Compensation is effectively realizable by applying programmed learning materials, individual student programs and unifying programs.**

Field trip:

- **Organizational forms of knowledge attainment and application of knowledge. It provides a way to study objects, phenomena and processes in their natural environment, and to be engaged in practical fieldwork.**

  - **Principles of organizing field trips*: analysis of the specific features of the curriculum, preparing students, ensuring students' self-activity, deliberate processing of the experience of trips:**

- **An educational and learning organizational unit lasting several days, organised during the study time, fitted to the environment.**

  - **Characteristics of learning in a forest school:**

  **Acquisition of knowledge is mostly determined by opportunities in the site and students' interest.**

  - **Students meet phenomena, new knowledge in a complex and integrated way.**

  - **Learning is holistic.**

  - **Learning situations develop divergent thinking.**

  - **Means are often not necessary to knowledge.**

  - **The most important knowledge is the participation in the experience.**

- **haracterized by learning in community, in groups and leisure time is not clearly separated.**

❋ Analyse timetables in terms predominancy of pedagogic aspects!

❋ Collect rituals related to lessons!

❋ Ask students about their special classes!

## 3.3 SUMMARY, QUESTIONS

### 3.3.1 Summary

The concept of learning has been defined in the lesson, characteristics of learning approaches and ideas of knowledge were presented from before Comenius up to constructive pedagogy. Curriculum was presented as a pedagogical document and education policy tool governing the selection and arrangement of the content of education. Lesson defined the educational process. It provides a comprehensive overview of the global learning strategies and analytical nature, types; of the teaching strategies and methods; of ways of organizing education; of the organisational framework and forms.

### 3.3.2 Self-check question

1. What learning approaches have developed in pedagogy over the centuries?
2. What types of ideas formed on knowledge can be distinguished?
3. What is the curriculum as a pedagogical document and what it represents as a policy tool?
4. What macro - and mikrostructural elements are there in the education process?
5. What are the basic learning strategies and methods?
6. What does the teaching strategy mean?
7. What are the most frequently used teaching methods?
8. What is the impact of education organization methods on participants?
9. What relationships can you formulate within the organizational framework and forms of education?

### 3.3.3 Practice tests

✠ Pair names!

1. Education beforeComenius
2. Sensualism pedagogy
3. Pedagogy of action
4. Constructive pedagogy

a. Comenius, Rousseau, Pestalozzi
b. Acting child
c. Text, Author, an external authority
d. Managing internal theories and acting child

**Solution: 1-c, 2-a, 3-c, 4-d**

✦ Put elements of the microstructure of the educational process in order!

1. Ensuring facts underlying new knowledge
2. Attracting attention, informing students on target
3. Recalling prior knowledge required for the acquisition of new knowledge
4. Conceptualization, conclusions, abstractions, generalizations
5. Application of the learned
6. Systematisation, memorisation
7. Versatile analysis, evaluation of facts, phenomena, processes

**Solution: 2, 3, 1, 7, 4, 6, 5, 8**

✦ Which is not included in the presentation strategy?

1. Presentation
2. Students' short presentations
3. Auditory and visual presentation
4. Media education
5. Interview

**Solution: 4**
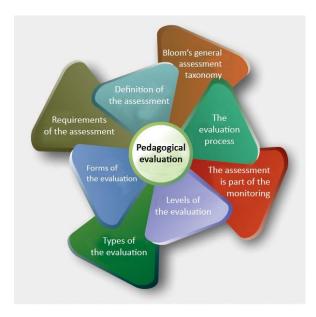
## 4. LESSON: PEDAGOGICAL EVALUATION

### 4.1 OBJECTOVES AND COMPETENCIES

The lesson is designed for exploration of theoretical questions of the assessment, familiarization of valuation levels, functions, responsibilities; presentation the role of ratings in the teaching-learning process. The lesson focuses on theoretical and practical aspects of developer and text reviews.

The lesson provides an opportunity to develop competencies, abilities in the pedagogical evaluation that helps in the analytical assessment of students' development processes, of academic performance and of personality development, the use of different evaluation systems and technologies, effective use of results of the evaluation.

### 4.2 CURRICULUM



*Figure 10: Topics of the pedagogical evaluation in the lesson*

#### 4.2.1 Determination of the evaluation, the evaluation philosophies, dimensions

 **During the evaluation different performances are compared to components of the differentiated required system → comparison**

- **Assessment is a component of the education system, which would affect the functioning of the system as a whole → it influences the pedagogical management and organization**

- **For people interested the review is a feedback → Recognition of performance, enhance good behavior**

- **Functions of the evaluation: self-development, report back, regulation, selection**

Evaluation philosophies:[11]

The evaluation philosophy is a kind of philosophical framework of issues in the evaluation, a coherent system of attitudes regarding the evaluation that may affect the assessment instruments, process and interpretation of the data. The evaluation philosophy is related with the basic educational issue on who is regarded as responsible for the learning performance, the success of the learning process.
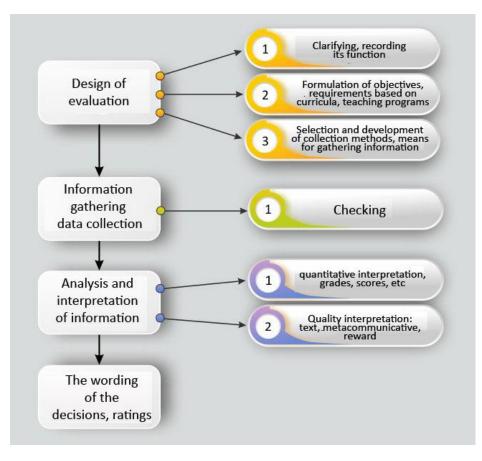
- Competitive (competition-based) assessment philosophy. This approachc considers the race as the natural medium of life. In society, there is competition for limited options, resources, better jobs, school and learning are considered as a preparation for this: learning is an investing for students, which should be supported by clear feedback. The school's job is high quality teaching, for learning and results of learning especially the student takes the responsibility.

- Holistic = child-centered evaluation philosophy. in this perspective, the evaluation aims the encouragement, rewarding the effort, the motivation. The focus is on the individual's performance, which will be evaluated individually personalized, commenting, carefully avoiding rating.

- Cooperative assessment philosophy. The cooperative approach sees the essence of the evaluation in helping the meaningful learning. The learning process is considered to be a common "production", students are considered as competent, as responsible for its own sake. In this spirit, the cooperative evaluation philosophy is the starting point of the shared responsibility for work.

In practice, mixtures of various ratios of three philosophies can be met. Conditions of use = school, age, group of students, teacher

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[11] dragon.unideb.hu/~nevtud/Tanarkepzes/meres/3_fejezet.pdf 8 (2014.08.13.)

Assessment dimensions*:*

− Cognitive – it focuses on the output
− Humanistic – focuses on the process
− Holistic – strives to capture knowledge as a whole
− Analytical – analysis of knowledge elements
− Quantitative – measurement of quantifiable performance
− Qualitative – descriptive qualifier

### 4.2.2 The evaluation process



*Figure 11: The evaluation process*

### 4.2.3   Checking is part of the assessment

− The first step in the evaluation process, its prerequisite is the checking.
− Checking is a part of the evaluation operations which is no different than obtaining information on outputs
− Information = intellectual power, manifestations of the personality
− Sources of information = Students conscious manifestations, performances, meta-communication signals
− Traditional methods of checking – observation; oral questioning, questioning; report; short presentation; exam; essay; worksheet; subject test
− Special methods of control – physical performance, visual works, professional accomplishments check
− Alternative methods of control – projects, portfolio

### 4.2.4   Levels of the evaluation

International level*:*
− International comparison of a subject area
    Evaluation of the education system

National level*:*
− A national survey on the situation of a subject area. For example monitor testing, the nationwide assessment of final examination papers, national competence assessment

Regional, local level*:*
− The assessment of the situation of a subject or a group of subjects, that of the problems of education at several schools or in a region

School level*:*

*Figure 12: School evaluation[12]*

### 4.2.5 Types of evaluation
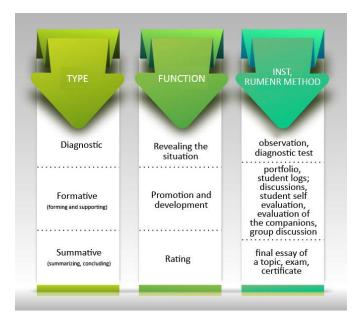


*Figure 13: Types of evaluation according to functions*

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[12] HORVÁTH Zsuzsanna: Reflexiók a tanórai értékelésről. Új Pedagógiai Szemle, 2002.2. www.ofi.hu/tudastar/uj-pedagogiai-szemle-090617-274 (2014.08.13.)
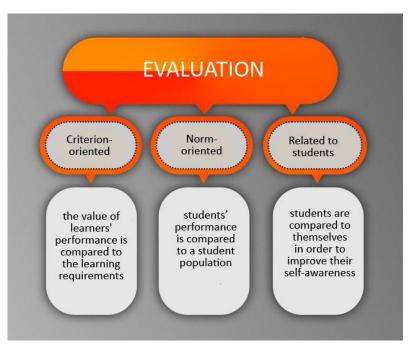
*Figure 14: Types of evaluation according to the reference circle*

### 4.2.6 Forms of evaluation

Evaluation of quality *(*qualitative)*:*
- Advantage = without limitations it allows a longer oral or written analysis, evaluation of results
- Disadvantages = there are lots of subjective motives and reviews are hardly comparable

Quantitative evaluation*:*
- Perceptions = transition between quantitative and qualitative reviews
- Estimation = placing the performance on a scale (classification)
- Measurement = a fixed scale on a measuring devices is measured to a performance

Classification and alternatives*:*
Evaluation is not the same as classification, classification is a direct quantitative interpretation of the students' school performance, which may be numbers or symbols. Benefits of classification:

- It is easy
- It provides a well-organized, simple and clear feedback
- Flexible, it can be applied in different conditions
- directed to the individual, personal
- it allows to measure performances together

General errors in the classification*:*
- They do not appreciate the performance, however the personality is also classified
- Using the classification as a means of disciplining and power
- Classification is considered to be the sole means of evaluation
- „Pigeonhole"
- Only classification takes place, it is not revealed what students should develop in

Alternatives of classification*:*
- Refine numeric scale = teachers do not give worse grades than an average
- Widening the numerical scale = ten scale
- "rating vector" = giving more grades in a subject
- Text reviews

Basic principles of text reviews*:*
- Ratings should be for the child, and primarily serve students
- Take into account age characteristics
- Development orientation should be geared instead of rating orientation
- Play a role in adjustment, development

Forms of the written evaluation*:*
- Free, without written evaluation criteria defined in advance
- Predetermined, rating according to a printed scale
- On the basis of preliminary considerations, freely formulated text

### 4.2.7 Assessment requirements

- Balanced teaching-learning process

−   Objectivity – Objectivity is more difficult → „halo" effect, categorization, contrast effect
−   Validity – content ~ = Information is collected about what you want to examine; conceptual ~ = validity of structure forming concepts of the course; prognostic ~ = It gives a reliable indication for the future
−   Reliability
−   Versatility
−   Distinctiveness
−   Perspicuity

⊕   Give examples of essay questions the validity of which is faulty!

## 4.3   SUMMARY, QUESTIONS

### 4.3.1   Summary

In the lesson the concept, philosophies and dimensions of pedagogical evaluation were presented. System-based teaching and learning modelt helped in getting to know factors of changes in schools. The evaluation process sistematise activities of the evaluation from the planning to formulating decisions. Understanding types of assessment provides an opportunity to select the form being the most appropriate for the objective of the assessment. In the subsection forms of assessment the the pros and cons of qualitative and quantitative evaluation are summarized, analyzing the specifics of the classification and the text evaluation. In compliance with the requirements of the evaluation ethical standards can be met.

### 4.3.2   Self-test questions

1. Define the concept of educational evaluation!
2. What evaluation philosophies and dimensions do you know?
3. What is meant by the following statement?„Check does exist without assessment but assessment does not exist without checking."
4. What are the advantages and disadvantages of qualitative and quantitative evaluation?

### 4.3.3   Practice tests

⊕   Pair names!

1)  Cognitive
2)  Humanistic
3)  Holistic

4) Analytical
5) Quantitative
6) Qualitative

a) Analysis of the elements of knowledge
b) Measurement of quantifiable performance
c) It focuses on output
d) It strives to capture knowledge as a whole
e) It focuses on the process
f) Descriptive, rating

**Solution: 1-c, 2-e, 3-d, 4-a, 5-b, 6-f**

✦ What are dimensions of evaluation?

1) Competitive
2) Cooperative
3) Cognitive
4) Quantitative
5) Qualitative

**Solution: 3, 4, 5**

✦ Which are methods and means of summative (cumulative/final) assessment?

1) Final essay of a topic
2) Observation
3) Group discussion
4) Examination
5) Student logs

**Solution: 1, 4**
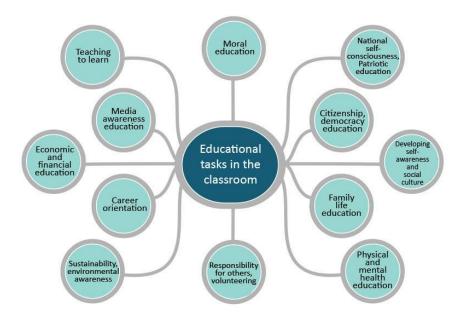
## 5. LESSON: EDUCATION JOBS IN ADDITION TO THE CLASSROOM AND TEACHING HOURS

### 5.1 OBJECTIVES AND COMPETENCIES

The lesson is designed to explore the educational goals and objectives that will contribute to the development of the value system of students, personality development in the classroom and outside the classroom teaching.

These shared value are as follows: democracy, humanism, respect for the individual and personal development, tolerance, respect for knowledge, national traditions, learning about the cultures of other people, environmental and economic sustainability, sensible spending of free time.

The knowledge of the lesson develops teaching competences for the development of students' personality, for forming and developing student groups and communities, for planning, organization and management of educational processes.

### 5.1 CURRICULUM



*Figure 15: Topics in classroom education in the lesson*
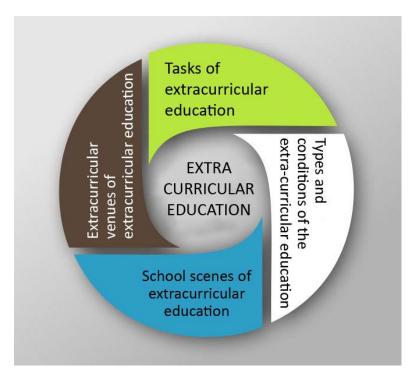
*Figure 16: Topics of tasks of extracurricular education in the lesson*

### 5.1.1   Educational tasks in the classroom [13]

The National Core Curriculum (NAT) formulates the content of classroom teaching that can be implemented even in the coursework as educational purposes of development areas.

Areas for development, educational goals permeate the educational process as a whole, and thus display shared values. In order to achieve goals the acquisition of knowledge in addition to practicing-activating, emotional impact of examples should also be included in the educational process.

These areas – in accordance with abilities providing key competences, skills, education, and the knowledge acquired through education, attitudes helping learning – combine the traditional values and new social needs appeared at the beginning of the twenty-first century.

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[13] *Source:* 110/2012. (VI. 4.) Korm. rendelet a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról.
net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1200110.KOR (2014.08.05.)

Educational aims are applied as follows at different levels of content regulation, taking place in the public education process:

−   They are integrated into the various fields of knowledge, disciplines and development requirements, contents;

−   They can become sub-fields of subjects or may appear as separate subjects according to local curriculum of schools;

−   Teacher's job is thematised in lower courses of the elementary school while in the upper grades mainly topics of home classes are thematised;

−   Topics, development situations are outlined for non-curricular frameworks, other school activities and programs.

### 5.1.2   Areas for development-educational goals

*Moral education*

The basic aim of moral education is students' moral development, deepening their responsibility consciousness, development of their sense of justice, to promote their community integration, to think independently and to facilitate their preparations for future independent lifestyle. The basic requirement for moral education is to be realistic: prepare for the inevitable value conflicts, help to find answers to students' moral and life management problems.

*National self-consciousness, patriotic education*

Students learn about our national, folk cultural values, traditions. Study the famous Hungarian historical personalities, scientists, inventors, artists, writers, poets, athletes work. Master the knowledge, exercise the individual and collective activities that establish a basis for understanding, appreciation of home, the residence, the the homeland and the people. A sense of belonging to a community, a feeling of patriotism will be developped in them.

