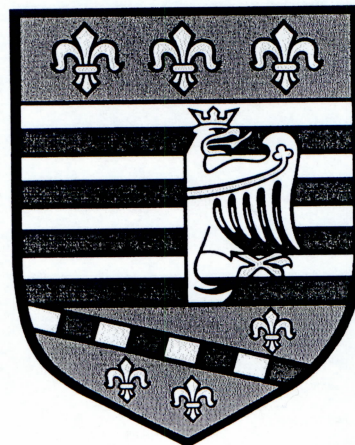


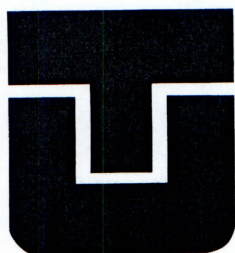
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Individual Style of the Teacher's Pedagogical Activity: Theory and Practice

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Abstract

The article provides an overview of approaches to the classification of the teacher's individual style on different grounds and analyses the features of the individual teaching style, specifically the teaching style includes multiple components (cognitive style, teacher's approaches to teaching, ways to solve pedagogical situations, pedagogical knowledge, skills and experience). Also demonstrates the Ned Flanders approach, which is applied to determine the teaching style in the course of pedagogical practice of students of Pavol Jozef Šafárik University in Košice (the Slovak Republic) and Mukachevo State University (Ukraine). The present article discloses the methodology and tasks for the students in the process of usage of the observation method, calculation of the directivity index, and determines the proportion of teachers who possess their individual teaching style. It is shown that the majority of surveyed teachers have non-prescriptive (non-authoritarian) style of teaching.

Key words: *style, teaching style, observation method, pedagogical practice of students*

Introduction

The problem of training of highly qualified professionals who are able to work creatively in various difficult situations appears to be relevant in modern conditions. This is particularly important for educational activities, as they take place in conditions of constant changes.

Future teachers create their personal model of professional behaviour (the preferred style of teaching) in the course of learning based both on theoretical knowledge and personal observations of successful university professors and school teachers during the pedagogical practice. Thus, it is extremely important to develop the students' ability to observe lessons conducted by the teachers and their fellow students which significantly improves the students' further training for independent educational activities.

The review of literature demonstrates that the definitions of the nature and components of the process of formation of individual style of pedagogical activity are revealed in the works of many scientists [M. Aminov, V. Zagv'yazinskiy, I. Zimna, T. Kuznecova, A. Markova, S. Sisoyeva, V. Slastyonin, I. Antonichova, J. Manak, I. Maresh, E. Petlak, M. Zelina, S. Svec], which are combined with active study of training technologies of future teachers and various aspects of their pedagogical practice [S. Honcharenko, V. Bondar, N. Burinska, M. Vakulenko, N. Volkova, I. Dichkivska, I. Zya-

zun, V. Kan-Kalik, I. Lerner, V. Palamarchuk, O. Pometun, O. Yaroshenko, J. Bajtos, P. Gavora, M. Kires, J. Skalkova, I. Turek].

The article aims to highlight the nature and characteristics of pedagogical style of teachers and its experimental determination during the pedagogical practice of students in the Slovak Republic and Ukraine.

Pedagogical style of the teacher: results of theoretical research

Let us examine some approaches to the nature and classification of styles in educational activities based on some research papers from different countries.

The style of teaching is a teacher's complex personal characteristic. The teacher's pedagogical activity, like any other activity, is characterized by a certain style. In a broader sense, the style is a stable system of methods, techniques, which is manifested in different conditions of its implementation. It is determined by the specifics of the activity itself and by the individual psychological characteristics of its subject [4].

The scientific and educational sources in Ukraine use the notion "pedagogical style", whereas in the Slovak Republic it is referred to as "teaching" – teacher's activities in the teaching process; "learning" – the student's activities in the learning process [9, p. 19]; respectively – "the teaching style of the teacher", "the teacher's teaching style" [9, p. 83-84], and concerning students – "the style of learning (education, training)" [9, p. 126-127].

The individual style of pedagogical activity is defined as:

- Sustainable combination of an activating motive, which is defined in the prevalent teacher's orientation on certain aspects of the educational process; objectives which are revealed in the nature (character) of the activities that are planned; methods of its implementation; methods of performance evaluation [2];
- Stable individually specific system of psychological tools, techniques, skills, methods and techniques of teaching activities [3].

