

# Educational psychology/Teacher in class

## The role of the teacher is changing

**From the role of mediator of knowledge and skills (transmissive type of teaching) to the role of instigator of internal positive motivational sources of the pupil's personality, cultivation of self-regulating and self-developing powers and abilities = self-education (education turns into self-education, motivation of the pupil by the teacher turns into self-motivation).**

100% of the teacher's decision-making is replaced by pupils' co-decision-making. Variability of teaching, choices of aspects of VVP, the pupil participates in teaching.  
Communication increases in favor of teacher-pupil, pupil-pupil, teacher-class dialogue.  
The pupil's activity increases.

## Teacher's Features

- **Directing the adoption process** - strengthening independence, developing self-education methods.
- **Inspiration** - motivating pupils to learn, developing their learning needs, cognitive needs...
- **Mediation** of knowledge, experience, skills, abilities.
- **Control and evaluation functions.**
- **Cooperative function** - unification of educational influences.
- **Advisory function** - parents, educational advisor, pedagogical-psychological counseling office.
- **Regulatory function** - the teacher also educates, directs the development of pupils and others.

## Teacher's Personality Traits

- **Creativity** - constantly looking for new things, not being satisfied with the current level, overcoming it, changing; creative teacher = creative student.
- **Basic moral attitude** - the spirit of humanism, democracy, positive attitude to work, discipline, strong will.
- **Pedagogical optimism** - belief in the effectiveness of pedagogical work, trust in education, in the pupil.
- **Pedagogical tact** - in dealing with pupils, self-control.
- **Pedagogical calmness** - the ability to work concentratedly, take your time, patience with pupils.
- **Pedagogical engagement** = engagement - active approach.
- **A deep approach to pupils** - love for pupils, reflected in the quality of work, an effort to get to know as many pupils as possible, to understand them, to accept them.
- **Strict justice** - do not let offenses go unnoticed, do not favor some pupils, uniform assessment, no subjectivity.

## Teacher's Typology

### *1. According to the relationship with the pupils and their leadership - 3 types*

#### **A. Authoritative type of teaching management**

A one-way relationship, the pupil is the object of the teacher's action.  
The student is a passive recipient of information, not active.  
Preference of monologic VMs, little variety, stereotype.  
The teacher has "everything in his hands", identification with complete responsibility for the upbringing and education of the pupils.  
The teacher precisely plans, determines the students' jobs.  
Education - demands, commands, instructions, threats, accurate performance of tasks.  
Student - learns because he has to, not because he wants to know.  
Upper classes - reduced interest, initiative, instructions followed formally without inner conviction.  
Teacher-pupil relationship - mistrust, conflict situation.

#### **B. Liberal type of teaching management - opposite**

The educational process is unorganized, management is often in the hands of the pupils.  
Poor knowledge, that's why the teacher is later condemned.  
The teacher has no authority, there are strong personalities in the class.  
Conflicts are not resolved.  
Small requirements for pupils

#### **C. Democratic style of teaching management**

Pupil = teacher's partner, pupil activity only necessary.  
Teacher - adequate ways of forming the personality of pupils.  
The teacher - the effort to individualize the work in the lesson.  
Revealing the possibilities of students, appreciates characteristics, actions, behavior, effort, new ideas,...  
Grades are not the main criterion for evaluation = necessary for the healthy development of self-concept, self-concept.

Appreciation of the teacher, his knowledge, skills, attitude, fairness, ability to understand pupils,...  
Positive classroom climate.

## **2. Caselman's typology**

### **Criterion - the teacher's orientation to the curriculum (subject) or to the student's personality.**

Ch. Caselman distinguished two types of pedagogues – a subject-oriented teacher (logotrope) and a student-oriented teacher (paidotrope). The logotrope tries to arouse interest in the field and to pass on as much of it as possible to the pupils, the paidotrope is more interested in the pupils than in the field, tries to understand and help them.

#### **1. Philosophically oriented logotrope**

Elaboration, deepening of the world view - he wants to pass it on to the pupils.  
He has little respect for the students' own experiences and opinions.  
If the pupils are of the same orientation, they are deeply influenced by him.

#### **2. Professionally-scientifically oriented logotrope**

The more common type.  
Great breadth and specificity of knowledge (interest since childhood).  
Everything is important in the field, he wants to learn everything.  
He knows how to get excited about his subject, explain the subject clearly.  
Great educational influence, has little educational effect, does not see the individuality of pupils, lack of understanding, recognition.

#### **3. Individually psychologically oriented paidotrope**

The essence of a teacher's work – education, efforts to understand pupils.  
A parental relationship, understanding, trust is typical.  
He takes care of discipline and order in teaching.  
He has a sense for working especially with disabled children.

#### **4. A generally psychologically oriented paidotrope**

To shape the personality of pupils.  
Objectives of a more general nature – formation of concepts, memory training.  
Does not compromise on requirements.

However, according to some sources, these typologies are considered obsolete<sup>[1][2]</sup>.

## **Links**

### **Related articles**

- Educational psychology
- Educational psychology/Personality formation
- Educational psychology/Students Failure
- Educational psychology/Relationship between the teacher and the student

### **References**

1. VAŠUTOVÁ, Jaroslava. *Profese učitele v českém vzdělávacím kontextu*. - edition. Paido, 2004. 190 pp. ISBN 9788073150822.
2. DYTRTOVÁ, Radmila. *Učitel - Příprava na profesi*. - edition. Grada Publishing a.s., 2009. 121 pp. ISBN 9788024728636.