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ОБЩАЯ И ПРАКТИЧЕСКАЯ ПЕДАГОГИКА

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ВЗАИМОСВЯЗЬ МЕЖДУ УЧИТЕЛЕМ И СТУДЕНТАМИ КАК ОСНОВНОЙ ЭЛЕМЕНТ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

Malacká Z.

THE RELATIONSHIP BETWEEN TEACHER AND STUDENTS AS AN ESSENTIAL ELEMENT OF EDUCATIONAL PROCESS

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Многие исследования показывают, что качество преподавания является самым важным фактором в школьном обучении. Учителя играют важную роль в траектории обучения учащихся на протяжении всего учебного процесса. Хотя большинство исследований взаимоотношений преподаватель-ученик изучают начальную стадию школьного обучения, у учителей есть уникальная возможность поддержать академическое и социальное развитие учащихся на всех уровнях школьного образования. Дело в том, что люди в целом и студенты в частности являются сложными существами со сложными потребностями и желаниями. Что касается студентов, то если они не мотивированы на постоянной основе, очень редко происходит процесс обучения, если вообще происходит. Для этого преподаватели могли бы следить за своим поведением и поведением студентов, чтобы осознать значение мотивации.

Many research studies have suggested that the most important factor in student learning in schools is the quality of teaching. Teachers play an important role in the trajectory of students throughout the schooling experience. Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support student's academic and social development at all levels of schooling. The fact is that human beings in general and students in particular are complex creatures with complex needs and desires. With the regards to students, very little if any learning can occur unless students are motivated on a consistent basis. For that educators could watch students and their own behaviors to become self-aware of new understandings about motivation.

Ключевые слова: учитель, ученик, взаимоотношения учитель-ученик, мотивация, учебный процесс.

Keywords: teacher, student, relationship teacher-student, motivation, educational process.

Memories of childhood remain with us throughout the whole of our life. We often look back to the years of our youth. If we happen to meet old friends

from school it is not surprising that the conversation usually turns to the times we spent there. Time flies, the years pass, but the memories of our school days remain clear in our minds. After all, we attend school for nearly a quarter of our life. It often happens that we become students again when we are already grown-up. In any case we all continue to learn throughout the whole of our life. We can never say that we know enough, that our education is now complete. For children school is a place where they do serious work and enjoy themselves as well, where they gain knowledge, where they grow into adults, where they fall in love for the first time. As children school dominates our life. We are always talking about it: I'm going to school, I was at school, school begins or is over, I like or don't like going to school etc. When talking about school, we can hardly avoid mentioning the person most closely linked with this in situation – the teacher – and his difficult, demanding but at the same time rewarding profession. Perhaps he decided to become a teacher a long time ago. How many of us have wanted at one time or another to become teachers? We thought it would be nice to have two months' holidays as teachers have. Or we liked the teacher of mathematics, geography or the teacher of foreign languages. Or it was the subject itself that attracted us to the idea of becoming a teacher.

However, to become a teacher, it is not enough just to graduate from a university. There is no university in the world where love and understanding for children are taught. This is something you must feel inside you. A teacher is not just a person who goes into the classroom and teaches the thirty names on his register. A teacher must have an informal and friendly relationship with the class as a whole and with each individual member of it. The teacher often plays the role of father or mother. A young person chooses him as someone he can trust and confide in, someone who is willing to listen to his problems and will advise and help him. If a relationship is built up based on mutual understanding and respect, the teacher can restore the young person's self-confidence and give him the feeling that he is not alone. "Relationships are at the heart of teaching since it is an activity based on communication" (MacGrath, 2005, p.57). Some of the necessary elements that build and maintain constructive relationship include trust, be on their side, treat everyone with respect all of the time, be in charge and lead them to achievement, work together, and show you can listen and accept what the student says. Empathy can help to build a trusting relationship. (MacGrath, 2005).

There is substantial research on the importance of teacher-student relationships in the early elementary years. However, little is known about the effects of teacher-student relationships on high school students. Studies show

that early teacher-student relationships affect early academic and social outcomes as well as future academic outcomes (Pianta 1992), but few researchers have looked at the effects of teacher-student relationships in later years of schooling. Researchers who have investigated teacher-student relationships for older students have found that positive teacher-student relationships are associated with positive academic and social outcomes for high school students. Although many studies focus on the importance of early teacher-student relationships, some studies have found that teacher-student relationships are important in transition years; the years when students transition from elementary to middle school or middle to high school. Studies of math competence in students transitioning from elementary to middle school have found that students who move from having positive relationships with teachers at the end of elementary school to less positive relationships with teachers in middle school significantly decreased in math skills. For students who are considered at high risk for dropping out of high school, math achievement is significantly impacted by the perception of having a caring teacher. Furthermore, students who went from low teacher closeness to high teacher closeness significantly increased in math skills over the transition year, from elementary to middle school. These studies show that relationships with teachers in the later years of schooling can still significantly impact the academic achievement trajectories of students (Midgley et al., 1989).

Teachers are responsible for more than just academic enrichment. If you want to be a great educator, you must connect with your pupils and reach them on multiple levels, because the best teachers are committed to their students' well-being both inside and outside the classroom. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond term papers and standardized tests. What can a teacher do to improve attitudes of student towards his/her life?

1) Recognize the quality of mental condition in students, eg. using different scales. The Ryff's Scales of Psychological Well-Being is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being. These facets include the following:

1. self-acceptance (dissatisfaction with self / positive attitude towards self, worries about own character / accepts both own good and bad qualities, etc.)