*Citizenship, democracy education*

Aim is to develope active citizens attitude whose characteristics: respect of laws, comply with the rules of coexistence, human dignity and respect for human rights, non-violence, principles of fairness, participation in public affairs, creative, independent critical thinking, analytical skills and the culture of debate.

### Developing self-awareness and social culture

The development self-awareness and of social culture helps students to enable them to express their emotions authenticaly, to feel empathy, to be able to a mutual acceptance. Sound self-awareness contributes to the civilized individual and community life, understanding others and to the development of respectful human relationships.

### Family life education

Public education and educational institutions have the special task of the harmonious family patterns to transmit, to appreciate family communities. The preparation for family life helps children and young people to develop responsible partnerships, convey knowledge on the management of conflicts in family life.

### Physical and mental health education

Health education can help ensure a healthy physical and a mental condition of joyful ways. A need for the application of the proper nutrition, exercise and stress management methods has to be developed in students; this should enable students to protect their legality, to control their social behavior, manage conflicts.

### Responsibility for others, volunteering

The educational goal of this priority development area is to develop social sensitivity for the disadvantaged or disabled people, supporting the development of behavior in students so they are familiar with these groups with special needs, life situation through experiential learning.

### Sustainability, environmental awareness

The rising generation must know and appreciate the rich diversity of life forms in nature and culture. They must learn to consciously use resources sparingly and responsibly, having regard to the capacity for regeneration. The goal is that eco-friendly, value protecting behavior committed to environmentally sound practices based on the knowledge and love of nature and the environment should become dominant for students.

### Career orientation

Educational institutions should provide a comprehensive picture of the world of work. In order to do it conditions, activities should be provided, through which students can test their skills, be absorbed in fields of study of

their inerest, find their profession, choose the corresponding occupation and career and be able to make the necessary efforts.

### *Economic and financial education*

Students must have knowledge of economic-financial institutions and processes determining the world economy, the national economy, businesses and households lives. Objective: students recognize their own responsibilities in fields of the value-added work, the rational management of possessions, the financial world and consumption; to be able to consider direct and indirect consequences of their decisions and risk; to see the relationship between short and long term goals and resources clearly, the relationship, interdependence between individual and community interests.

### *Media awareness education*

The aim is for students to become responsible participants in the mediated global public: understand the language of the new and traditional media. The media awareness education is the development of interpretive and critical attitude, organizing and conscious developing of a meaningful and value-based everyday life also influenced by the media. Students are introduced to the media and mechanisms of its operation, mutual relations between the media and the society, how to distinguish between the real and the virtual, the public and the confidential intercourse, legal and ethical significance of features of the media.

### *Teaching to learn*

The basic task of the school is teaching to learn. Every educator needs to attract the interest and give directions about mastering the curriculum, structure, how to access to it. They have to teach how to apply the method of experiment and observation; how to use the library and other information resources; how prior knowledge and experience can be mobilised; what are the personalised learning methods; how groups of students can work together; how to memorise and recall accurately, literally such as texts, definitions, formulas. Such knowledge should be developed that students are able to apply in new situations, with a versatile reviewing and assessment of versions.

❋ Analyze an institutional a document in the sense that among the content elements which emphasis is placed on the areas of development and teaching objectives what emphasis of the on areas of development and educational goals!

&#10019; Find links between the areas of development and educational goals!

&#8853; Formulate the potential educational opportunities of a specific teaching topic!

### 5.1.3 Tasks of extracurricular education

According to the wording of Ildikó Mihály „One of the main features of the modern education system is that schools embrace more and more the whole of students' life activities, A modern oktatási rendszerek egyik fő jellemzője, hogy az iskola mind jobban átfogja a tanulók egész élettevékenységét, and in this spirit, rich opportunities are provided for meaningful leisure activities."

The leisure is as old as mankind, time frames of spending it and its content changed in different ages of the history. he concept of free time among schoolchildren: the remaining time unit after learning, fulfilling physiological needs, social obligations.
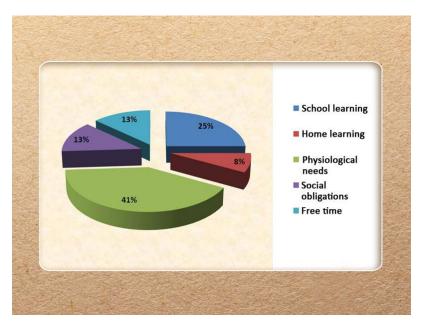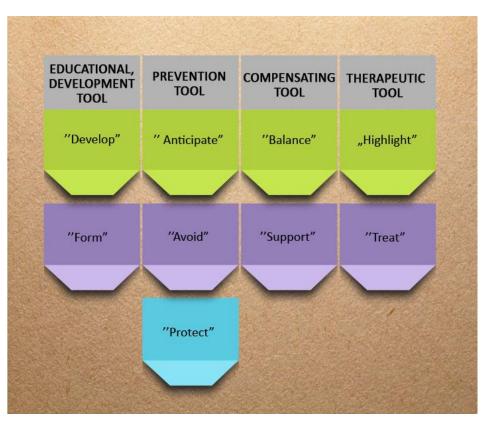


*Figure 17: Young people's use of time [14]*

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[14] HAÁSZ Sándor: Ifjúságvédelem és szabadidő szervezés pedagógiai vonatkozásai.www.bpk.nyme.hu/.../bpfk/.../HaaszSandor/szabadid_szervez_s.ppt/ (2014.08.05.)

Young people's use of time illustrates their limited time for recreation, out of which activities related to the Internet and watching television take an average of 4 hours per day according to research results. This also implies that students have to be prepared: to schedule and spend spare time meaningfully and they have to recognise: the joy and usefulness of meaningfully spent leisure time, shared experiences, positive effects of community activities carried out in the community, consequences of the incorrectly spent leisure time. In the implementation of goals extra-curricular activities are of special significance, which carry out the following educational tasks:

− providing experience
− self improvement
− development of communication skills
− recreation program (for example free game)
− Improving the integration level of students (for example the acceptance of the 'otherness', the ethnic or gender differences).
− the development of skills and abilities is vital to social inclusion, community and civic education
− development of interest, curiosity
− development of creativity
− using information techniques
− healthy living, lifestyle
− get to know and exercise art and cultural forms of activities
− Motivation in order to improve the educational achievement.

### 5.1.4 Functions of the extra-curricular education, types of extra-curricular education, conditions and tasks of its organization



*Figure 18: Approaching to functions of extra-curricular education* [15]

Types of extra-curricular education*:*
– self-learning, individual training, or passive reception of knowledge
– activities in the community.

Conditions of the extra-curricular education*:*
– Free time available for students.
– The student's will, to make use of the option offered.

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[15] KOVÁCSNÉ BAKOSI Éva: A szabadidő pedagógiai kérdéseihez.
http://www.partium.ro/socprof/Documents/Training%20material%201.pdf.9.p. (2014.08.05.)

‒ Material and personal conditions of the extra-curricular education – the maintainer's will and the possibility to achieve extra-curricular education; the diversity, wealth of the teacher personalities; parental and social expectations from the students.

Tasks of the organisation of extra-curricular education*:*

The educational system of schools is made up of the unit of extracurricular learning activities and educational tasks, therefore it is necessary to secure the need for the extra-curricular education and to record needs, expectations and objectives in the educational programme of the institution. Conditions of effectiveness: open host medium, consistent, committed to the pedagogical approach, since students already have consumer habits evolved due to the family, advertising and other environmental impacts, these must be influenced, reshaped, converted. For the sake of efficiency it is essential to involve students in the design, organization, preparation, implementation, evaluationof of programs. Törekedni kell az együttműködésre a szülőkkel a felelősség, a megértés és az igényesség érdekében.

### 5.1.5 School scenes of extracurricular education

☐ Among school scenes of extracurricular education the presentation of the definition and that of specific features of study groups, compensation organisational forms, study trips and the forest school took place in lesson 3.

Day care, home, student room occupations

The goals of the day care, home, student room occupations: preparation for lessons, rest, play and useful spending of free. They are primarily organized for the disadvantaged and vulnerable disadvantaged students.

Talent occupations

Objective: a higher level of training depending on students' interests. Occupations take place in accordance with pre-designed syllabus.

Student Sports Association *(DSE) and* mass sporting activities

The DSE is organised to meet students' demand for moving, daily exercises, to endear movement, sports in the spirit of health education.

Tutoring, remedial activities

The after-school remedial classes are designed to develop basic skills and skills and to the redevelop requirements of the curriculum. Remedial activities are differentiated for each student or for the entire class.

Academic, cultural and sports competitions

Participating in academic, cultural and sporting competitions happens depending on outstanding achievements at institutional, local and national levels.

School - institutional library use

Libraries of the institutions help the much-source learning, interactive media, the Internet can also be found in addition to traditional books, volumes, journals.

Cultural events

Regular or occasional events initiated by the student government or the leadership of the institution.

Courses

Institutions or institutional foundations launch courses depending on students' interest and the teacher's capacity.

Other events

The school learning communities (classes, after-school groups, student societies, study groups, etc.) may hold other events as well.

Foreign trips, performances

The purpose of foreign trips, performances is participation in training, cultural, sports and scientific events.

Optional faith- and religious education

Religious instruction is performed by a religion teacher designated by a religious legal entity. Participation in the sessions for students is voluntary.

### 5.1.6 Extracurricular venues of extracurricular education

*Dormitory*

The dormitory provides conditions necessary for the school studies, it pursues person-centered education whose contents, forms of activities are included in the national basic education program of the College.

Educational consultant

The educational service is advisory in the following cases: in cases of behavioral and adjustment problems, learning and performance disorder, in emotional, affective disorders of life.

Child welfare service

Tasks of the child welfare service: to facilitate the child's physical, spiritual health, the child's education in the family, to prevent the risk of the child's vulnerability, to terminate an existing vulnerability, to replace the child rescued from the family.

Children's home

Children's homes ensure housing, terms and conditions of education, in addition to meeting special needs acquiring practical skills and competencies needed in social situations, the experience of emotional safety and permanency for children placed in temporarily, for children in the transitional and long-term care.

School of art

Two purposes of the operation of art schools are: community education and talent development.

*ÁMK* – General Cultural Center, multipurpose institution

In general cultural centers the traditional unit of culture is realised. Institutions of a particular settlement/part of the settlement enter into partnership, establish integration for effective human resources, building- and asset usage.

Cultural centers

Cultural centers, clubs, amateur movements on the one hand they provide the opportunity for those interested in the creative arts and in the inclusion on the other hand function as centers of community life („village houses", „telecentres", „e-Hungary points").

*Cinema,* Movie Theater

Films have an educational, entertainment, knowledge transferring awareness-raising role in the life of individuals and of society's. The works of art have an impact on the individual emotions, behaviour, attitudes, thinking, general and specialized knowledge.

*Library*

Public libraries provide library materials necessary for culture, learning, self-education, the public and the professional orientation and demanding entertainment. They are involved in spreading the culture of reading and in the development of its standards.

*Theatre*

The purpose of the theater arts: to shape the viewers perception, formulate ideas and develop an audience, which is capable of accepting and understanding results of theater.

*Museum*

Museums are cultural, scientific and educational institutions, which collect museum pieces of memories, ensure to treasure them, to cater their scientific processing, publication, display.

According to the previous experience activities of the museum pedagogy are considered in the traditional interpretaion of pedagogy, however, realized in museum environment.

Dance House

The dance house brought down folk dances from the stage, and dance hall meetings are important events in the creative community togetherness. Greek, Jewish, Sokác and Scottish dance houses as the „worldmusic" phenomenon spoke to the youth.

☐ Detailed information about extracurricular scenes of the extracurricular education can be read in the literature below:

FOGHTŰY Krisztina – HEGEDŰS Judit – HEIMANN Ilona – LÉNÁRD Sándor – MÉSZÁROS György – RAPOS Nóra –TRENCSÉNYI László: *Iskolán kívüli nevelés*. ELTE PPK Neveléstudományi Intézet, Budapest, 2006.

❀ Search for college web sites on the internet and gather all the information, which may be learnt about an institution.

❀ Based on the recommended reading or using the internet get to know the structure, function of a multi-purpose institution ÁMK!

❀ Get to know the program structure of a community centre and its typical user communities.

   ✛ Design a museum occupation for a chosen museum exhibition!

   ✛ Make a recommendation bibliography to selected ages, in a theme you consider current!

## 5.2   SUMMARY, QUESTIONS

### 5.2.1   Summary

On the one hand development areas-educational goals which formulate common values of education and are primarily present in teaching subject

areas, in processes of learning, experiencing and activities during lessons were written in the lesson.

Starting from one of the main characteristics of modern education systems, that the school more and more embraces students overall activities throughout their life, tasks, types of the extra-curricular education, conditions for the organisation, tasks of organizing sessions were revealed. Scenes of extracurricular education within schools and outside lined with known results were presented.

### 5.2.2   Self-test questions

1.  How educational goals are applied at different levels of the content regulation?
2.  What are the development areas-educational goals defined in NAT?
3.  What educational tasks conducted in extra-curricular activities?
4.  What are the basic functions of extra-curricular education?
5.  Summarise pedagogical activities of the extra-curricular education implemented within schools scenes?
6.  How outside school scenes of extracurricular education contribute to the achievement of the objectives of the education?

# 2. module: The teaching profession

## 6. LESSON: INTERPRETATION OF THE TEACHING PROFESSION

### 6.1 OBJECTIVES AND COMPETENCIES

The purpose of the lesson is to explore theoretical questions of becoming an educator, to familiarise levels and responsibilities of the teaching profession and the teacher's role. The curriculum concentrates on the interpretation of the changed role of teachers, its theoretical and practical aspects.

The lesson provides an opportunity to explore the process of becoming an educator and its historical understanding. Helping prospective teachers in resolving any uncertainty of the role, in the development of teacher competencies. It supports for personal self-development process of becoming a teacher, provides the opportunity for students to raise awareness of their views on education from personal experiences gained as a student thus helping the further professional development of teacher candidates.

### 6.2 CURRICULUM

#### 6.2.1 Changes in teacher's role

The teacher's task and role were different in various periods. In addition to teaching and educating teachers have to meet many other tasks, their role can be considered extremely complex. If we compared today's teachers with teachers of some earlier era significant differences could be seen, but yet there are some common features that each era agreed. These are teaching, education and the importance of knowledge transfer. Differences can be recognised mostly in the applied methods. In addition, the educational institution as a teacher's place of work has also a major impact on the responsibilities of teachers.

#### 6.2.2 Education history

During the $2^{nd}$-$1^{st}$ millennium BC institutionalise forms of education can be found which implies that there were teachers at this time. Mesopotamia, Egypt, India and China were affected in this institutionalisation. In addition to education they also dealt with upbringing which manifested in applying corporal punishment for discipline. In Egypt clerk schools appeared in an

institutionalized form. Here clerks undertook teaching who tried to pass the knowledge with imitation, practicing methods. No upbringing can be found here, which can also be explained that primarily grown men learnt here and there was no need for upbringing. In Rome education institutionalised in the period 300-146 BC, which is similar to the Greeks' because they almost entirely took it over from them (see lesson 2). Teachers used physical punishment during the education, they helped in learning with various methods. Tasks of teachers included observing the child, where congenital features had to co-ordinate with teaching methods. St. Augustine sees that with appropriate training and education the child can be directed to the right track so the teacher also appears in a kind of pastoral role.

In the medieval cathedral schools for the dissemination and protection of the Church at a higher level higher qualified teachers and scientists men were hired as teachers.

Humanists performed against the medieval education and their criticism was as follows: action against the corporal punishment, stupid trainers could not teach because they are corrupting the youth. Erasmus of Rotterdam thought that one of the most important tasks of teachers is to observe characteristics of the childhood and to try to develop a tailored training and educational methods that correspond to these features. Juan Luis Vives considers it necessary for the educator to study methodically abilities, inclinations, features of each child entrusted to his care as planned – with this he formulated the justification of psychological aspects for the first time in the history of education. Francois Rabelais considers good relations between teachers and their pupils to be of great importance, which is interesting from the point of view that in today's teachers' roles it appears as a kind of an important criterion. He criticizes those teachers who do not understand the profession and do more harm than good to children. From these we can see that in the middle ages and towards the end a kind of significant transformation takes place in relation to teachers' responsibilities.