In [7, p. 37-38] it is noted that the concept of "teaching style of the teacher" can be interpreted in a broad and narrow sense. In the first case (broad sense) – this is the way of teaching that a teacher uses, in other words the way he/she teaches; in the second (narrow sense) – this is a system of teaching methods that the teacher uses. Thus, reflecting the specificity of pedagogical activity, pedagogical style as an integrative characteristics, covers the management style, the style of behaviour, the style of self-regulation, communication style and cognitive style of its subject – the teacher [3,4].

We can highlight the following components, which form the teaching style [7, p. 38-39]:

- *Cognitive style* (largely characterizes innate human qualities, determines the methods of choice, processing, analysis and structuring of information, individual strategy for solving cognitive problems; all subsequent components are based on this style);
- *The teacher's approaches to teaching* (teacher's philosophy that determines the selection of content and methods of teaching, communication with students, etc. This component is also significantly influenced by the teacher's further education and self-education);
- *Ways to resolve pedagogical situations;*
- *Pedagogical knowledge, abilities, skills and experience.*

The source [4] provides the synthesis and singles out the following styles of the pedagogical activities:

- *As general styles, which possess a "pedagogical content"* (authoritarian, democratic and indulgence). The analogical styles are listed in [3] according to their dependence upon individual psychological qualities of the teacher (authoritarian, democratic and liberal);

- According to the nature of involvement of communication activities in the teacher's activity (V. Kan-Kalik differentiated the following styles: the teacher's, and students' enthusiasm in creative activities; friendly attitude; communication – distance; communication - intimidation and overture;
- According to the nature of the pedagogical activities, considering that it includes a meaningful characteristic of the style (teacher's focus on the process or the results of his/her work; deployment of preliminary, monitoring and evaluative phases of his/her work), dynamic characteristic of the style (flexibility, resilience, ability to switch, effectiveness/performance (the level of students' knowledge and skills in learning as well as students' interest in the subject), according to A. Markova, and A. Nikonova, there are *individual styles that characterize the modern teacher* - emotional and improvisational; emotional and methodical; reasonably-improvisational; reasonable and methodical.

Based on the analysis of existing concepts [J. Barber, R. Likert, K. Levin, A. Markova, A. Nikonova, etc.], S. Danilov [1] concluded that the authors focus on identifying the specific activity styles that can be classified according to various criteria. As a rule, it is possible to mark out from two to five different styles. To study the teacher's individual style, the researcher recommends to involve not the typological model but the factor model and offers the following five parameters of the teacher's individual style:

- factor "Authoritarianism – Liberalism";
- factor "Orientation to relations – Orientation to a task"
- two factors "Activity – Inactivity in work and "Positive emotional Attitude - Negative emotional attitude" towards work, surrounding persons, current events;
- factor "Orientation to oneself – Orientation to somebody".

S. Danilov regards the last two factors as two independent evaluation scales of style, which are described in detail by A. Markova and A. Nikonova: "Emotionality – Reasonableness" and "Orderliness – Improvisation."

The formation of the style of pedagogical activity depends on many factors, the most important of which are [3]:

- individual psychological characteristics of the teacher (individually-typological, personal and behavioural);
- special aspects in activities;
- characteristics of students (age, sex, status, knowledge level, etc.).

Therefore, the study illustrates that the main features of individual style in pedagogical activity are: the choice of methods, forms and means for learning and training; pedagogical style of communication; temperament (individual rate of time and speed of reaction to real educational situations, etc.); nature of the reactions to various pedagogical situations; behavioural pattern; the choice of various types of encouragement and punishment; application of psychological and educational influence on children, etc.

Czech researchers have summarized approaches of various authors and thus they describe the following groups of teaching styles [8, p. 69-70]:

- *Global* (integrated approach to learning as a way of student's development) and *analytical* (the teacher as a thorough performer of specific learning problems);
- *Managerial / administrative* (the teacher as a manager in the learning process, treats the student as the original object of his/her action), *facilitative* (humanistic, personal, developmental approach to the learning process) and *liberal (pragmatic)*;
- *Monarchical* (the learning process is outlined, with a clear definition of a common objective and implementation of one approach to achieve it), *hierarchical* (forming of pyramid of purposes, approaches; prioritising as it is impossible to realize everything in practice, the teacher's activity systematic and sensible), *anarchic* style (a set of goals is defined that are difficult to differentiate, the training has no systemic character).