2. the establishment of quality ties to other (few trusted relationships with others / many trusted relationships with others, is interested in how others are doing / isolates self from the others, etc.)

3. a sense of autonomy in thought and action (emphasis on expectations and evaluation of others / makes own decisions and is independent, etc.)

4. the ability to manage complex environments to suit personal needs and values (has problems to handle daily affairs and environment / sense of ability to adequately manage own activities and surroundings, etc.)

5. the pursuit of meaningful goals and a sense of purpose in life (does not have the sense of the meaning of life / has the meaning of life, has few goals / has objectives and plans, does not have the values that are giving the meaning to his life / has the values that are giving the meaning to his life, etc.)

6. continued growth and development as a person (a sense of personal stagnation / a sense of continuing development, the feeling of boredom / openness to new experiences, etc.).

2) Relevantly and sensitively intervene preferentially there, where it is the most acute. The

teacher has the difficult task of closely observing and in a spirit of trust listening, if the adolescent is willing to talk. His role is to disrupt entrenched patterns of adolescent □s behavior that hamper him to push his existence and quality of life to a higher level. He needs to instill to adolescent the concept of life changes for the better, meaningful and joyful, but these are not possible without perceiving a particular state of life, in which the adolescent is, as modifiable.

3) Helping the adolescent to search for such a meaning of his/her life, that is deeper than mechanical effort to survive this day. (Zaviš, 2016)

It is not always easy to change a student's life, which is why it takes a great teacher to do so. Whatever the student needs to help them, a life-changing teacher will be there for them. While you will spend your entire career learning the different ways you can change your students' lives, here are four aspects that are directly affected by great teachers:

1. EDUCATION

Teacher has come up with the importance of content knowledge, pedagogical content knowledge, general pedagogical knowledge, curricular knowledge, contextual knowledge and process knowledge. A great teacher makes learning fun, as stimulating, engaging lessons are pivotal to a student's academic success. Some students who are more prone to misbehavior, truancy or disengagement are more dependent on an engaging teacher. Making your classroom an exciting environment for learning will hold the students'

fascination, and students learn best when they are both challenged and interested. It's part of motivating students, which may not be easy, but which will benefit students immeasurably in the long run.

2. INSPIRATION

Have you ever had a teacher who inspired you to work harder or pursue a particular goal? Were you inspired to become an educator by one of your own great teachers? Inspiring students is integral to ensuring their success and encouraging them to fulfil their potential. Students who are inspired by their teachers can accomplish amazing things, and that motivation almost always stays with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short-term goals, to guiding them towards their future career. Years after graduation, many working professionals will still cite a particular teacher as the one who fostered their love of what they currently do and attribute their accomplishments to that educator.

3. GUIDANCE

Teachers can also be a trusted source of advice for students weighing important life decisions. Educators can help their pupils pursue higher education, explore career opportunities and compete in events they might otherwise have not thought themselves able to. Students often look to their teachers as mentors with experience and knowledge, and, as an educator, you will almost definitely be asked for advice at some point during your career.

4. MOTIVATION

Student motivation is an essential element that is necessary for quality education. The motivated student has the inner strength to learn, to discover and capitalize on capabilities, to improve academic performance and to adapt to the demands of the school context.

A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn (Wentzel, 1998). Motivation may play a key role in the relationship between teacher-student relationships and academic outcomes. Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well. Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement. Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998). There are many

aspects of interpersonal relationships that have the potential to influence academic motivation.

What is Motivation?

Motivation is a hypothetical construct. It cannot be directly and scientifically measured. Psychologists concerned with learning and instruction use the term motivation to describe those processes that can energize and give direction or purpose to behavior. (Wlodkowski, 1989)

Motivation is probably the most important factor that educators can target in order to improve learning. Motivation is defined as the act or process of motivating. The condition of being motivating is a motivating force, stimulus, or influence, incentive, drive, something (such as need or desire) that causes a person or students to act. (Merriam-Webster, 1997)

It is almost universally accepted that there is a positive correlation between motivation and learning. Motivation is closely linked to student's perceptions of teacher expectations. Studies of middle and high school students have shown that students shape their own educational expectations from their perceptions of their teachers' expectations. Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically than their peers who perceive low expectations from their teachers. Due to the influence of expectations on motivation, expectations can be an important factor on a students' academic achievement.

Conclusion

In the fast changing world of the early 21st century public education is also changing. As part of the changes the role of schools and education will also be different both in the educational system and in the society. Together with them the role of teachers will also change. Today, information and communications technologies infiltrate classrooms around the world at an exceedingly rapid pace. In the wake of this influx, educators face growing challenges as they teach a very "wired" – and more and more "wireless" generation of students using technology that is evolving every day. Together with the changes, new expectations appeared towards our schools. Nowadays schools need to teach their learners how to gain information and how to select and use them. Concept of learning to learn has slowly become a very important element of teachers' job. Teachers are in a new situation in future education. But even so, the most important tool in the learning process remains the relationship between teachers and pupils. A great emphasis is placed on both

initial and in-service education programs which are to prepare teachers to meet new demands.

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ФОРМИРОВАНИЕ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ СТУДЕНТОВ КАК СОСТАВНАЯ ЧАСТЬ ЭКОЛОГИЗАЦИИ ОБРАЗОВАНИЯ

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FORMATION OF ECOLOGICAL CULTURE OF STUDENTS AS COMPOSITE PART OF ECOLOGICALIZATION OF EDUCATION

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