The 17th century can be considered as a kind of a transitional period in the history of education since then parents and educators come closer to ther children and it is manifested even in the education. It becomes important for teachers not only to teach children but also to love them, not to look at them as instruments but as men. Johannes Amos Comenius formulated the first time that there is a need for teachers, specifically for people who understand the child's education. János Apáczai Csere who deals with what to expect from a teacher in section 10 of the Hungarian Encyclopedia. He considers it important that teachers live ethically, possess sufficient

knowledge which they transfer to their students. It is important for teaachers to like their students and teach them ethics and the love of God and transferring this to students are also important.

A considerable change occurred in the 18$^{th}$ centure in the age of enlightenment when liberalism and deism come to the fore which had a great impact on roles of teachers. In this period names of John Locke, Jean-Jacques Rousseau, Helvetius are worth mentioning. According to Jean-Jacques Rousseau the task of teachers is not to ''fill up their students heads with knowledge" but to make them be adapted to education.

Positivism appears in the 19$^{th}$ century whose representatives determined the role of teachers as follows: a person who ensures education for students suitable to integrate them into the society. Its outstanding representatives were: Auguste Comte, Herbert Spencer, Alexander Bain.

At the beginning of the 20$^{th}$ century and even nowadays several theories were create concerning the role of teachers, which also covers the task of teachers. Up to the 1960-ies schools created a sort of internal world with their own system of norms where teachers and the head of the school had a great power. Considerable changes took place afte the 60-ies which appeared mostly in responsibilities of teachers. Teachers have to learn several kind of roles within their profession. The role of colleague: the teacher tries to work in co-operation with the other teachers in this way they are able to transfer a more uniform knowledge for students. Moreover, during interactions with parents, students and principals the complexity of their role can be captured. The official and public roles are also important as participating in public life as a sort of requirement for teachers.

### 6.2.3   The changed role of teachers

Today teaachers work in constant changes. Fast and unpredictable changes are experienced in the economical life, social structures and in the fiel of information techniques.

- ? What sort of practical sills do teachers need during their work?
- − Skills to help different (age, sex, cultural background, learning difficulties, etc.) students;
- − Ability to work in co-operation with other teachers in schools or in other educational environment;
- − Skills to facilitate co-operation with other operators;
- − Skills to develop and improve the curriculum and the educational environment;
- − Problem solving strategies in the life of schools and other educational institutions;

–   Abilities to reflect on the teacher's own professional identity;[16]

Introducing active learning methods into school classrooms brought clear changes also in the role of teachers. The previous, prominent position of teachers ceased – in front of the class, or standing in the middle of the classroom –, teachers became a sort of „moving advisors", who learn together with their students and in the meantime trying to give them more freedom. To facilitate active learning teachers need to become tutors.[17]

Today the society expects from the school to handle different languages and students from different cultural backgrounds effectively, to be sensitive to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to react to prolems, to respond effectively to problems of disadvantaged students and students with learning or behavioral difficulties, to use new technologies and keep pace with rapidly developing fields of science and learn about different approaches to student assessment.

The new role of teachers gets them down from the platform, it places them among students and keeps them in the background. As a tutor, moderator, mediator their tasks are illustration, motivation, support, maintaining the interest, practicing and feedback.

### 6.2.4   Paradigm shift in teacher role

In the traditional model, the teacher has the objective, stable, safe and sound knowledge. He tries to pass this knowledge to his students therefore he organizes the teaching/learning process, motivates students whose duty is to receive knowledge, learn the material. At the end of the process, the teacher will assess how much has been achieved in the common goal, mastery of the material hence, he make students write testpapers, hear the lesson, and numerically shows the efficiency of work.

The role of the teacher is active, students are passive. The relationship of the two is hierarchical: the teacher decides what to teach, when and how, what and how will request on, and finally, he evaluates the student's performance. Students' role is subordinate: following, receiving.

In the social constructivist model knowledge is not independent from us, objective, constant, but is constructed by us. So the student is necessarily active in the learning process since his knowledge can only be "constructed" by him. Accordingly, the role of the teacher is not to "present the material" then to examine the efficiency of the "presentation", but to activate the

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[16] Source: Niemi, Hannele, Jakku-Sihvonen, Ritva: Megelőzve a Bologna folyamatot – 30 év kutatás alapú tanárképzés Finnországban. Pedagógusképzés, 2005, 2, 106-107. o.

[17] Source: Niemi, Hannele: Aktív tanulás – avagy egy kívánatos kultúraváltás a tanárképzésben és az iskolában. Pedagógusképzés, 2005, 3, 90. o.

student's design processes, constant monitoring and to give the most appropriate feedback to make the process to be the most effective. The teacher and the student are both active, their cooperation is the base of the learning process and as cooperating parties their relationship with each other is symmetrical, rather than hierarchical. that does not mean abandoning the teaching authority: the teacher organises the entire process, because only he is suitable for it by subject matter, methodological and pedagogical knowledge.

Thus the shift in the role is significant. Within the teacher's role organising learning, evaluating specifically the feedback role comes to the fore.[18]

### 6.2.5   Views related to becoming an educator, or who can be a good teacher?

Beliefs related to the teacher profession:
1.  Teachers must be born, not everybody can be a good teacher.
2.  The teaching profession just like any other profession can be learnt by everyone.

The process of becoming an effective, successful teacher is influenced, by views which generate from school experiences, positive or negative experiences that can encourage teacher candidates to follow it or to avoid it.

### 6.2.6   Contents of the teaching profession

*1.* Theoretical background, which blends self-knowledge, knowledge of human nature and professional knowledge.

*2.* The ability to create trusting atmosphere*.* Trusting atmosphere is a precondition for creating a climate of effective school education. Professional workers in the helping profession and of course teachers indicate the existence of well developed and continuous improvement of three skills – acceptance, empathy, credibility – as the most important professional requirement.

*3.* Role behavior *safety.* the efficiency of the teaching work is basically influenced by the fact, whether teachers feel safe in school situations*. Starting points of role behaviour safety can be* the following capabilities: communication skill, contact skills, fast positioning, constructive positioning and the collective, creative conflict resolution.

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[18] Source: Falus Iván – Kimmel Magdolna: A portfólió. Gondolat Kiadó, ELTE PPK Neveléstudományi Intézet, Budapest, 2009, 30-31. o.

*4.* Needs and abilities for cooperation*: with* students, parents and colleagues*.* In the content of the teaching profession cooperation is significant because school work is teamwork.

*5.* Capabilities of analysing pedagogical situations, phenomena, being sure to recognize the limits of competence. The teacher is able to analyse pedagogical situations and so to choose another tool in the next similar situation and to deal with those problems that do not belong to responsibilities of a teacher and those that are beyond the competence of a teacher.

*6.* Mental health *(*self-awareness, self-control, processing own psychic experiences*).* The teacher's own personality is his/her most important working tool therefore the mental health being a content element of the teaching profession should be spoken about which could also be said as a feature of a mature and integrated personality.[19]

## 6.3 SUMMARY, QUESTIONS

### 6.3.1 Summary

From the eighties of the last century in countries with developed educational infrastructure the process referred to as professionalisation of the teaching profession have taken place. The changed system of expectations has resulted in fundamental transformation of practicing teachers' knowledge, expertise. The teacher in the new model of education is no longer a source of factual knowledge, and appears as a mediator, but as a manager of students' autonomous knowledge gaining processes.

Firstly, in this role a teacher needs to know much more about the learner, about methods of increasing interest, motivation, about development of competencies and conceptual change, about the organization of knowledge, about the development of competencies and literacy skills, secondly, about the nature of the material available, about ways of the representation, the teaching materials, about the developing impact of various means and methods.[20]

### 6.3.2 Self-test questions

1. What practical skills teachers need today in their work?
2. What roles of teachers come to the fore following the paradigm shift?

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[19] Source: Sallai Éva: Tanulható-e a pedagógus mesterség? Veszprémi Egyetemi Kiadó, Veszprém, 1996, 11-71. o.

[20] Source: Csapó Benő, Kárpáti Andrea: Műveltség az ezredforduló után – az oktatás fejlesztésének feladatai. In: Csapó Benő (szerk.): Az iskolai műveltség, Osiris Kiadó, Budapest, 2002, 308. o.

### 6.3.3 Practice tests

❋ Multi-choice questions – Several correct answers are possible!

The best known approaches related to becoming a teacher:

1. Teachers must be born
2. Who knows the subject well, heor she can also teach
3. Each profession can be learnt
4. Everybody will become a teacher like his or her teachers were

❋ Complete the table!

## Contents of the teaching profession
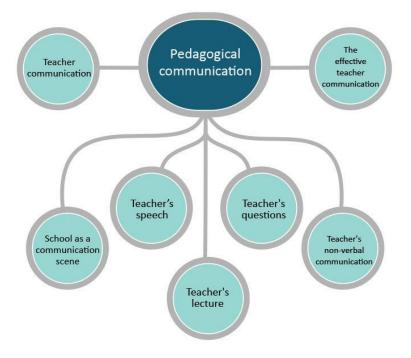
| Theoretical background | |
| --- | --- |
| | Educators indicate acceptance, empathy, advanced existence of authenticity, continuous improvement as the most important professional requirements. |
| Role behavior safety | |
| | School work is a team effort |
| | The teacher is able to analyse the educational situation and to choose other means in a similar situation and handle separately those problems that do not fall within the competence of the teacher. |
| Mental health | |

## 7. LESSON: TEACHER COMMUNICATION

### 7.1 OBJECTIVES AND COMPETENCIES

The lesson is designed for exploring the basic definition of educational communication, its uniqueness, its interdisciplinary connections, understanding and interpretation of determinants of the communicative behavior in the teacher's role. Exploring the verbal and nonverbal means of communication, the additional, assisting, organizing, enhancing, modifying, restricting and substituting role of methods in the pedagogical process; analysis school and classroom levels of communication.

Processing of the material contributes to the development of effective communication capabilities, to the understanding, analysis, application of features of interactions happening in the school, in the classroom and in the learning-teaching process and those of communication processes; developing professional skills of cooperation

### 7.2 CURRICULUM



*Figure 19: Topics of the teacher communication in the lesson*

### 7.2.1   Pedagogical communication

*The concept of pedagogical communication*

The pedagogical teaching communication is an interdisciplinary field of pedagogy. Using codes, exchanges of information, communications(???) as a result of the communication process are included within the scope of the various levels of the world of education, which appear in the spoken and written texts, the gestures, the mimicry, in clothing and in motion. The function of the pedagogical teaching communication is to enumerate, describe and type observable regularities in the organized, regulated and spontaneous world of education, and communication features.

*Relationship of pedagogical teaching communication with other academic sciences*

- **Linguistics:**

    – **Language acquisition, speech production, speech perception, speech comprehension, language acquisition, the impact of teaching and learning processes on communicational socialization**

- **Social psychology:**

    – **Research series of interactions planned consciously in the education, the development of personality towards positive goals, educators' conscious and unconscious alignment, and ritual items**

    **Information theory:**

    – **Information mediation models in the teaching-learning process, management of systems, control, didactic feedbacks**

- **Cultural theory:**

    – **Information environment, inter-communication of generations, symbols, using codes, laws governing their application**

- **Manipulation Research:**

    – **Is there a borderline between respecting others and manipulation? Is the essence of all education the vigorous influence – coercive force?**

*The concept of pedagogical communication*

The pedagogical communication is communication subjected to educational objectives, regulated pedagogically, institutionalized, more or less systematically prepared and conducted, which takes place in direct personal relations between teachers and pupils, in interpersonal relationships led by or influenced by educators.

*Special features of the pedagogical communication*

- **Pedagogical intents:**

  – **Activities of the teacher as a communicator and as communications manager are usually subordinated to educational goals. To what extent, depends on the degree of regulation, the teacher's role perception, communication scene.**

- **Institutionalisation:**

  – **Most of the educational communication take place in institutions in which roles from the status – partly even formulated rules resulting from this – circumscribe expected (mandatory either accepted or prohibited) ways, forms, styles of communication.**

- **Planning:**

  – **The teacher's intended communications: presentation, explanation, sketches, and communications using learning tools, starter and control issues. A key issue is time management.**

  **Interpersonality:**

  – **On one side of the intercommunication of the pedagogical communication is always a student or a group of students, who directly will be in an interactive contact with the teacher.**
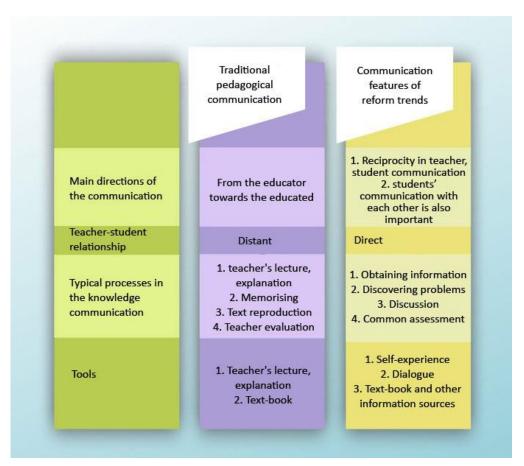
| | Traditional pedagogical communication | Communication features of reform trends |
|---|---|---|
| Main directions of the communication | From the educator towards the educated | 1. Reciprocity in teacher, student communication 2. students' communication with each other is also important |
| Teacher-student relationship | Distant | Direct |
| Typical processes in the knowledge communication | 1. teacher's lecture, explanation 2. Memorising 3. Text reproduction 4. Teacher evaluation | 1. Obtaining information 2. Discovering problems 3. Discussion 4. Common assessment |
| Tools | 1. Teacher's lecture, explanation 2. Text-book | 1. Self-experience 2. Dialogue 3. Text-book and other information sources |

*Figure 20: Compare the communication of the traditional and the reform education*

❀ Collect phrases, word compositions related to educational communication and explain their meaning!

❀ Compare the everyday and educational communication!

? What communication-based school programs do you know?

### 7.2.2 School as a communication scene

School is a complex communication space where the building, the interior order, dimensions, equipment everything that surrounds the pupil and the teacher, is directed not only functional compliance, but also carries messages. Developer or retraction effect of environment has long been known in pedagogy and today we find palace like schools and schools alike rundown slum. Communications professionals from the architecture shown

that in the case of buildings the room is an element (its optical and acoustic effects) which first touches the people.

The major part of teaching is going on in old-style classrooms, where no effective teaching and learning communicationcan take place if the equipment and its placement do not change. Features of the traditional classroom layout: large windows on the longitudinal wall, parallel benches (fixed benches or desks for 1-2 people with chairs, teacher's desk on the rostrum, a blackboard behind it. In the case where the installation is of not proper consistency, students get the message from their surroundings during the time spent in the classroom that the school is a forced bearable work place. The structure and arrangement of the material environment has a significant impact on the way of communication in particular, if the resulting effects are cumulated. In a room for example furniture can influence what type of interactions can occur the most.

*The impact of communication areas on the interaction*

In terms of the effect on the interaction 2 types of space can be distinguished:
1. Sociofugal spaces, – where chairs are arranged round in the room, including 1-2 desks – arranged so that they do not favour the development of interaction between persons.
2. Sociopetal spaces – where there are several desks in the room chairs around them – they foster interaction.

In fact the best is if the arrangement of furniture in the rooms is not final, but the equipment may be varied depending on the desired task.

In school environment two main types of the placement of furniture are possible:

*1.* Formal method*:*
In this case benches can be placed in orderly rows and benches look in the same direction. The teacher's desk is seated in front perhaps with a podium and a desk, screen. This type of arrangement is suitable for lecture, conference or conducting frontal teaching.

Benches arranged in this way carry a message about what type of educational activity among is dominant within their frames.

To some extent objects define a context in which a particular type of communication is going on.

Another option is a formal arrangement when the benches were placed in a semicircle, with the chairs facing the teacher. This arrangement also can be used for lectures, structured frontal teaching.

*2. Informal method:*

One possibility is that 6 chairs are grouped around a desk. This version is desirable if the class is divided into small groups engaged in cooperative learning (into groups not according to abilities). Such a layout helps everyone to communicate with everyone. In the case of learning in pairs a favourable layout is to have two chairs along two adjacent sides or next to each other along one side of a desk.

Another possible method is to create circles from chairs but without desks. During discussions, case studies, development of self-awareness skills such arrangements are favorable.

Participation in the learning process in the classroom is determined where the child is sitting in the space.

In formal arrangements where there are regular rows, the space in terms of participation can be divided up as follows: a line is drawn in mind along the whole width of the first row and joining the two endpoints of this section to the the center of the back row forms a triangle. This is the domain where most of the teacher communication is directed to in the case of frontal teaching. Those children, who are within the territory of this triangle have greater chances of participation because they have greater opportunity to establish eye contact with the teacher.

