

ДЕКІЛЬКА ПОРАД ЩОДО СПІЛКУВАННЯ З ДІТЬМИ

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У стосунках між педагогом і дітьми імідж учителя має велике значення. У статті описуються деякі педагогічні навички, необхідні для здобуття педагогом авторитету та формування ефективних взаємовідносин з дітьми. Оскільки стиль педагогічних взаємовідносин справляє величезний вплив на стосунки між дітьми, необхідно систематично проводити професійний самоаналіз і наступне професійне самовиховання.

Ключові слова: імідж педагога, педагогічні навички, авторитет, професійний самоаналіз.

При взаимоотношениях между педагогом и детьми имидж педагога имеет особенно большое значение. В статье описываются некоторые педагогические навыки, необходимые для приобретения педагогом авторитета и формирования эффективных взаимоотношений с детьми. Поскольку стиль педагогических взаимоотношений оказывает огромное влияние на отношения между детьми, необходимо систематически проводить профессиональный самоанализ и последующее профессиональное самовоспитание.

Ключевые слова: имидж педагога, педагогические навыки, авторитет, профессиональный самоанализ.

In the relationship between the teacher and children, the teacher's image is of great importance. The article describes several pedagogical skills necessary for establishing the teacher's authority and formation of effective relationships with children. Since the style of pedagogical relationships has a great influence on the relationships between children, it is necessary to systematically conduct professional self-analysis and consequent self-education.

Key words: teacher image, pedagogical skills, authority, professional self-analysis.

Teacher's image is very important to increase positive impact upon a child in teacher-child relationship. When a lesson is delivered by an authoritative teacher, it already disposes a child to listen to the material with greater interest. It does not mean that an authoritative teacher should not seek various techniques to involve passive children more actively in the process of learning.

Modern studies reveal that people's opinions about teachers have changed. These changes can be formulated as follows: to have a status of a teacher is not enough to gain authority among children; having and using concrete, personal features are necessary. Being a school teacher does not mean having influence on students. Despite it, many teachers still hope to emphasize influence of a status only and do not use any personal efforts to form and strengthen their authority.

According to psychological research, most teachers realize that their authority level is determined by the productivity of their work. Teachers easily name the personal characteristics necessary for gaining authority, though practical usage of those skills is difficult for most of them. It gives impression that this condition is a result of involving mechanisms of psychological defense in order to avoid sense of diminished self-appraisal. Secondly, passive methods of teaching have negative influence on the authority level. It increases distance between a teacher and students and makes effective feedback difficult.

A great number of teachers think that the concept of an "ideal teacher" has not changed. According to smaller number this ideal has changed and positive and negative aspects can be picked out.

It is positive that the distance between a teacher and a student is shortened, tighter and more direct relationships are formed. The negative aspect is that the level of general ideology and intelligence is decreased.

It is to be pointed out that great number of teachers do not name the essential skills for an "ideal teacher" but point to the concrete teachers, whom they had been trying to imitate all their lives. They describe or name their favorite teacher who is an ideal one for them. It is known that unintentional imitation is the most simple and widespread form of recognition of a person's authority. A concrete person's voice, manners, gestures become fixed and an "ideal teacher" unconsciously directs the imitator's behaviors.

Instead of being directed by a personalized ideal, it is better when a teacher realizes what features, skills and methods of an authoritative teacher would be suitable for him/her. It will promote not only productive introduction of those skills in one's practice but creative development as well. Here are suggested several

pedagogical skills, essential for gaining authority and creating effective communication with students. Here they follow:

- Ability to learn, evaluate, transform and manage learning process.
- Ability to make orientation on a student as an active, developing co-participant in learning process.
- Ability to take optimal decisions in any situation.
- Ability to work on learning material.
- Ability to define skills of each student.
- Ability to consider a student's typical challenges.
- Ability to use psycho-pedagogical knowledge.
- Ability to connect the reasons of a student's challenges to the defects of own work.
- Ability to promote the realization of a student's inner reserves.
- Ability to understand a student's position and inner condition.
- Ability to cause confidence.
- Ability to perceive certain aspects with a sense of humor.
- Ability to develop and realize own pedagogical skills.
- Ability to control own emotional situation.
- Ability to enhance own strengths.
- Ability to define a student's level of knowledge.
- Ability to evaluate a student's moral aspect.
- Ability to stimulate a student's weakly developed personal traits.
- Ability to establish cause and effect connection among the tasks, goals and means of own occupation.
- Ability to evaluate own professionalism.