Concerning the most current classification of styles, according to [9, p. 127] and other works, the following styles of teaching (criterion characteristics: psychological climate during the training, method training, attitude to students) are marked out:

- *Authoritarian* (teacher conducts lessons almost himself, without the cooperation with students; he demands discipline from them; the monologue form of communication prevails, etc.);
- *Democratic* (the characteristic features of lessons: continuous cooperation of teacher and students; psychological comfort, the use of methods and forms of learning promoting cognitive activity of students; domination of dialogical form of communication, high motivation for learning, etc.);
- *Liberal* (or connivance style, the characteristic features of lessons: teacher's indecision and incompetence who is hardly interested in the students' affairs; students' indiscipline);
- *Unspecified* or *mixed*, which can be found in the work of some young (as a rule) teachers. Depending on the learning situation, they choose or authoritarian, or liberal, or democratic style.

So, from in our opinion, each of the described styles of teacher determines the nature of his interaction with the students, namely from subordination (authoritarian) – to a partnership (democratic) - and continues to the lack of targeting influence (liberal). Based upon the teaching style of the teacher, his teaching strategy is formed (planned teaching methods) that is transformed in the classroom in a real teaching and learning of students.

Pedagogical style of the teacher: results of practical (empirical) research

Next, let us consider the style of study teacher teaching using a method of observation of practice the Pavol Jozef Šafárik University in Košice (Slovak Republic) and the Mukachevo State University (Ukraine).

To determine the teaching style, students use Ned Flanders's approach [10, p. 67-68], according to which there are two polar styles in the teacher's activity:

- Directive/authoritarian (monologue prevails in the classroom, organized work in the classroom, instructions, criticism, irony, preaching, moralizing, etc.);
- Non-directive/non-authoritarian (dominated by teaching methods that contribute to the students' activating in the classroom, development of creative thinking, etc.).

Appropriately, for the diagnosis of the teaching style, is elaborated the scheme **OSTRAQ**, including six components: **O** (null) – silence in the classroom, **S** (speaking) – students speak, **T** (talking) – teacher speaks explains, **R** (rejection) – students refuse, criticize, **A** (acceptation) – students are involved, **Q** (questions) – questions to students which can be divide in different aspects.

These components are determined by direct observation [10, p. 67-68] in the course of the lesson and than the directivity index is calculated by the formula: $i/d=(A+Q)/(T+R)$. In [6, p. 27] it is proposed to divide the training tasks for students into two aspects ($Q_{1,2,3}$ and $Q_{4,5,6}$) and the modified formula for the calculation: $i/d=(A+Q_{4,5,6})/(T+R+Q_{1,2,3})$. Students record the results of their observation in the table (Table. 1).

Approximate recommendations to practice teachers for completing the task before and during the observation:

- Realize the basic key concepts of present study (humanization of education and training, educational and cognitive interaction teacher-student, observation, lesson analysis, directivity/authoritarianism, non-directivity/non-authoritarianism, learning tasks to promote learning and cognitive activities, taxonomy of pedagogical objectives of learning in the Bloom's cognitive domain etc.);
- Monitoring the teacher's activities in the classroom and its fixation into the scheme in the table by the four components A, Q, R, T (on temporary stages, such as every 15 minutes, or stages of the lesson, for example, check control of teaching material in last lesson, learning a new topic, consolidation of knowledge, etc.);

- After the observation to calculate the index of directivity/non-directivity by the formula $i/d=(A+Q_{4,5,6})/(T+R+Q_{1,2,3})$;
- On the basis of qualitative and quantitative analysis of the data to conclude about particularities in the pedagogical style of teacher.