Figure of the "communication triangle"

- ? Demonstrate what sort of communication messages can a classroom carry?
- ? How does the classroom layout affect a student's participation in class?

*Communication levels in the classroom*

In the classroom, the communication takes place at 3 levels:
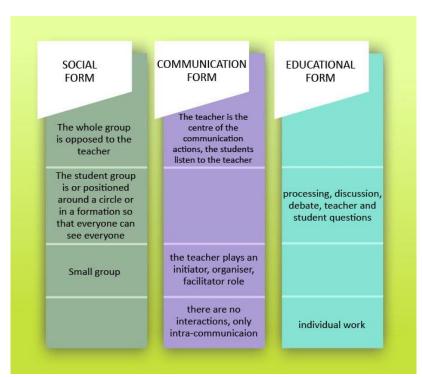
a) The intrapersonal communication

Communication flowing within the individual which can range is from rational thinking throug the loud speaking to taking notes. In silent reading, solving problems, also thinking about answers to questions intrapsychic communication flows. As the external observer (for example the teacher) is excluded from the student intrapersonal communication the teacher do not know exactly (only from meta-communicative signals) what sort of processes occur in the student's mind during frontal teaching.

*b)* Interpersonal communication

Two people taking part in it. In classroom environment there can be three versions of it: messages can be sent from teacher to students, from students to teacher and from student to student. The main characteristic is that both the the initiator and the responding party change roles several times in a communication act. Individual problem solving, exams, and learning in pairs provide examples for situations mentioned above.

*c)* Group communication

This is the most common form of communication in the class. Versions of it are: messages can be sent from teacher to groups, from groups to teacher and from a student to other students. This type of communication occurs in debates, lectures, explanations, and when a group of children solve a task.

❈ Add the missing cells of the table based on what has been learned!

| SOCIAL FORM | COMMUNICATION FORM | EDUCATIONAL FORM |
|---|---|---|
| The whole group is opposed to the teacher | The teacher is the centre of the communication actions, the students listen to the teacher | |
| The student group is or positioned around a circle or in a formation so that everyone can see everyone | | processing, discussion, debate, teacher and student questions |
| Small group | the teacher plays an initiator, organiser, facilitator role | |
| | there are no interactions, only intra-communicaion | individual work |

*Figure 21: Aspects of the social, communication and educational forms*

### 7.2.3 Teachers' speech

The ability to speak is a component of the teacher's communication competence considered to be the most important, often overrated. Teacher's speech is inseparable from the whole personality.

From factors affecting the teaching style of speaking based on the group size and recognition of group members the intimate style is located on one of the poles of the scale and the cold, formal style is on the other pole.

Teachers' speaking styles are generally located between these two extremities.

Factors influencing teachers' speech styles:

−   Students' age and mental development
−   Students' specialized vocabulary previously acquired on specific topics
−   the teacher's intent to be friendly, understanding, or giving a strict, demanding teacher impression
−   the teacher's communication ability
−   the teacher's relationship with individual classes, learners
−   characteristics of the problem situation: theoretical or practical lessons, personal contact, first encounter with learners (this can vary according to characteristics of the curriculum within the lesson)
−   the chosen teaching method
−   The pressure of environmental expectations and traditions, the dominant communication style in the institution

General standards appllied for the teacher's communication are valid to every situation, but there are typical type and individual differences.

### 7.2.4 The teacher's lecture

When the teacher lectures, almost only one-way communication is performed. In this case, actually the appropriate role of a theatrical monologue is played whose screenplay is prepared by the teacher. Technical proposals on presentations are applied how to start the presentation, what type of structure the text can be built, what arguments should be used, to what extent it is advisable to draw conclusions. During the presentation students' metacommunicative indications serve to clarify how successful it was to make the communication process convincing.

Classification of speakers' types (Brown, Bakhtar and Youngman 1984):

1. Verbal lecturer*:* the presentation is structured properly, but he or she is not overly enthusiastic about to formulate objectives of the lecture for example in writing and also not to inform the students about these goalss. The speaker would not like to use blackboard, beamer or charts. Primarily relies on verbal abilities when lectures.

2. Excellent lecturer*:* These speakers are opposed to reading the presentation and to disclosure of excessively detailed information. They appear confident and organise lectures according to their defined goals. Among their virtues we can mention that the structure of the text of their lecture is logically built up, visual aids are used. Essential parts are repeated, emphasised, they create priority order where it is needed.

3. Information providers: these performers act as a messenger during their presentation. They are well-structured, but they tend to read from their notes. This affects the performance of the lecture in which they perform poorly, although they use visual aids and they look confident look. They try to communicate too many details and they want to give each one of these over to students.

4. Lecturing in an amorphous way: lecturers in this group have no definite goals, and not well structured in their message. They are able to present the material very poorly.

5. Skeptics in themselves*:* the characteristic of this group is that it is difficult forr them to choose and structure the material. They do not insist on either subscribed content or structure, and usually at the end of most of the lectures they think that their goals were not achieved.
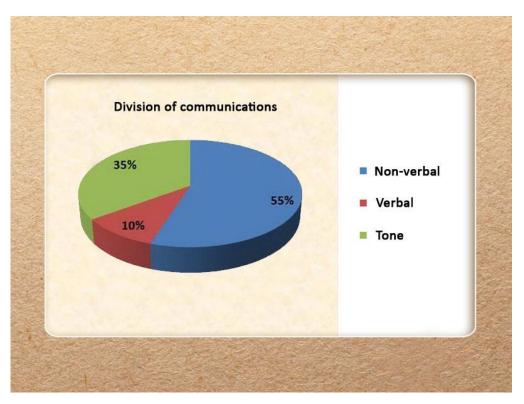
### 7.2.5   The teacher's questions

Basic questioning categories: (Orlich and others, 1980).

a) Convergent questions*:* In case of convergent questioning the teacher ask questions that guide students' attention to a central theme. Its simplest version is when the question of what students can give yes or no answers.

b) Divergent questioning*:* divergent questioning is naturally the opposite of convergent questioning. In such a case, it is not required from the student to give a single correct solution or answers from a narrow set but also a wide variety of different answers is possible.

c) Evaluation questions*:* the evaluation asking includes divergent questions which also have an evaluation element. Evaluation questions require higher-level thinking processes, similarly to divergent issues.

? What factors influence the teaching style of speech?

? Describe the basic types of questions!

❋ On the basis of the learned, give examples of each!

### 7.2.6   Teacher's non-verbal communication



*Figure 22: The rate of words, tone and non-verbal elements in communication*

#### *Vocal signals*

Vocal signals are related to verbality, language expressions. Primarily they express emotions, attitudes, mood expressed and they can change the meaning of the message decisively. Some of the elements can be consciously controlled.

A unique feature of the speech is that mode of speech is typical of the personality, which is defined by the following, inter alia: the accent, the articulation, the tone, the focus, the volume, the speech rate. For instance:

−   Monotonous tones don't specify anything, do not react to the emotional state of recipients. Teachers turning down their voice want to focus attention because something very important follows. Teachers suddenly raising their voice also seek to focus attention. In many cases it seems to be aggression.

- Pitch fluctuations are directly proportional to the unbalanced speaking, excitement.
- Changing the tempo is also a good tool in highlighting "underlining" statements.
- Silence expresses a thought provocation. Teachers rarely use it. Most of the time it is a simple disciplinary measure, wait and see, until finally everyone pays attention.



*Figure 23:     Non-verbal "moments"*

### *Look*

"The eye is the mirror of the soul" – formulates the speech that old truth that the eye movements express emotions, intent.

The eye expresses sympathy and it has a regulatory role. The persistent attention indicates that you are interested in the message. Eye contact is one of the oldest form of contacting and keeping contact. Teachers' behavior concerning their look is characterised by the individual characteristics but pedagogy also has an impact on it. *The way of looking is meaningful:*

- Looking at and away: " Look into the eyes of whom you speak!"

- Glimpses length: interest = it has a long run; falling silent, anxiety = short-lived
- keeping the eye shut: higher-order expression, lie
- the sharpness of the look: in case of hate your eyes are "sparkling"
- interest: pupils are dilated, gaze lingers long on the speaker,
- indifference: the eyes are "looking at nothing"
- distancing: the eye is directed to the area around the listener's eyes and forehead
- acceptance, trust: our eyes are smiling, facial muscles are relaxed, the eyes are directed to the area below the eyes on the face.
- Negative watching: eyes are slightly narrowed
- ? What sort of things eyes can represent?

  - Segíthet Hoppál-Jankovich-Nagy-Szemadám: Jelképtár. Heliko Kiadó, Budapest, 1990.

    - Look for examples in newspapers or on the Internet where the image and the content of the text signed do not match. What can be the cause of the difference?

*Mimicry*

Facial expressions as a means of communication, is mostly intended to reflect expressions of emotions. According to this concept seven basic types of emotion are reflected in our faces: joy, sadness, surprise, interest, fear, anger, disgust. Mimicry is due to fine innervation of muscles around the eyes and the mouth. A research group revealed 136 facial expressions and body movements out of which 80 are facial expressions and head movements. tA smile is the most visible sign of the joy. We all smile politely when we first meet somebody, or we are conducting a forced conversation. Mimicry can be manipulated, adapted to expressions, roles, communication strategies – certainly as a result of thorough knowledge. Consolidated eyebrows mean a grumpy, grouchy look often reinforced by tightly closed lips. the face can express surprise "fall one's face" as the saying aptly describes. In this case "the mouth of the person surprised will remain wide open". The open forgotten mouth may also mean high concentration, which is also confirmed by an outstretched tongue. As a general rule, however, that we keep our mouth closed. In everyday life, if someone wants to conceal his feelings, thoughts then he/she is watching the communication participants with an unblinking so-called poker face.
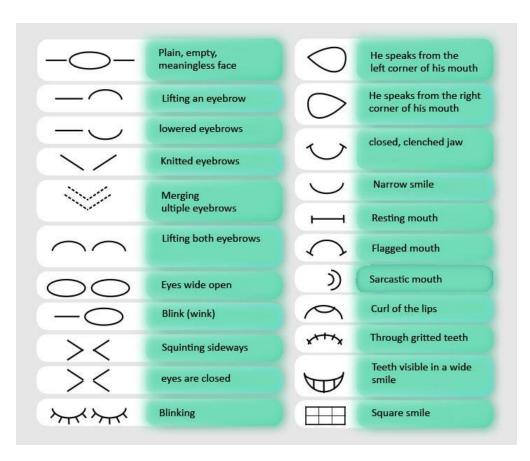
*Figure 24:      Symbols to put down the meaning of facial expressions*

❀ Check out the most common used symbols describing mimicry. What kind of emotional state do they indicate? How can even emotions be expressed by our body? Give some examples!

? In what situations the teacher's poker face is needed?

*Gestures*

Movementthe of hands, head, arms are considered gestures, their complex movement is guesturing. They may have a role in the regulation of communications.

Head gestures: if somebody ''wilt down'', that is drooping his/her head, it is an expression of sadness, hopelessness; the lateral moving of the head means uncertainty, denial in most cultures; the head held up reflects

neutrality for the content of communication; the head tilted slightly sideways is a gesture of interest.

Hand gestures – combined with movements of other parts of the body or together – can be regarded as the most sophisticated system of nonverbal signals. The original meaning of the handshake – the presentation of a blank so unarmed hand – perhaps now it preserved only in that the parties also express the completion of hostilities or a fight – perhaps a closure of an arduous negotiation – with a handshake. As part of the hand fingers are tools for everyday communication. The raised index finger is a sign of warning, raising attention, threat; the curved forefinger expresses call, approchement.

*Clasped handt* are also definite indications. The gesture may occur in three ways: clasped before the face, resting on the desk, in a sitting position in the lap, in a standing position located at the bottom of the trunk. There is a correlation between the height of the hand position and the negative condition of the personality. With a person in a sitting position with hands clasped in front of the face is the hardest to make contact. Two hands contacting fingers, the guesture of the so-called spire has two versions. The rising spire is a guesture of confident people, who discuss their message for a long time. Its lowered version is used by these people when they are listening to the others. This gesture often appears in hierarchical relationships, in case of either office or situational competency gap.

> 📖 To find out more about the gestures Roger E. AXTELL book: Gestures will help, which summarises the recommended and prohibited body language kind of behaviour from all over the world.

>> ✦ Collect gestures from the pedagogical practice that substitute the verbal communication!

*Posture*

The concept of posture, postural communication means communication changes of the body in a standing, sitting position. Emotions are often reflected in the posture that are not detected by the communicating person or want to hide. If somebody ''sinks in himself/herself*",* then it is a message about emotional loss or spiritual defect. Saying something with ''pride bulging breasts" expresses confidence, success.

Emotions can be affected by your posture, sucha as as people sitting back resting are probably not anxious, flaccid muscles, loose position serve the relaxation. The body is also involved in the regulation of the communication process: someone who wants to speak in society, he/she slightly tilts the upper body forward; if we talk to somebody we also turn our body towards him; if someone is welcomed, we nod our head or the

biccenthetünk fejünkkel or tilt the top part of the head and trunk slightly forward.

    ✦ What is the meaning of the following idioms? What posture do they indicate? Collect similar proverbs, idioms, phrases!

    - To stand like Balaam's donkey.

    - To stand like a foolish in the farewell.

    - To stand stock-still.

*Control the spacing*

Control the spacing or proxemics, distances related to interactions in the human society are regulated by terms of the interaction and norms established in cultural traditions. Considering relationships between participants in the communication and communication conditions four types of distances are distinguished:

*Confidential and intimate distance: 0 – 0,5 metre.*

− Within 0.25 metres faint whisper can be heard, eyes are focused on a small area of the partner's body, the sense of smell plays an important role and it is possible for partners to touch each other.

− 0.25-0.50 metres: the distance between the partners is confidential. Whispers indoors, quiet voice outdoors are exactly clear. Partners still can feel each other's scent and touch each other.

Personal distance*:* 0.5-1.2 metres.

− Speech is quiet indoors. It is a suitable space to discuss confidential, personal issues. The role of the sense of smell is reduced, the partner's body is almost entirely in angle of sight.

*Social distance: 1*.2 – 3.0 metres.

− It is appropriate for normal-volume conversation. The figure of the partner is completely visible, the sense of smell (normally) loses importance. Used to discuss official themes, appropriate for complimentary.

*Public distance: 3.6 – 7.5 metres.* Generally, it is appropriate spacing for presentations, speaking in front of the public community. Only the loud speech is understandable.

    ? Do you know nations whose proxemics are different from ours?

Logos, cultural signals

Clothing, hairstyle, body decorations, badges are classified as nonverbal communication which pass on information to participants in the interaction. These signals make sense in cultural context and with consensus therfore thus are also called cultural signals.

Dressing is the most obvious indicator group. As a basic rule we can say that our clothes should be selected such that on one hand we feel good in them and on the other hand they must be suitable to the company and to the occasion.

Movements done with the hair have a communicative value. Pulling the hair or throwing it back flagrantly can be expressive gestures.

Makeup can express firmness, inaccessibility, elegance, even playful fun, desire.

Tattoos, body painting, body jewellery tend to be more fashionable primarily among young people, they are used as symbols of togetherness.

? Do you know literary works, films in which the description, presentation of the appearance of the character prefigured the fate of the character?

*Chronemics*

There are different amounts of time units for each stage of the interpersonal communication. Introduction, greeting usually takes a short time and most of the time should be spent on data communication such that both parties could get a word. If one takes the word and speaks without end, the other keeps quiet and participates silently in this one-sided communication. The silence can be ''meaningful'', ''ambiguous'', it can be the sign of decline, but also the sign of the incompetence. As the saying goes you need to know to listen. You especially have to listen to representatives of the helping professions consciously. Teachers need to give great attention, small gestures to help students who find it more difficult to reply. You do not only be able to listen, but to feel the body language of your partner and to know from the psychological state reflected in this way when to speak.

? In what communication situation long greeting and saying goodbye are justified?

⊕ Formulate such situations where the silence has a role!

☐ Tasks of nonverbal teacher communication curriculum and lots of other tasks can be found in the book of Erzsébet Fercsik – Judit Raátz: Oral and written communication.

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### 7.2.7   Effective teacher communication

What students consider important in the communication of effective teachers? Based on Check's (1986) questionnaires:

*Appearance:* They greatly demanded that the teacher should be well-dressed and this was considered more important for female teachers than for male teachers. During giving a lecture it was positively considered if the teacher walked in the classroom.