More skills and features creating a teacher's authority can be listed. A teacher must always care not only for gaining authority but for its strengthening and justifying. Thus, a teacher should always control the features which may threaten his/her authority (routine teaching methods, stereotypical way of thinking, etc).

Data about a child's condition and the factors conditioning given in the personal relationship system will help a teacher to establish normal relationship in a group of children. Each concrete case requires individual approach. Thus, it is impossible to have a ready recipe. Though, general directions for normalization of relationship with a child who is isolated in a group can be formed.

The first step is done if facts of child isolation are revealed. The second step is to study the causes of isolation. First of all, a teacher's own attitude to a child must be analyzed. Sometimes teachers, unconsciously, make a child's situation worse by their own behavior. It happens that teachers create unfavorable attitude towards a child by their comments. Personal comments like "you are lazy", "you always create problems" or orders given to the rest of the group – "don't make friends with Lasha" or the like, are inadmissible.

Not only comments like this but over-praising may also have a negative impact on a child, especially when a child is compared to another child – "you see, what a good boy Irakli is, not like you". After such comparisons and contradistinctions, even good children appear in psychological isolation.

A teacher should try to find a way for less sociable children to make friends with a group. There are several ways:

- To involve a child in an interesting activity.
- To help a child have a success in an activity he is keen on.
- Try to overcome a state of aggression, irritation which often becomes a reason for isolation (and results as well).
- To help a shy child overcome shyness and become more self-confident (one of the effective ways is when more authoritative children of the same age express support towards an isolated child).

Most important is to have skills of maintaining communication between a teacher and a child. A child must see that the teacher expresses attention towards him/her. It is important to create an atmosphere of friendly and sincere support within a group.

In order to help an isolated child to achieve success, it is sometimes essential to create artificially such situations which will give the child an opportunity to reveal his/her virtues and attract other children's attention. A teacher, directly or indirectly, has essential influence on the interaction among the children. It concerns not only the children of younger age but teenagers as well. For example, if you have friendly and warm relationship with each child and encourage each of them to overcome difficulties, interdependence among the children themselves will be similar. There will be less conflicts, more activeness and initiative.

Here follow the styles of interdependence of a teacher with a group:

- **Active-positive** – friendly with children helping with overcoming difficulties, encouraging activeness and initiative.

- **Passive-positive** – generally positive emotional attitude. Seems reserved and expresses coldness in relationships.

- **Situational** – generally positive emotional attitude. Sometimes "liberal" and sometimes "dictator".

- **Active-negative** – strict, demanding, seldom considers children's challenges.

- **Passive-negative** – formalism or extreme liberalism, hiding indifference towards children.

Sometimes such contradictory styles of supervising such a dictatorship and liberalism have the same psychological basis – negative attitude towards people and work.

In some cases it is necessary to make a child aware of his/her condition in a system of personal relationship. But it should be done with great caution, in a clear and comprehensive way for a child and always in face-to-face conversation. This way of influence is sometimes effective though a child may appear vulnerable to it. Before taking such risks, we must acknowledge that everything depends on a child's personal characteristics and the relationship formed between him/her and us.

As a teacher's attitude has great influence on children's relationships among themselves, it is essential to carry out systematic professional self-analysis and further professional self-education. If a teacher's profound theoretical and methodical knowledge is not accompanied with socio-psychological knowledge and sociability, high results will not be achieved.

Diagnostic methods of intra-group, intra-personal relationships worked out in psychology (sociometric methods) give reliable information about a group structure, dynamics and values. Using those methods a teacher can have a number of group and individual indices – children's personal status, desirable and important relationships, intra-group differentiation data, leadership, etc.

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