Table 1. Scheme of pedagogical observation for diagnostic of the teaching style

	Teacher's activity (verbal activity)	Sum of activities/%
A	1. Positive evaluation: praise, distinction, agreeing etc.	
	2. Proposal of self-evaluation and evaluation of classmates	
	3. Positive activation: expression of confidence, emotional growth, encouragement of activities	
	4. Help, advice, reassurance	
	5. Positive interest to the student, to the class, friendly attitude	
	6. Periodic changes: an interesting problem learning, humour, hypothesis, etc	
Q	1. Tasks to develop attention, sensomotor tasks	
	2. Tasks to develop memory	
	3. Tasks to recognise, to use algorithms (below convergent thinking)	
	4. Tasks to synthesis, compare, find new algorithms (higher convergent thinking)	
	5. Tasks to evaluative thinking	
	6. Original/creative tasks or search of other ways for resolving (divergent thinking)	
R	1. Negative evaluation: disagreement, criticism, blame	
	2. Irony, sarcasm, derision, humiliation	
	3. Absence of evaluation: the teacher does not respond to student performance and answers	
	4. Accentuation of the teacher's authority ("I ...")	
T	1. Orders, strict calls for training	
	2. Directions for activities, organizational instructions	
	3. Explaining, narration, monologue	
	4. Moralization, preaching	
	5. Introduction, affirmation, formal questions	

The results of observations that practice teachers realized during the lessons to 50 teachers to diagnose their teaching style are presented in Table 2 and Table 3.

Table 2. Results of observation to diagnose the pedagogical style of the teacher (Slovak Republic)

N _o 3/n	A	Q _{1,2,3}	Q _{4,5,6}	R	T	A, %	i/d	N _o 3/n	A	Q _{1,2,3}	Q _{4,5,6}	R	T	A, %	i/d
1	14	18	2	5	16	25.5	0.41	26	22	16	8	2	5	41.5	1.30
2	5	4	0	8	9	19.2	0.24	27	22	13	7	0	5	46.8	1.61
3	21	25	2	5	16	30.4	0.50	28	10	7	0	3	8	35.7	0.56
4	12	8	2	14	9	26.7	0.45	29	8	7	0	7	8	26.7	0.36
5	19	9	4	3	4	48.7	1.44	30	42	18	6	5	8	53.2	1.55
6	9	4	0	16	5	26.5	0.36	31	42	17	5	0	12	55.3	1.62
7	32	20	11	26	34	26.0	0.54	32	47	11	7	3	10	60.3	2.25
8	41	16	15	16	21	37.6	1.06	33	21	8	5	1	12	44.7	1.24
9	30	8	4	37	18	30.9	0.54	34	15	16	8	1	22	24.2	0.59
10	20	9	1	36	25	22.0	0.30	35	23	6	4	4	12	46.9	1.23
11	63	19	8	20	29	45.3	1.04	36	28	8	2	7	11	50.0	1.15
12	44	21	4	49	42	27.5	0.43	37	36	19	2	15	9	44.4	0.88
13	44	21	4	67	44	24.4	0.36	38	11	6	1	11	12	26.8	0.41
14	13	9	7	32	20	16.0	0.33	39	38	24	14	13	12	37.6	1.06
15	13	9	9	16	12	22.0	0.59	40	12	8	6	11	14	23.5	0.55

16	33	14	15	1	11	44.6	1.85	41	29	13	2	8	16	42.6	0.84
17	29	19	11	6	18	34.9	0.93	42	27	4	3	4	10	56.3	1.67
18	34	18	6	1	3	54.8	1.82	43	19	21	9	6	32	21.8	0.47
19	29	17	6	1	12	44.6	1.17	44	26	19	4	11	33	28.0	0.48
20	43	18	8	2	9	53.8	1.76	45	18	7	2	5	10	42.9	0.91
21	28	19	12	7	17	33.7	0.93	46	18	5	3	5	6	48.6	1.31
22	39	20	8	2	10	49.4	1.47	47	41	11	9	1	9	57.7	2.38
23	46	8	5	1	17	59.7	1.96	48	39	7	6	0	12	60.9	2.37
24	23	15	1	0	8	48.9	1.04	49	7	9	1	6	13	19.4	0.29
25	32	11	4	2	14	50.8	1.33	50	11	7	0	4	5	40.7	0.69

Table 3. Results of observation to diagnose the pedagogical style of the teacher (Ukraine)