Educational communication*:* the method building on only performance is less appreciated, the debate is more popular. However, if it is about a lecture the audience will much prefer a structured lecture perhaps also accompanied by a sketch. They expect from the teacher to explain main contours of the lecture. A structured, but monotonous and slightly boring lecture is more preferred to be listen to than one full up with flowers of speech. Requirements which are incurred: Talk with us, not just to us. A teachers should have valuable, up-to-date information. He/she should be able to communicate at the level of students. Examples should be said to illustrate concepts. He/she should detect where students are in the learning process. Somebody who can effectively use a good sense of humor, jokes and witty comments takes priority.

Relationship, emotional responses: effective teachers provide help in addition to compulsory group lessons. They approach their students friendly and sincerely interested in them. They have enthusiasm for teaching and for students. Students are treated as entity, rather than as a set of boring people They have not forgotten that they were once students. They have well-founded knowledge and are able to talk about it

Answers given for not effective teachers:
*Appearance:* dishevelled appearance, stuck-up.
*Educational communication:* dull, monotonous. They take long breaks during the lecture, and use repetitive fillers when thinking or embarrassed. They speak towards the table and not to students. They are not sufficiently informed, scattered, and abstract. They speak almost lying on the desk. They have bizarre manifestations.

Relationship, emotional responses*:* they have no sense of humor and can not be enthusiastic. They often use cynical comments and makes students in ridiculous in front of others. They often use profane phrases, ambiguous stories or sex-themed humor. They are insensitive to needs of students. They ride the high horse. They embarrasss some students in front of the whole class.

The results of this study suggest that the appearance, movements performed during the teaching activity, the organization of the verbal content

of communication and communication elements transmitting emotional messages are equally important factors for students and determine the teacher's success.

? According to what criteria can you group what students consider to be important in the teacher's communication?

1. *IMRE SZITÓ: Kommunikáció az iskolában* Iskolapszichológia füzetek, 7. sz. *Budapest,* ELTE 2007.http://katona-szito.uw.hu/publikacio/komm.html

2. *LÁSZLÓ ZRINSZKY: Bevezetés a pedagógiai kommunikáció elméletébe* Budapest, Nemzeti Tankönyvkiadó, 1993

### 7.3 SUMMARY, QUESTIONS

#### 7.3.1 Summary

Curriculum of the lesson gives an interpretation of the communication phenomena and thus gives criteria for conscious and efficient conversion of teacher communication, familiarises aspects of language and non-language communication. Studying the parts, answering questions, performing exercises allows the enrichment of theoretical knowledge, evocation of experiences and memories, situations and analysis of situations and in this way improving communication abilities.

#### 7.3.2 Self-test questions

1. Give the definition of the concept of pedagogical communication!
2. Descrbe characteristics of the pedagogical communication!
3. Formulate what are the impacts of the school and those of the class as communication spaces on interactions?
4. Describe The role of the teacher's non-verbal means of communication in the educational and upbringing processes!
5. Summarise the conditions for effective teaching communication!

#### 7.3.3 Practice tests

⊕ Select from the options pedagogical the concept of communication!

1. Everything in which the transmission of information takes place.

2. Everything in which the transmission of information takes place, regardless in what symbols or systems (in codes) the information is expressed in.

3. Subjected to goals, regulated, institutional, more or less methodically prepared and conducted communication.

4. The flow of information between man and man.

**Solution: 3**

✦ What is the science for the research areas of which the following list fits? Researching series of consciously planned interactions in the education, the development of a personality towards positive goals, educator's conscious and unconscious alignments, and ritual elements.

1. Linguistics
2. cultural theory
3. information theory
4. social psychology
5. manipulation research

**Solution: 4**

✦ What are features of the public zone?

1. 1.22m - 3.6m
2. Over 3.6m
3. This is the right distance when we are talking to a large number of audience.
4. We are such a distance from strangers and from those we do not know well.

**Solution: 2, 3**

## 8. LESSON. INTERACTIONS IN THE PEDAGOCICAL PROCESS

### 8.1 OBJECTIVES AND COMPETENCIES

Interactions are basic units of social interaction, which are recognisable in the educational process, in lessons in many cases. This course introduces students to the classroom interaction research, describes the most common methods. After learning these, students will be able to measure relationships participating in the learning process, the teacher's effectiveness with these procedures.

### 8.2 CURRICULUM

#### 8.2.1 Interpretation of the interaction

The term interaction is often used by several disciplines and even the colloquial language. Hereinafter we will chronologically review its communication theory, social psychology and pedagogy theoretical approaches.

Behavioural sciences and communication theory approach: its most famous representatives simply identify it with the concept of communication.

However Béla Buda (1986), a national expert in the area distinguishes interaction from mere communication on the basis that the communication is not necessarily a supplement to the interaction. In case of interactions on the other hand it is a mandatory condition in the form of responses. For him the interaction has a broader definition because it contains action expressions which creates something uniquely constructed human product in co-operation with others. In addition, while communication typically means double events or events broken into double, the interaction situation can develop in groups, in social situations.

In other context he also confirms that the communication and interaction are at different levels that "the communication is therefore an interaction event learnt in interaction, both poles of the interaction are necessary to learn it." (*Buda*, 1992, p. 35) that means the stimulus and the reaction.

László Fodor (2003) also gives a broader meaning to interaction than to communication identifying it with all kinds of action expressions, not just a simple operation of the communication channels, i.e. exchanging messages.

Psychological interpretation: A number of representatives of psychologists examining social relationships interpreted the interaction in various ways.

Blanka G. Donáth (1975) briefly described it as a contact between persons, a kind of an interplay.

Imre Szitó (1983), in agreement with representatives of the California School practically also mentioned it as communication, however, during which people participating in it influence each other while the exchange and sharing of thoughts and emotions are taking place always in a particular context.

József Forgács (1993), drew attention to the importance of susceptibility to develop interpersonal relationships what he considered to be the standard of practice in many areas of life.

István Szabó (1994) describes interactions mutually effecting on each other as the essence of every interpersonal relationship, which are regulated by reports agreed on by the participants for the purpose of forming a reasonable relationship.

György Csepeli (1997) consort with representatives of a more stratified perception, also distinguishing the interaction from the communication: The interaction is relationship emerging between two or more persons which is regulated by jointly agreed reports of the respective parties in accordance with their requirements, which determined by the rationality and controling values of the parties proceeds them to reasonably and usefully be conducted in their relations with each other.

Anna Vörös (2004) in relation to the concept also mentions communication but narrowing it to interaction between partners which affects their relationship, well-being. Persons participating are interactive, the signal of one party will be followed by feedback from the other party. She also covers the transmission of information carried out during the interaction process, when the message starts from the transmitter after proper encryption then traveling through a specific channel, arrives at the receiver after decoding. Also draws attention to the still existing, but currently defined context that is necessary to understand the message.

Summarising: the interaction means that at least two people are in contact with each other in order to influence their behavior. Participants are ready to change their attitude, behavior. The interaction can also be interpreted as a condition of human relationships as a flow of actions and reactions. In this context, the communication can virtually be interpreted as means of the interaction, criterion of its realisation or be perceived as an element the content of which supports the exchange of information signal.

### 8.2.2 Pedagogical significance of the interaction

Understanding the behavioural sciences and communication theory and the psychological approaches we can conclude that interactions can be identified as essential elements of social coexistence.

The teaching-learning process is also a chain of interactions between persons. Interaction situations observed in lessons already were in the crossfire of inquiries on pedagogical topics in many cases in the 1960's. Whereas the effectiveness of educational work was basically determined by the teacher's activities, interaction skills thus researches were mostly focused on the professional identity managing the learning process.

The pioneer of the theme, the American Flanders, mostly focused on verbal activities of teachers.

Cheffers facilitated a more exact analysis of teaching activities with the possibility of observability of non-verbal elements and then it was extended towards the pupils.

Research of the theme is also significant from a pedagogical point of view because the interaction process between teacher and student serves as a model also in the behavior of students. With an analysis of interactions the efficiency of the educational work can also be measured, because it helps us understand the teacher's educational style, his/her views, effectiveness or even the current teacher-student relationship.

According to Gordon Thomas (1980) examining interactions between teachers and students related to openness, honesty, caring, mutually clean claims or the teacher's reflections may give an adequate support in the development of a good relationship model.

### 8.2.3 Methods used in the research of interactions

When choosing the applicable research methods after the conceptual framework of the study is defined, two types of research paradigm can be chosen:

#### 8.2.3.1. Positivist, use of a quantitative-based methodology

In which keeping sufficient clearance from the phenomenon as an outside observer measurements are carried out therefore observation is an applicable method.

In order to ensure objectivity a practical method is the structured observation. In doing so, the observer is either actively involved in the educational process or melted into the background meanwhile naturally or by using a predefined set of codes – directly or by using technical means – carries out his/he r work.

#### 8.2.3.2. Application of interpretative, qualitative methodology

In this case, the purpose is to understand and explore the examined person's thoughts, opinions related to current-induced phenomena and the intent causing that act.

In this case those involved in the study have the same right to declare themselves in the presence of active research and amidst interactions between the researcher and the researched person. Analysis of the evocation of the lesson supported by video playback is appropriate for this.

### 8.2.4   Category-systematic method of observation

Flanders developed an unique method for the observation and analysis of teaching communications (Flanders, 1977). The domestic literature also mentions it several times and also deals with the introduction of it but categories of observation and the way of analysing data is not widely known.

For more information about the method and its theoretical background can be read here:
http://www.szitoimre.com/doc/06_Kommisk_szito.pdf

### 8.2.5   Flanders interaction analysis system

The method has been developed to describe interactions taking place between the teacher and students, which is suitable for the observation and analysis of teacher communication. It was assumed that most of the teaching functions are achieved through a verbal communication, and also that the non-verbal communication is highly correlated with verbal communication. The fundamental objective of the method is to distinguish between (indirect) teaching activities increasing the student's freedom.

#### *8.2.6.1. Categories*

For recording teachers' speech 7 categories
Recording students speech 2 categories
Recording silence 1 category

Teacher speech – Response
1. Accept emotional revelations
2. Praise, encourage
3. Accept or use students' independent thoughts

Teacher speech – initiative
4. Ask
5. Lecture, explain
6. Order
7. Criticise

Student speech – initiative – response
8. The student verbally responds

9. The student verbally initiates

10. Silence, confusion

### *8.2.6.2. Technique of Recording*

Fixing classroom happenings can occur with video and tape, as well as by direct observation. In any case, after a long practice it is worth taking the minutes.

The interaction process is very accurately mapped if we take notes every 3 seconds. For this purpose a graduated table is prepared in which the number of rows corresponds to the number of minutes we want to be constantly monitoring, while the number of columns corresponds to the distribution of a minute.

In the empty cells the serial number of the observation category is registered which is the relevant unit of time.

If you do have monitoring data, the interaction of behaviors can be prepared. To do this we register in cells of a 10 times 10 table what types of behaviors followed each other with what frequency in pairwise comparison.

This type of data analysis allows you to create a dynamic interpretation of the teachers' and students' statements. This table is therefore necessary for the pairwise comparisons of behavioral categories. Flanders also dealt with the interpretation of some special areas of the interaction matrix.

For more information about the possibility of analysing the matrix and tables and their interpretation read Iván Falus (1996)(ed.): Introduction to methods of pedagogical research. Keraban Kiadó Budapest pages 140-145.

Attachments: data collection sheet, for matrix, for matrix analysis
(It is to be attached after page 158!)

## 8.3  SUMMARY, QUESTIONS

### 8.3.1  Summary

This chapter introduced the most important features of interactions providing basic building blocks of social, collective human relations.

It presented main aspects of the analysis of interactions in the classroom, hinting at qualitative and quantitative approaches, and the method of interaction-analysis developed by Flanders.

Learning the method enables teachers to explore the hidden, exciting and instructive educational processes and to improve their self-reflection abilities.

### 8.3.2   Self-test questions

1. How is the term interaction interpreted in the science of communication and in that of psychology?
2. List the significance of the study of interactions from a pedagogical point of view!
3. Describe categories used in the assessment of Flanders's classroom interactions!

### 8.3.3   Practice tests

❀   Complete the sentences!

Most people identify the term interaction with the concept of ...................

Communication can be interpreted as a ................ of interaction, criterion of its realisation.

Flander's category system consists of .....elements from which 7 categories are used to observe the teaching behavior, 2 categories to observe ...................................... and to observe interaction breaks. .... categories are applied.

Multiple-choice test questions – *Only one possible correct answer!*

Flander's method is suitable for

    a) exploring the hidden network of communities
    b) the observation and analysis of teacher communication
    c) recording student behavior

## 9. LESSON: REFLECTIVITY IN TEACHER'S WORK

### 9.1 OBJECTIVES AND COMPETENCIES

Concepts of reflective thinking, reflective teacher and self-reflection are frequent expressions of teacher education and teacher research literature in the last few decades. The course introduces students to basic concepts of reflective learning and teaching, preparing them for the application of a strategy based on continuous self-monitoring and on development of educational activities.

### 9.2 CURRICULUM

#### 9.2.1 Reflection

Reflection is regarded as a tool for the development of teaching activities, for the relationship between theoretical and practical knowledge.

The concept of reflection:
The teacher personally developed practical knowledge together with views from previous experiences form the evaluation system which is central in the relationship between knowledge and action and in development. The evaluation system (including previous experiences, the teacher's personality, role expectations and knowledge) interprets and analyses the knowledge and practical activities.

During the process new skills are filtered for, so only those found to be important and useful are built in. New information, experience can also modify the evaluation system so it can get to a more advanced level and thus in the future it will have a filter, managing role. With the help of it the teacher becomes aware of his/her activities, his/her decisions will be reasonable.
Although the concept is so widespread, it is not new.

#### 9.2.2 Thinkers about reflectivity

It is already mentioned by *Dewey* (1933, 1951). In his opinion the reflection is an active, persistent and precise examination of our knowledge and opinion togerher with a consideration of conclusions derived from them. Dewey regarded reflection as a form of thinking which is created by a given situation then through testing possible actions by thought the situation can become clear and the problem can be solved. (Kimmel, 2002, 2006; Szabó, 2000; Szivák, 2002).

Dewey made a distinction between routine and reflective activities. The latter takes place after a thorough study of the causes and consequences of the action. However, Dewey has found that the balance of the routine and the reflectivity is required in teaching activities since without a certain amount of routine life is not manageable (Falus, 1998).

At a later stage the role of reflectivity can be read about in Schön's (1987) works. Schön described reflectios as a kind of experiment in which the role of reflection is nothing else as to allow the dialogue between the reflecting person and the problematic situation. Under this interpretation the expert frames of the problem based on his/her theoretical and practical knowledge. The reflection is considered to be a thinking mode, by means of which you can reasonably choose and take responsibility for your decisions. (Szivák, 2002.19)

Reflections during the activity and the reflection on the activity were distinguished. Teachers, due to constantly assessing and analysing their own activities, they are also constantly learning from them. The teacher's evaluation system is created from personal experiences, from knowledge taken over and from values in a spirally developing process.

Griffiths and Tann further thinking Schön's division, distinguished 5 dimensions of reflection:
1. Quick reflection – during which immediate and automatic reflection happens during actions
2. Correction – which is a strategic reflection during activities
3. Review – informal reflection of activity
4. Research – systematic reflection of activity
5. Theorising and research – a long-term reflection on the activity using scientific theories.

*Wubbels and Korthagen* (1996) understood reflection as a 5-step spiral process. Steps of these: 1. Action 2. review of the action 3. raising awareness about the important moments 4. develop alternative modes of action 5. testing.

Subsequent studies describe reflectivity as a means providing an opportunity for taking-off from the routine, to develop new evaluation methods. The means of this are discourses, dialogues of conversations that help in the development of reflective thinking.

### 9.2.3   Conditions and hold back of the reflection

Dewey (1933) formulated four main criteria for the reflective educator:
- openness to ask about ordinary things,
- the sense of responsibility, which will consider short- and long-term consequences of activities,
- commitment,
- the straightness, which you can use without bias, without any emotion, you are able to reflect on a subject.

(Kimmel, 2006; Szabó, 2000)

Magdolna Kimmel (2006) systematised limitations of teacer reflections mainly on the basis of Anglo-Saxon releases. She listed personality traits into the first group which were conditions for reflexion as characteristics of the adult, mature, rational, autonomous personality: self-awareness, self-confidence (the belief in their own effectivity), emotional balance (emotional discipline), flexibility, openness, communication and interpersonal skills development level, sense of responsibility, developed metacognitive skills and realistic self-assessment.

Emotions and related factors are listed in the second category of inhibitory factors.

The third group of issues focuses on knowledge. Teachers need quite diverse, wide-ranging knowledge. In addition to the subject knowledge, pedagogical content knowledge and curriculum knowledge are essential for teaching. The content knowledge includes equally the methodological repertoire and the knowledge of children, learning processes and facilitating them, while knowledge of the curriculum tied to tools, information sources, and knowledge of their application.

An additional inhibiting factor of teacher reflection: the education context, the operation of the school's institution, bequeathing order for a long time, tradition. What is required from teachers in the school is also an influencing factor.

These components are required to be able to analyse teaching activities.

For beginning teachers she thinks that a reflection inhibitor is that the amount of their knowledge is not enough.

### 9.2.4   The reflective teacher

The approach of a thoughtful, sensitive, analytical teacher was developed in contrast to the approach in which the teacher was interpreted as an employer of the technical skills. At the same time, it was against the impact of top-down teaching reforms in which the teacher was considered as only an executor and user of developed curricula.

Features of the reflective educator:
-   ability to identify and isolate problems raised in the classroom and to try to solve them,
-   being aware of the fact that they have given values and assumptions and are able to see these critically,
-   take into account the institutional and cultural context of the location of the teaching,
-   participate in the development of curriculum and in the school development, also feels responsible for his/her own professional development.

### 9.2.5   Portfolio, as a means of self-reflection

The portfolio as a selection of works of the student/teacher, also suitable to demonstrate how teaching competencies of the author have been developed at the same time using it the way leading to a given result also becomes visible. One of the basic requirements against the portfolio is to reflect the reality, should be well-structured, selective and reflective.

For more details about the portfolio read Iván Falus – Magdolna Kimmel: The portfolio. (Gondolat Kiadó, ELTE PPK Neveléstudományi Intézet, Budapest, 2009) and on the link:
http://www.oktatas.hu/kozneveles/projektek/tamop_315_pedkepzes_fejl/projekhirek/nyitokonferencia_beszamolo/5_szekcio

### 9.3   SUMMARY AND QUESTIONS

### 9.3.1   Summary

The reflective teaching approach is beginning to take root in the home instructor-educational work. This way of thinking combines knowledge gathered about the pedagogical knowledge, teaching decisions and thinking, the teachers's believes and conceptions.

The reflection is important because in the short run determines the mood and reactions of teachers and through these the effectiveness of their

teaching methods, in the long run also their own ideas formed about success. It can confirm teachers in their activities, can point to the need for development, direction of it.

### 9.3.2 Self-test questions

Formulate why is reflection important in the teacher's work!
Describe what are conditions for the formation of reflectiviy!

### 9.3.3 Practice tests

Multiple-choice questions – *only one good answer is possible!*

Who first dealt with the role of reflectivitythe in the activities of teachers?
  a) Schön
  b) Dewey
  c) Judit Szivák

Basic requirements for portfolio:
  a) well-structured
  b) selective
  c) colorful, decorative
  d) reflective

*Complete the following sentence!*

A reflective teacher is able to ………. and to isolate problems raised in the classroom and tries to …………. Them.
A reflective teacher is aware of having given ………… and assumptions and is able to see these ………

## 10. LESSON: TEACHERS IN RESEARCH

### 10.1 OBJECTIVES AND COMPETENCIES

The lesson is a comprehensive overview of the pedagogical research methodological that will help you in the analysis and research of the pedagogical literature; in the observation of phenomena and testing them in pedagogy; in making questionnaires and tests in order to measure the level of knowledge; in designing, completing, the evalutaion and publication of the research activity.

The content of lessons will contribute to the development of scientific expertise, knowledge of subject matter curriculum; to the conscious design of pedagogical processes and activities; to the development, evaluation of the personality of students and student groups and communities; to the preparation to take part in innovation, in tenders, in researches.
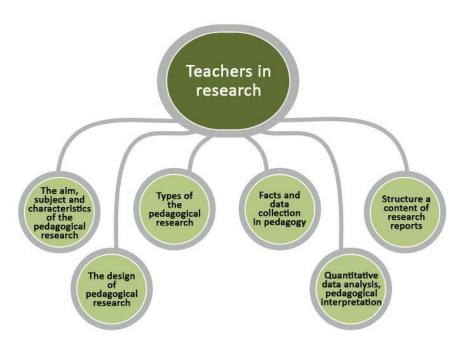
### 10.2 CURRICULUM



*Figure 25: Topics of the pedagogical research in the lesson*

### 10.2.1 The aim, subject and characteristics of the pedagogical research

Practicing educators often express their views on education, on characteristics of the learning and teaching process, form their own norms and rules. Subjective views may be different from reality, have the potential for making errors. Errors can be traced back to inaccurate observation, reasoning errors, false analogical thinking, generalizations, the failure of the detection of causal relationships.

The pedagogical research eliminates the everyday cognition errors. The scientific theory means the sum of knowledge gained with scientific methods. Central elements of the pedagogical research are measurement, data analysis and interpretation.

*Subject of the pedagogical research:*

−   the reality of education in which the instruction is included; links between the educator and the educated and factors determining the relationships. The most important empirical methods of pedagogy are **observation, interview, test and experiment**. Its main theoretical approaches are the **analysis of documents** and **content analysis**.

Depending on the research problem different research strategies can be chosen. When the deductive or analytical research strategy is applied results are obtained on the basis of the analysis of existing general principles, laws. In the case of inductive research strategy you get to the theory based on the pedagogical reality and data collected there.

Concepts of the theory and practice are constantly in the spotlight of the pedagogical research. The theory is knowledge created from a particular field, the practice is action appropriate for a defined purpose.

### 10.2.2 The design of pedagogical research

#### 1. Selection, definition of a research goal, problem

The aim of pedagogical researches is to increase the effectiveness of pedagogical activities by the exploration of new knowledge, by clarifying and deepening the knowledge system. Research goals can be implemented by prevailing and recognising relationships and regularities in the training and education. Important goals: the development of areas of education, pedagogy, the solution of theoretical and the practical problems, publication of the data and information obtained.

Sources of research problems*:* practical work, theoretical lines, the pedagogical literature. Criteria for the evaluation of research problems: whether it contributes to the theoretical knowledge of pedagogy, whether

there is a practical benefit, whether the methodology of research develops, whether the research leads to new research, whether the topic is relevant, whether the topic can be researched.

## 2. Exploring, critical analysis of the literature related to the topic

An essential element of the orientation of research is the knowledge of the relevant literature and through this clarifying the conceptual framework and hence learning about theories, models, research results.

Key objectives of the exploration and analysis of the literature: refining the research problem, a more precise delimitation, defining functions of the research, the establishment of hypotheses; choosing research methods and tools, avoiding unnecessary repetitions, proper interpretation of research results.

Sources to explore the literature:

−   Preliminary sources: catalogs, reference journals - one or more fields, exploratory periodicals of the science latest, primary literature – and bibliographies – a systematic list of books, documents -.
−   Primary sources: first hand research reports presenting various research results, papers, dissertations, monographies;
−   Secondary sources: summaries, analyses created on the basis of primary sources: lexicons, encyclopaedias, reference books, textbooks, notes, volumes of studies, articles.

### Processing techniques of the literature:

−   After the delimitation of the research topic by looking at secondary sources the research problem is refine, defined, get to know the basic terms and key concepts.
−   The latest volumes of the major abstracting journals the problem can be refined further and additional key concepts can be learnt.
−   The most important key terms can be listed, and help collect primary sources a few years back.
−   The speed increases if you first read the summary, abstract of studies.

The processing of read studies can be helped by taking notes. the basic requirements for taking notes: the accuracy, retrieval. *T*wo main forms of note-taking can be distinguished:

−   Logging extraction = the necessary notes are recorded in a book in succession.

- In the case of tagging a unity of thought of the literature, bibliographic data of some works are put down on separate slips of paper.
? What are the advantages of the literature review?
? what are the main steps of exploring the literature?

&#10070; Choose a research topic! Consider how literature could be collected for this!

&#8853; Tag a freely chosen study!

### 3. The wording of hypotheses of the research

The hypothesis is a statement which expresses assumptions of the researcher related to variables and on their relationship in the problem. The aim of the research is to verify the hypothesis.

Characteristics of a good hypothesis: it must have an explanatory power; relations of variables are marked in the form of a judgment; build on existing knowledge; clear and measurable terms are included in it; Simple and concise; it can be clearly justified or rejected.

*Methods of formulating hypothesesi:*
- In the null hypothesis it is assumed that there is no correlation between variables.
- In an alternative, nondirectional hypothesis relationships are assumed but their directions are not given.
- In an alternative, direction indicating hypothesis the direction of correlations is also shown.

### 4. Units of analysis, and sampling

In pedagogical researches a unit of analysis is most commonly the individual and the group (for example, a school class). Further units of analysis can be: products, social interactions; practices; roles; lifestyles, the subculture.

The scope of persons to whom results of your research are intended to be extended are called base population or population. The subset of the base population, where the research carried out is called the specimen.

Criteria to determine the sample size: the importance of results, the strength of factors examined, characteristics of the population, the number of variables to be analysed, characteristics of research methods.

Sampling procedures*:*

-   In case of random sampling, it must be ensured that all members of the population have the same opportunity to be in the sample.
-   Grouped random = gradual the essence of it is to randomly select a group and within this also at random each individual.
-   In mechanical random sampling the pattern is selected according to a certain system.
-   In stratified sampling characteristics of the population is known and the pattern is chosen for the purpose of the research.

    ❈    Find empirical research reports from journals where the sample was not representative! Type the procedure of the sampling!

    ❈    Look for examples nationally representative studies!

### 10.2.3  Types of pedagogical research

To solve research problems you must select the the most appropriate from different research strategies, methods. When choosing, applying and developing methods criteria of validity, reliability and the objectivity should be followed.

#### 1. Field research

During the field research phenomena are observed in the natural environment, the observation results in qualitative data and also leads to create a theory.

In the field research active techniques, the interview can be used. A case study focuses on one or a few examples of the pedagogical phenomenon.

Basic procedures for field research*:*
Observation = scientific observation based on objective facts, structured, planned activity. When designing the activity the subject of the observation, the place and the time, duration of the observation, the observation periods, the sample to be monitored, observation techniques, the method and tools of data recording are defined.

In the pedagogical practice the protocol is a prevalent monitoring tool. The description can be complete (holistic) or selective. The latter means a full description of only a certain – highlighted by selection – range of phenomena. Logs, records are methodologically less tied. In the structured observation method the examined phenomena are describes according to guide lines, category- and semeiologies. In the case of estimation scales the

task of the observer is to judge that the specific criteria to what extent is responsible for the phenomenon.

- Interview = the **unstructured** version of oral individual interviews is effective in the investigative, exploratory phase of the research, as the informal form, the flexibility and improvisation of questioning helps in mapping the views and opinions, and in their prior knowledge. In the application of **a structured interview**, the interviewer uses predefined checklists. After the introduction, issues of interest the main substantive issues occur, and finally, the demographic questions may be included. **The group interview** is used to identify group opinion, suitable task to for grasping it. An informal conversation is also called **in-depth interviews**.

- Case study = the researcher studies one or a few examples of the phenomenon of pedagogy. Both the examined "case" and the specific example may be a group of persons or a particular period of time. It can be descriptive, explanatory. The purpose of **an extended case study** method is to reveal existing gaps, contradictions in the theory, and an appropriate improvement of theoretical gaps found.

### 2. Historical research, document analysis

The history analysis – as the field – is a qualitative method in which the main sources of observation and analysis are historical documents. Analysis of the source is linked to the past, the analysis of the document is linked to the present and only to the extent required to the understanding, assessment of the present conditions deals with the recent past.

Research methods in which researchers examine pedagogical phenomena without influencing processes:

- Content analysis = communications mediated by educational products can be studied. Important questions: „who, what is said, to whom, why, how and with what impact?" as a data collection method primarily seeks to answer the question what. Answering questions "why" and "with what impact" take place when analysing the data obtained. Sources of content analysis: textbooks, educational periodicals, school performances, papers, drawings or artistic creations of students, school regulations, the websites, written messages in the checker, etc.

- Analysis of statistical sources = figures (statistics systems) are analysed. The Web can get a central role in finding available data sources, statistics relevant for the research. Computer information retrieval systems allow a quick and extensive search.

−   Historical analysis = research the history of education in which the validity can be increased by using the more and more reliable sources. The task of the source criticism is to determnie the resources valódiságának, the reliability of determining the truthfulness, reliability of sources. In the interpretation of resources it is central to find relationships between facts, to formulate hypotheses. For example, the subject of historical analyses may be the formation and development of pedagogical concepts, views and theories.

3. **Questionnaire investigation**

Questionnaire investigation is very often applied in the pedagogical research, it is also known as survey methodology, written questioning, written Poll. The advantage of the questionnaire is that a large number of individuals can be tested at the same time.

−   The sociometric method = with the help of a special questionnaire it explores the structure of groups, hidden network of communities. In response to a hypothetical situation group members declare their attitudes towards each other, beliefs while answering questions. Answers are accumulated in a so-called **sociometric matrix**. **Sociogram** displays the network connections in a form of a figure. Individual sociogram shows the relationship of the individual system, while a group sociogram of the entire group. Perhaps the clearest version of the latter is a so-called target sociogram indicated in concentric circles which in addition to group contacts – sociometric status of individuals is clearly depicted. Going outwards from the inner circle team members obtained less and less points are situated. The least selected person is in peripheral, the one in the inner circle is in a central position. *As far as the results of* the investigation are concerned it is important to emphasise that it shows only the current (at the time of the survey, and inherent in the choice of potential situations, inherent to a specific criteria) structure at all times. Exploring reasons remains a further task which may be the subject of other – for example carried out by observations, interviews – studies.

−   Recording questionnaire = according to the method of inquiry several methods can also be distinguished for questionnaire surveys. Knowledge of them is not only of practical importance, but also because this knowledge can help to collect more usable data. We are talking about self-administered questionnaire if the respondent is asked to fill in an individual questionnaire. The questionnaire can be filled in by the interviewer so that he/she asks questions and puts down the answers. Today it is widespread on the World Wide Web

the application of questionnaires placed and completed on a web interface.

### 4. Examination of measurable phenomena, testing

Test is measured experiment. In the pedagogical research measurements are talked about when to some property of a specific thing a number will be assigned on the basis of an adopted rule. Three goodness indicators of tests are the validity, reliability and objectivity (relevance).

The test consists of smaller units can be independently assessed the exercises. The smallest meaningful elements of a task – can no longer be broken down – are the items.

According to the purpose and even instruments of the measurement norm-and criterion oriented testing can be distinguished. In norm oriented testing the performance is compared to characteristics of the population, the average of the selected sample. In the criterion oriented testing the measured feature is compared to a natural reference point. In the pedagogical practice reference points are usually some co-curricular requirements.

### 5. Experiments

The essence of the **experiment** is to do something, and then observe consequences of the action. The researcher carefully controls conditions strategically intervene in the phenomenon. Experiments just differ from observations that variables wanted to be kept under a strong control in them. The experiment provides the strongest causal control of hypotheses. The **random arrangement** is an essential element of the experiment. The artificial **laboratory experiment** can be applied as a control for a natural experiment occurring in life situations.

  – The main elements of a classic experiment are: the independent (cause) and the dependent (effect) variables, the preliminary and the follow up investigations and experimental and control groups. In the simplest test procedure, in the one group experiment (self-controlled experiment) even before the effect of the experimental stimulus (independent variable) the dependent variable is studied, its value is measured, and this is repeated after the impact. The difference in the initial and subsequent measures, data is interpreted as the effect of the independent variable. In the experiments the observation of the actual impact is ensured by the application of a control group not getting the stimulus. If data of pre- and follow-up investigations show

differences only in the experimental group then it can be attributed to the experimental effect.

– Natural experiment = in natural pedagogy situations, in **natural experiments** performed in the process of students' activities events are given therefore there are a number of validity problems. If an educational phenomenon – as a pilot action – occurred naturally, spontaneously then carrying out a retrospective survey, a follow-up study is the obvious solution for the purpose of analysis.

⊕ Select pedagogical phenomena which may be investigated by observations!

? What is a case study? Give examples for it!

### 10.2.4 Collection of facts and data in pedagogy

#### 1. Oral questioning

During oral questioning personal interaction relationship between the interviewer and the respondent(s) may influence the process of gatherin ginformation and the outcome. Thus, the application of this method makes sense if the interaction is essential in order to identify the problem. The inquiry must be prepared carefully in order to ensure the efficiency.