$\frac{N_2}{3/n}$	A	$Q_{1,2,3}$	$Q_{4,5,6}$	R	T	A, %	i/d	$\frac{N_2}{3/n}$	A	$Q_{1,2,3}$	$Q_{4,5,6}$	R	T	A, %	i/d
1	31	11	7	0	18	46.3	1.31	26	21	10	7	15	18	29.6	0.65
2	31	26	17	0	28	30.4	0.89	27	21	9	8	7	18	33.3	0.85
3	36	17	13	0	23	40.4	1.23	28	20	10	10	10	18	29.4	0.79
4	44	17	19	2	29	39.6	1.31	29	21	10	9	8	19	31.3	0.81
5	58	26	20	2	40	39.7	1.15	30	23	15	10	11	21	28.8	0.70
6	63	29	21	5	50	37.5	1.00	31	15	20	12	20	21	17.0	0.44
7	59	22	22	8	42	38.6	1.13	32	14	15	11	15	26	17.3	0.45
8	54	19	23	8	31	40.0	1.33	33	20	35	14	19	29	17.1	0.41
9	43	17	17	3	34	37.7	1.11	34	18	18	8	18	27	20.2	0.41
10	37	18	13	12	29	33.9	0.85	35	25	20	4	22	23	26.6	0.45
11	24	11	9	12	21	31.2	0.75	36	22	24	6	25	18	23.2	0.42
12	23	11	10	11	22	29.9	0.75	37	17	21	9	9	39	17.9	0.38
13	25	12	14	14	21	29.1	0.83	38	15	21	10	19	19	17.9	0.42
14	23	12	11	13	20	29.1	0.76	39	14	15	9	16	23	18.2	0.43
15	25	12	9	14	20	31.3	0.74	40	20	35	14	19	29	17.1	0.41
16	22	10	10	14	18	29.7	0.76	41	33	11	6	1	18	47.8	1.30
17	25	9	9	12	17	34.7	0.89	42	31	26	17	2	28	29.8	0.86
18	22	10	9	13	17	31.0	0.78	43	36	17	13	1	23	40.0	1.20
19	27	15	12	11	23	30.7	0.80	44	41	17	19	2	29	38.0	1.25
20	25	13	11	12	18	31.6	0.84	45	49	26	20	2	40	35.8	1.01
21	23	8	12	11	19	31.5	0.92	46	55	29	21	5	40	36.7	1.03
22	26	13	11	11	19	32.5	0.86	47	54	22	20	8	42	37.0	1.03
23	23	10	12	18	20	27.7	0.73	48	49	18	21	8	30	38.9	1.25
24	19	12	12	14	19	25.0	0.69	49	43	17	14	4	31	39.4	1.10
25	21	11	8	15	19	28.4	0.64	50	37	18	13	12	29	33.9	0.85

Some kinds of questions, which the students asked to answer during and after the observation:

- Which teacher's activity dominates and which one is insufficient within the components A and R?
- Which demands of teacher to students were not realised?
- What is the distribution of learning tasks within the component Q?
- Offer at least one substandard task (problem or question) corresponding to the content of observed lesson.
- What can be expressed about the cognitive development of students in present lesson?
- Analyse the components of the index of directivity (authoritarianism). Which component i/d is greater (A or $Q_{4,5,6}$)? What follows from these data?

- The results of which observations were the most difficult to explain for you? Why?
- Which advantages and disadvantages of the observation method did you find in practice?
- What was interesting, new to you in the teacher's work at the lesson, in his interacting with students?

Table 4. Proportion of teachers with corresponding teaching style

Teacher's pedagogical style (by [9, p. 492; 10, p. 68])		Proportion of teachers, % (according to results of research)	
Style characteristics	Index of directivity, i/d	Slovak Republic	Ukraine
Most directive (authoritarian) style	0-0.46	24	20
Medium directive (authoritarian) style	0.5-1.0	30	48
Non-directive (non-authoritarian) style	More than 1.0	46	32

Conclusions

Based on the literature sources [9, p. 492; 10, p. 68] and calculated indexes i/d, the proportion of teachers possessing individual teaching style has been determined (tab. 4). The main part of teachers uses the non-prescriptive style and the style of medium directive - 76% and 80% respectively of surveyed teachers in the Slovak Republic and Ukraine.

We have analysed the relationship of certain components and the index i/d, namely there has been conducted the calculation of the correlation coefficient between the proportion of component A (%) and the index i/d. The Pearson criterion correlation analysis [5, p. 91] attested that parameter A (in %) closely correlates with the index i/d ($r = 0.9$ - Table.2; $r = 0.95$ - Table.3), indicating a high level of correlation between these parameters.

The conducted study shows that practice teachers have the opportunity to effectively use the observation method for study of the teaching style in a real pedagogical process. This approach facilitates the development of research skills of future teachers, as well as a comprehensive analysis of various factors influencing the formation of pedagogical style.

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