The interview method may be appropriate to explore links and to capture trends, to verify and strengthen regularities. It can be applied before starting the research process as preliminary information, in the research process at areas assigned to research objectives as a means of data collection and for explaining results of the research.

The main types of oral questioning**:**

– According to the number of participants individual and group interview can be mentioned.

– In terms of the methods used it can be an unstructured interview the informal discussion) and a structured interview (the guided conversation), dynamic interview (the respondents can talk freely about the topic), the narrative interview (topics of which are events happened in the life of the person interviewed), the semi-structured interview (focused conversation, there are specific questions to be asked but it is left up to the interviewer how to ask them).

– According to the interviewer's behaviour it can be: soft (the interviewer creates a strong relationship of trust with the respondent), neutral (the interviewer acts without any emotional connection, in a

friendly way, but objectively), hard (the interviewer asks in an authoritative position.

## Types of questions:

−   Based on their functions they may be: main questions focus on the the research problem directly and additional questions are asked to increase the reliability of the information. Such questions are called demographic (the objective is to gain information about respondents), introductory (the objective is tuning), control (authenticity and reliability of information provided is verified), and closing (its purpose is closing the interview).
−   According to the margin of the respondent questions can be open and closed. In the case of open questions respondents can express their own opinions. Basic types of open questions: short, questions requiring factual communication and a longer exposition. In closed questions opportunities for people surveyed to answer are limited, restricted. Basic types of closed questions: multiple-choice, comparative ranking questions, questions of intensity (evaluation of statements according to criteria).

### 2. Preparation of questionnaires

−   Aspects of choosing forms of questions in a questionnaire: A kérdőív kérdésformáinak megválasztásának szempontjai: the theme of the study, peculiarities of the respondents and the planned data processing and analysis. By questionnaires the following information may be obtained: personal story and behavioral data, knowledge, opinions. Regardless of the content questionnaires may be: explicit (straight, direct questions about information), implicit **(**when based on the responses information sought is likely to be deduced), closed and open. Care should be taken when drafting the questions to ensure that they are worded clearly, unambiguously, concisely, to avoid the negative forms and suggestive questions.
−   In the construction, penmanship the orderliness, fragmentation, clearness are the requirements.

### 3. Achievement tests

The goodness, validity of achievement tests can be ensured if the test maps the system of knowledge recorded in goals, requirements and the curriculum as much as possible. For this a versatile analysis and exact knowledge of the curriculum to be measured is essential. Levels of items selected for measuring*:* recognition (knowledge level), the level of

reproduction and the level of implementationa. We can talk about knowledge related to actions – operational, practical, procedural – and about knowledge related to the design and control of actions, about the Metacognition. Traditionally distinction between knowledge (''To know what") and skills (To know how") is typical.

Multiple-choice problems suitable to measure the knowledge-related elements of knowledge:

- In the case of the alternative choice two possible answers are given: one is right, the other is wrong. Therefore, the random chance of a correct answer is 50%. The problem selection can be: statement, on which the respondent must decide whether it is true or false; the problem together with the solution and the student has to judge the correctness of the given solution; yes or no questions.

- One or more answers given in the multiple-choice task type may also be correct; several of the listed statements are true (all of them), the wrong answer must be marked.

- In the case of fitting (pairing) the answers content connection must be found among the elements (concepts, results, dates, etc.) of two sets a content connection to find. Methods of mapping: one-to-one and one-to-several assignments

Answer creating tasks suitable to measure knowledge-related elements of knowledge *and skill-related knowledge:*

- The addition task, when one (or more) concept is missing from a specific sentence, and an incomplete statement must be complemented by entering the missing element(s).

- In the case of tasks that require short answers the learner must respond to a given incomplete question such that a single word, name, number, etc. is enough for the correct solution.

- In the case of the requirement of the long answer in order to give a correct, full answer a longer, most of the time whole-sentence answers or listing several knowledge elements are required.

- If the task requires essay type responses, then there is a greater possibility to test higher-order cognitive operations such as analysis, synthesis, problem solving and evaluation.

**Tasks suitable to measure skill-related knowledge:**

- Test tasks designed specifically for measuring skill-related knowledge can have many forms from the very simple to the very difficult: tasks measuring basic operational skills; word problems can be transfomed into test problems measuring problem-solving skills; measuring the

Hungarian language communication skills, abilities can be solved objectively.

- − Measurement of the speed of the skills: characterized by the number of solved task items per unit of time (for example operation/minute).
- − Rate of correctness: The number of correctly solved items is compared to the total number of solved task items (for example, as a percent of it).

**Formal and technical requirements of the evaluation system:**

Formal and technical requirements constitute the basis of objectivity of the assessment system. By formulating questions, tasks the evaluation is prepared. Available points should also be indicated on the answer sheet next to each task. Knowing scores can orient students when they are filling the test and from the corrected test the student can learn details which are task items that have not been solved correctly. The smallest meaningful task element (alternative unit) is the item which obviously can only be good or bad.

In the correction the right solution for each task – broken into items – together with possible scores are given, given.

### 10.2.5 Analysis of quantitative data, pedagogical interpretation

For the empirical research the descriptive statistics is essential with the help of which quantitative data can be more clear, in a more manageable form. Statistical procedures for the analysis of measured data: frequency distributions, mean values and the measure of the dispersion.

- ⬜ Suggested literature for the topic: FALUS Iván-OLLÉ János: *Statisztikai módszerek pedagógusok számára.* OKKER Kiadó, Budapest, 2000.

With a pedagogical interpretation of data conclusions can be drawn: concerning students' skills, the effectiveness of the professional work of teachers, goals and requirements.

### 10.2.6 Structure and content of research reports

A research report is made after the completion of the research, its objectives are: information, the presentation of supporters and results of the research or the publication of research results in the form of a scientific paper. Features of the reports are accuracy, compactness, clarity.

The structure and content of a written research report*:*

- Front pages: cover, foreword, table of contents, list of figures and tables
- Content section:
  - Introduction = presentation, justification of the problem; wording of the objectives of the research; an explanation of the main concepts; presenatation of the literature for the research; hypotheses
  - Methods = characteristics of the sample; description of procedures, methods, tools; presentation and analysis of data
  - Interpretation of results = findings
  - Summary
- Additional pages: bibliography, annexes

The structure and content of an oral research report:

The oral research report also includes objectives, methods and conclusions of the research. The extent is conrolled by the duration so facts are prioritized.

In the case of the written and oral reports all of the essential elements of the research should be mentioned.

## 10.3 SUMMARY, QUESTIONS

### 10.3.1 Summary

In the lesson we provided a comprehensive overview of the purpose, content, general characteristics of a pedagogical research. We went through the process which a research teacher performs in a researcher from planning up to the preparation of the financial statements. Discovered types of the pedagogical research, possible ways of collecting facts and data, methods of analysing and pedagogically interpreting received data.

### 10.3.2 Self-test questions

1. What are the methods of literature exploration?
2. What are the processing techniques of the literature?
3. What sampling procedures do you know? Describe the pros and cons of them!
4. What do we mean by facts and data collection in pedagogy?
5. What is included in the research report?

### 10.3.3 Practice tests

✦ What are sources of exploration of the literature?

1. preliminary resources
2. primary sources
3. secondary sources
4. tertiary sources

**Solution: 1, 2, 3**

✦ Which definition fits for the mechanical random sampling?

1. All members of the population have the same opportunity to sample aversion.
2. The pattern is selected according to a certain system.
3. We know the characteristics of the population and the sample is selected corresponding to the purpose of the research.

**Solution: 2**

✦ Which does not belong to methods of the field of research?

1. Interview
2. Observation
3. Questionnaire
4. Case study

**Solution: 3**

# 3. Module: Issues of special education

## 11. LESSON: TASKS OF THE TEACHER IN THE EDUCATION OF STUDENTS WITH THE THE SPECIAL NEEDS

### 11.1 OBJECTIVES AND COMPETENCIES

The lesson prepares college and university students how to deal with pupils requiring special attention and special treatment. With the help of theoretical knowledge teachers recognize different learning needs from the average. By processing the curriculum they will be able to educate students with special needs, those of the disadvantaged and gifted students together.

### 11.2 CURRICULUM

#### 11.2.1 Problems of special educational needs

in 1996, the Education Committee of OECD created a Special Education Subcommittee for the exploration and research of special educational needs. During the research it was shown that special education terminology used in some countries is very different. To compare the data, to classify them uniformly common denominators are necessary for which the latest version was published in 1997. In the OECD countries from 2002 a pursuit more modern than before appears for the classification of care categories together with the concomitant public education tasks.

According to the OECD children/pupils in need of special care form three categories:

a) Category: serious potential disruptions (disabilities) – the Hungarian category system uses handicap for this. The learning difficulty of parties are clearly physiological in origin, in medical terms ''organic disorders''. These include those of the blind, partially sighted, deaf, hard of hearing, from mild to severe mental disabilities, multiple disabilities. To determine a disability measuring instruments and standard medical criteria are available. Linked to sensory or neurological deffects, lesions are essentially based on organic disorders. In these cases, it is a status that may affect a student from any social classes. Pupils' special educational needs primarily depend on the problem resulting from a given disability.

b) Category: Difficulties – severe developmental differences, the appearance of which is not suggested by known organic or environmental hazards. There is no particular explanation for the students' learning difficulties listed here, may not be directly linked to a factor as in the previous

or the next subcategory. Those students whose learning difficulties can not be attributed to factors leading neither to category a) nor c). The problem is due to learning disorders, behavioral problems and learning difficulties therefore their needs arise from learning difficulties based on no organ abnormalities. In the case of students showing behavioral or emotional disorders and/or learning difficulties the special educational needs primarily resulting from problems of the interaction between the student and the educational context, such as dyslexia, dysgraphia.

c) Category: Disadvantages – In Hungarian it is equivalent to the adverse situation but the category is much wider. Students whose problem primarily is due to social, cultural or linguistic factors. Difficulties of the students involved arise from various environmental disadvantages, unmet socio-economic, cultural and/or language needs. Special educational needs of students classified here require a compensation for the handicaps resulting from the factors listed.

d) Category: OECD urges the introduction of a fourth category in recent years, and this is the talent management, creating raised funding and educational conditions for outstanding talents.

### *The national category sytem (SNI) of special educational needs*

The new, overall EU-compliant population term, which is not diagnostic but has an educational perspective, is a category system has officially been used in Hungary since 2003. The term appeared in the form as children/pupils (SNI) with special needs in the Hungarian Public Education Act. A child/student has special educational needs if he/she can only meet the requirements of school with additional educational services, with the help of special support (Gordosné, 2004).

The concept of children with special needs was first established in Hungary in Section 121 of the Education Act, 1993 as follows:

29. § a child, student with special needs is: any child, pupil, who is on the basis of the advice of the expert and rehabilitation Committee

a) has physical, sensory, mental, speech disabilities, autism, in case of multiple simultaneous occurrence of disability, is multiply disabled, struggles with a persistent and severe disorder of the development of cognitive functions or behaviour due to organic causes,

b) Struggles with a persistent and severe disorder of the development of cognitive functions or behaviour that can not be traced back to organic causes;

The National Law CXC., 2011 on the National Public Edcuation concerning the categories of SNI was amended as follows:

12. § Child, pupil requiring special attention:

a) a child, pupil with special needs:

aa) a child, pupil with special educational needs,

ab) a child, pupil with integration, learning or behavioral difficulty,

ac) a highly gifted child, pupil,

b) According to the law on the child protection and guardianship administration a disadvantaged and severely disadvantaged child, pupil,

23. § A child, pupil with special needs: a child, student with special needs who on the basis of a report by a committee of experts is musculoskeletal, sensory, intellectual, or speech disabled, in case of multiple simultaneous occurrence of disability, is multiply disabled az a különleges bánásmódot igénylő gyermek, tanuló, aki a szakértői bizottság szakértői véleménye alapján mozgásszervi, érzékszervi, értelmi vagy beszédfogyatékos, több fogyatékosság együttes előfordulása esetén halmozottan fogyatékos, struggles with autism, spectrum disorder or other psychological, developmental disturbance (severe learning, attention or regulatory behaviour disorder).

For children with special educational needs an increased level of help is required different from the others. The name (SNI) refers to two things: without emphasising the disability, to a state resulted from genetics, birth origin, or disease, or injury and to special care or additional educational services children, students are entitled to.

Additional service of educational type provided to SNI children can be: 1. personal (for example a second teacher, assistant, smaller class size) 2. property (for example architectural accessibility, special tools) 3. Financial.

Due to the different types of disability a variety of special educational needs are formulated, pedagogical consequences of these can be broken down only individually. The range of additional health, social and public education services determined on the basis of individual characteristics are different at different ages, changes depending on the person's lifestyle, occupation, health status. A child/pupil with special educational needs usually requires a different treatment, methods, conditions, often special tools and more individual help than the average.

❀ Compare the domestic SNI category system with categories applied in OECD countries!

### 11.2.2 Learning barriers/problems

The learning problem is an umbrella term which includes factors and features prejudically affecting in school learning. Problems are due to external and internal causes.

**Grades:** 1. learning difficulty 2. learning disorder 3. learning disability (Mesterházi, 1998)

1. Learning difficulty: usually only in certain learning situations, in some areas, periodically occurring, and common learning problem

**Reasons:**

Internal, the potential of the learner reasons: slowness, long illness, anxiety, lack of knowing appropriate learning methods, unrealistic self-awareness.

External**:** emotional problems, lack of motivation, social and cultural, or linguistic handicaps.

With differentiation in the classroom, extracurricular tutoring, personal development, redevelopment these can be stopped. For the alleviation of problems explained by the external reasons in addition to maintaining relations with the family, the help of other professionals or the use of family services, social or official measures are proposed.

2. **Learning disorder:** in the pupil a serious and persistent problem occurs in the operation of some skill areas which causes problems mainly in reading, writing, spelling and maths subjects.

**Types and Causes:**

−   Neurogenic learning disorders – consequences of the dysfunctionof the central nervous system
−   Psychogenic learning disorders – they are caused by environmental harms suffered in the early period of life.
−   post traumatic learning disorders – conditions due to childhood brain damage

The problem requires professionals of special education, the preventive or remedial therapy is carried out by a special education teacher, speech therapist or developer teacher.

Students experiencing some form of learning disability - dyslexic, dysgraphic, disortographic or dyscalculic children and young people - can enjoy benefits, or exemptions provided by law. Their problems should not prevent them from learning thus they should not suffer from discrimination.

3. Learning disability: in all fields of learning, comprehensive, serious and persistent learning problems, as a consequence of which the learning performance is poor or insufficient.

**Reasons:** the slowed development or disturbance of different, cognitive, motor and orientation, emotional and social, communication skills. Students with learning disabilities require help of a special education teacher, their education can be in segregated special institutions, or integrated form in majority schools.

❂ Demonstrate that in some stages of learning barriers teachers with what qualifications are competent to solve the problem!

### 11.2.3 Students requiring special education

Persons in need of remedial education - people with disabilities

Their education, training, development require an application of special educational procedures.

At the beginning of the emergence of institutional remedial education aspects of schooling determined the range of people requiring special care in particular schoolable handicapped children were understood. Since the second half of the 20th century from age perspective the range of people requiring special education has expanded after forms of the special education independent from schools developed, for example the practice of an early development and educational escorting helping young people and adults life. Before and after the age of compulsory school age meeting special educational needs takes place partly in the various areas of health and social care.

The disability can have a variety of consequences in the socialization of individuals: changes in cognitive development, communication and language skills, interpersonal relationships become obstructed. appropriate prevention and positive social attitudes can reduce the consequential changes in personality. Each of the terms is a sort of umbrella term within which defining a wide variety of subgroups is possible. It is important that the terms used should not be stigmatising do not promote discrimination, but to promote the use of additional educational, health, social services also adapted to the conditions.

### 11.2.4 School position of talented students

Gifted means the innate ability based on requirements and then unfolded by practicing, purposeful development that in a particular area of the human activity can create performances far surpassing the average. (Harsányi, 1988)

The talent is a person is identified by experts who thanks to his/her capabilities is able to achieve a high (demonstrated or potential) performance

in some or all of the following areas: general intellectual ability, specific study skills, creativity, leadership, visual and performing arts, psychomotor skills. (Marland,1972)

**Categories:**
- Intellectual (''scientific")
- Artistic (fine arts, musical, writing, performing, directorial)
- Psychomotor (athletic, eurhythmics, requiring dexterity)
- Social (leading, organizing) talents

*According to Czeizel Endre 4 criteria are worth* highlighting:
Talent means (1) potential, opportunity, promise, chance (2) for an outstanding performance which (3) socially useful and which (4) associated with satisfaction, feeling pleasure, so overall performance for the performer.

*Mönks* gives the following description of the concept of talent*:*
''Talent is created by the interaction of three personality traits. For the healthy development of these three traits an understanding, supportive social environment is needed (family, school, peers). In other words, the positive interaction of six factors is a prerequisite for the appearance of a talent".
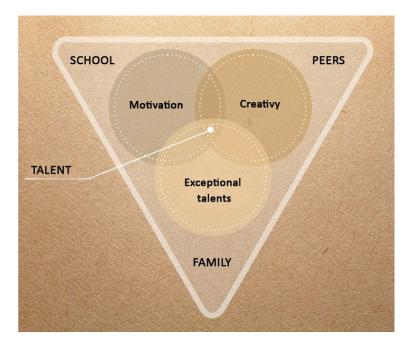


*Figure 26: Components of the talent–Mönks-Renzulli model*

The best known ways of identifying talent:
- Collecting school information
- Tests: individual, central
- Characterization by teachers: detection, care
- Classroom observation
- Assessment by classmates, self-assessment
- Parental characteristics

Talent development strategies:
- Acceleration, shift

  1. Earlier school start
  2. Moving up to higher classes
  3. Shorten study time
  4. Starting university education earlier

- Enrichment

In terms of content, the main principle of talent

Its purpose is to develop knowledge and skills based operations exceeding the statutory curriculum.

- Separation

Separate schools or classes are created for the talented. Its benefit is an intensive skill development, its disadvantages are isolation and the constant competition, which could have adverse effects. Its extreme form when the child is a private student or taught by the parents themselves.

### 11.2.5 School problems arising from the adverse situation

Disadvantaged students are those students who are poor or belong to a layer characterised by Low socioeconomic status.

Educating disadvantaged students raises a number of issues. For reducing linguistic and cultural disadvantages the kindergarten may be the most important venue at the same time, a lower proportion of the disadvantaged kids attend kindergarten than others. It is also common that the nursery does not provide adequate conditions for disadvantaged children so that they do not like going to kindergarten (Pik 2000).

One of the the most important and most obvious problem of disadvantaged students in school education is the segregation (Havas 2001; Havas–Kemény–Liskó 2002). It develops on the one hand because of the separation within the school (for example, primary and non-primary classes),

on the other hand because there are differences between schools and because of decisions of the parents choosing a school, eventually because of the residence.

Characteristics of disadvantaged students:

–   thire physical development is not satisfactory they do not receive regular medical care either. Therefore they often have chronic diseases. The consumption structure of the family is unilateral the income is spent on food but nevertheless it is common that children are starving. Often their housing conditions are unhealthy, poor.

–   Parents do not have the most basic educational skills, they have an unscheduled lifestyle. Parents often use the primitive language.

–   Children do not benefit from such experiences which are natural for other children on which the school builds.

–   Kids are little motivated to achieve good results, because their parents do not consider this to be important. They, too, were poor students, the school and they often blame their teachers and the school for their fates.

–   The career choice of disadvantaged students is also unassuming the parents encourage them to earn money as soon as possible instead of learning. Early founding a family formation is an option for them to become an adult and this will re-create the situation.

–   Adolescents are more likely to live through the role of uncertainty, low self-esteem soil may develop in them a negative identity.

The main task of the teacher in their case is to attract and maintain their interest in learning.

## 11.3 SUMMARY, QUESTIONS

### 11.3.1 Summary

Differences between pupils can be up to quite large differences. We know that every child is unique, special and unrepeatable, so each child has individual educational and training needs. There are some students who may even have special needs so in addition, they also require personal and special treatment. The group includes students experiencing limitations and problems of learning A csoportba tartoznak a tanulási korlátokkal és problémákkal küzdő tanulók, those who need remedial help because of a disability, students who have exceptional capabilities and those who are in a disadvantaged situation because they require special treatment.

### 11.3.2 Self-test questions

1. Who belong to the group of students with special needs?
2. What are grades in learning barriers?
3. List the types of learning disorders!
4. Name the main disability groups, also list the subgroups!
5. What talent development strategies do you know?
6. Characterize disadvantaged students!

### 11.3.3 Practice tests

Which is the odd one out?

✦ Groups of gifted children:

a) Intellectual talents
b) Performing talents
c) Artistic talents
d) Psychomotor talents
e) Social talents

Multiple choice questions – only one correct answer is possible

✦ Components of the talent:

a) Diligence and outstanding skills
b) An above-average performance in some area
c) Motivation, creativity, outstanding skills

✦ Main sections of the speech disability:

a) Lisping, speaking with a burr, stammering
b) delayed speech development, lisping, nasal sounding voice, rhythm disturbances, aphasia, dysphasia
c) speech and language disorders, aphasia emerged, speech errors

# 12. LESSON: THE TEACHER'S RELATIONSHIP SYSTEM

## 12.1 OBJECTIVES AND COMPETENCIES

Mastering the curriculum students will know what relationships teachers need to build with their colleagues and parents in the education and upbringing. The knowledge will help them in the practice, with what kind of institutions they may build professional contacts, gain awareness of the helping professions and institutions of pedagogical services.

## 12.2 CURRICULUM

### 12.2.1 Connections between the teaching staff and the school management

In the formal hierarchy of the institution the relationship between the director acting as a single person responsible cooperating with other deputies, and the teaching staff employees is primarily determined by the relationship between leader and subordinate.

Priority areas of the constructive cooperation between the school management and teachers are:

- acilitating the integration of new and young colleagues, follow-up their work, giving them the required professional help, human expression of caring and encouragement as needed,
- ensuring to give information in time required for the smooth flow of work,
- differentiated and accurate assessment of the educator's professional teaching and upbringing work carried out,
- Special reward for outstanding performances as possible, management of it out of class (for example, a service member nomination) on the basis of well understood and clear principles and criteria,
- To encourage, support professional-methodological innovations,
- Finding unbiased ways for solving problems with the participation of people concerned in situations like disagreements among colleagues, larger and smaller frictions affecting each other's work or behaviour, in the case of complaints from students and parents,
- decisive manner and action in all cases when one of the school employees violates privacy rights of anyone – be either students or colleagues – presents his/her view of the world violently, uses

discriminatory distinction, or severely violates the rules of labor discipline,
−   prudent management of personal problems of colleagues,
−   Expressing attention towards special problems faced by colleagues before retirement

The school management is responsible for ensuring:
−   working and operating conditions.
−   They appreciate the high standard of performance and demanding intellectual atmosphere.
−   opportunities of remedying the difficulties available to all encountered.
−   Providing aid for cherishing the experience of togetherness, traditions amplifying the good atmosphere.

### 12.2.2  Relationship between teachers

Members of the teaching staff, whose independent activities on an equal footing are linked together on several levels and built on each other: with their educational and upbringing work they achieve the school's educational goals together, and in order to do so providing security and order for everyone involved in the operation of the institution. Because of the educational profession developing good working atmosphere and cooperation in the spirit of collegiality and contact, are of particular importance in the teaching staff.

The teacher's personality is decisive but teaching is basically teamwork. Positive and negative effects on students from some individual teachers are cumulative. Their words and their actions may support, prevent, or could even quench each other's effects. Essential requirements of the school pedagogical efforts can be met, if this body as a whole is able to reach consensus on it. It is desirable that they all seek to establish and maintain a favourable climate, to establish personal contacts with each other based on mutual trust, to avoid the accumulation of frictions, communication disorders, personal grievances.

In order to do this, it is necessary to respect each other's work and for all members of the teaching staff to be mutually supportive to each other and loyal for the school.

Communities are organised to perform specific tasks in schools. Their work will help to achieve professional and educational goals incumbent on schools at high quality, intensely, sensitive to problems, and responding in time. These are like smaller professional communities performing the same pedagogical tasks – teachers of different disciplines, communities of head

teachers and those of senior teachers, the council of educators teaching in the same a class. Moreover, ad hoc working groups may be formed periodically to perform a specific task.

A special responsibility falls to head teachers that in order to ensure proper development of the group of students entrusted to them their competence extends to monitor and coordinate educational work of other colleagues teaching in their classroom.

To perform a specific task, – creating professional and educational programs, conducting events, celebrations, interrogation, camping, green corner, hallway supervision, editing yearbook, etc. – ad hoc working groups are often formed trusting a responsible leader and with the participation of voluntary or requested or delegated members and students.

### 12.2.3  Relationship with parents

The relationship between teachers and parents is an association of peer adults, who complement each other and are working responsibly for the mental and physical development of children and young people, the future generation. Their collaboration, common thinking and harmonious co-operation is an important factor in education.

Their meetings are partially organised: consulting hours, class report meeting and parents' meetings.

On the other hand they are flexibly adapt to the needs of the parties: they serve mutual exchange of information and joint solution to problems arising. The teacher must inform the student's parents on the student's progress, behaviour on a regular basis under a duty in writing and orally.

The head master has a key role in the contact with the family and the school. Teachers can carry out fruitful work in the education of students only in agreement with the parent that is, if they agree in how to share tasks arising from the child's development and further education.

The school builds on a significant contribution of parents in the work in that PTA plays organising and decision-making functions.

### 12.2.4  Relationship between teachers and students

Educational tasks can only be performed successfully if in addition to the high quality of professional activity and exemplary conduct the relationship between educators and pupils should enhance human content and it can ensure for both sides satisfactory, personal, emotional conditions for an effective cooperation.

The main arena of the working relationship between teachers and their students is the school, they primarily meet within the framework of lessons. In addition to it, a number of other situations – self-study groups, study

groups, journal editing, and preparation of celebrations, programs, school trips, cultural programs, camping, trips abroad – enrich possibilities of their official and personal intercourse. The personal connection, the individual conversation are important methods of the educational toolkit, transmission of values, as well as dealing with problems. In personal interviews the simultaneous protection and reconciliation of students' and educators' interests, human dignity and personal rights is the personal responsibility of a teacher.

❀ List what system of relations can a teacher create!

❀ List school groups, to which a teacher belong during his/her educational-upbringing work!

### 12.2.5  Helping professions in the school – the psychologist and the improvement educator

Tasks of the school psychologist:

− To promote educational work of the school and its effectiveness,

− represent children's best interests by becoming familiar with them and by exploring their internal talents,

− assist in shaping the community,

− assist the school with specific methods and in developing its image,

− take the role in the propagation of the psychological culture.

The efficiency of the work of school psychologists is increased if he/she can build a good relationship with the institution's management and teachers, and it is helpful if he/she also has some teaching experience. At the same time a professional dilemma occurs as they can easily precipitate to use the pedagogical toolkit, and whether blurring the boundaries of competence helps to have an equal relationship between the teacher and the psychologist in this way.

The most important method of a school psychologist is consultation. Teachers have a very high need not to stay alone with their concerns and to have the opportunity to present their emotions. Observation in the classroom linked to consultation is suitable for collective thinking, for seeking common solutions.

Their activities for students: screening tests, vocational guidance, to promote learning, to catalyse social relationships, mental health jobs.

For forms of cooperation with parents it is important to keep in mind the principle of volunteering, that is, if a parent does not wish to avail of the option other extracurricular opportunities must be offered to him/her. The school psychologist, at parent meetings, educational lectures, group

counseling or through parent groups may liaise with parents, helping to solve educational problems.

The improvement educator is a specialist with special preparedness who in the possession of knowledge of modern special education, psychology, knows major theoretical concepts of the progress and development, the age and individual characteristics of personality and intellectual development, psychological and educational diagnostic procedures of learning difficulties. They are familiar with the application of practical forms of prevention and correction development, in group and individual development forms.

Tasks and possibilities of an improvement educator in the school:

- the developer educator holds individual or small-group sessions parallel to teaching lessons
- the two teachers work with broken-up learning groups
- they co-led sessions
- the developer educator leads the session, providing his/her colleagues with opportunities for individual or small group sessions, tutoring.

### 12.2.6 Pedagogical services

Pedagogical services are the totality of the technical services that support the work of parents, teachers and the institutions. They help parents and teachers in their educational work and to perform duties of the educational institution. In the case of vulnerable children they have a priority role in in the special care, employment, rehabilitation.

Using pedagogical services in addition to preschool education and school upbringing-education for children, for students and their parents is free of charge.

Supply areas and institutions of pedagogical services:

- Special education advice, early development, education and care,
- developer education,
- experts and rehabilitation activities examining learning abilities
- national expert and rehabilitation activities,
- parenting advice,
- speech therapy care
- further education, vocational guidance,
- conductive pedagogical treatment,
- physiotherapy,
- school psychology, nursery psychological care,

&minus;   the care of highly talented children and students.

## 12.3 SUMMARY, QUESTION

### 12.3.1 Summary

Acting on school-based teacher creates a complex system of relations that will help him/her in the daily work. The teacher seeks to foster the creation of a good teacher-student relationship with students not only through the lessons, but beyond these, and also beyond walls of the school. Within the teaching staff the school management helps the effective pedagogical work by creating working conditions and a good atmosphere at work. With parents as equal partners they actively seek to share tasks resulting from the physical and mental development of students.

Also a school psychologist helps teachers in their work, treating the emerging educational problems and finding effective solutions for them. If there is no proper education specialist within the walls of the school the teacher, the parent and the child may also receive professional help within the framework of primary health care in institutions of pedagogical services.

### 12.3.2 Self-test questions

1. Which are priority areas for cooperation between the school management and teachers?

2. Give examples for opportunities of organisational forms of cooperation with parents!

3. How do you see the importance of the work of a school psychologist and that of a developer educator?

4. List specific problems when you would advise a student to contact one of the institutions of educational services!

&#10058;   ? Pair institutions of pedagogical services to images!

**Solution:**

| special education development | 16_12_K01 | logopaedia | 16_12_K04 |
|---|---|---|---|
| school psychology | 16_12_K02 | vocational guidance | 16_12_K05 |
| physiotherapy | 16_12_K03 | Conductive pedagogical treatment | 16_12_K06 |

### 12.3.3 Practice tests

1. Select in which problems would you recommend the parent to visit an educational service?

a) stammering
b) frequent confusion when reading letters
c) gain in weight
d) self-assessment disorders

2. Select which tasks teachers have in the field of keeping contact with parents?

a) Oral information in consulting hours
b) Written information on the study results
c) Escorting students home after an evening school event
d) Information on behavior problems orally or in writing

3. Select the helping professions which are in schools?

a) Developer educator
b) Cleaning staff
c) District nurse
d) School psychologist

## 13. SUMMARY (OF THE WHOLE TERM)

### 13.1 CONTENT SUMMARY

The curriculum was primarily focused on the illustration of the complex system of duties and activities which means profession skills of teachers. This knowledge is realised in competencies that are present every day in the educational and teaching-learning processes. What do students, parents and society expect from teachers? On the one hand, to recognise the system of basic concepts in the upbringing, education and training. Theoretical and practical application of the methodology of the teaching-learning process has been among the expectations for centuries so the curriculum comprehensively presents contents, methods, organizational forms and ways of organizing, the pedagogical evaluation of the educational process. In addition to the teaching-learning the interpretation of upbringing has a prominent role because the concepts and content are linked not only in the scientific literature but also within the school and extra-curricular work of teachers. On the one hand while processing the curriculum parallely a pedagogic implementation of tasks occurs and on the other hand, the school must be built on skills and personality-shaping effects which are carried out in informal settings outside the scool.

To achieve results it is essential to have a good cooperation with students, their parents and all those who participate in and with their participation influence children's and young people's personality. This requires an adaptive application of the verbal and non-verbal teacher communication both inside and outside the classroom, continuous analysis of the interactions taking place in the pedagogical process by using positivist and interpretative paradigms. Relationships formed between teachers and school management, teachers with each other, parents and students play a key role in the system. Today, teachers are rightly expected to address pupils with special needs, firstly so that they know issues of the problem area and answers to these problems, secondly they are able to create conditions for the different treatment, thirdly they can apply specific methods and tools, fourthly in collaboration with experts.

Essential elements to meet expectations are researches in educational processes and the reflectivity of teachers which means that they constantly assess and analyse their own activities.

## 14. ADDITIONS (TO THE WHOLE TERM)

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## 14.3 MEDIA SUMMARY

### 14.3.1 Table list

*3.lesson*

1. Table_1 Main features of the learning approaches developed in pedagogy

2. Table_2 Types of ideas on knowledge

3. Table_3 Comparing traditional and project education

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1. Table_1 The type of disability, its subgroups and pedagogical tasks

### 14.3.2 14.3.2 List of figures