

ELEONÓRA MENDELOVÁ  
LÍVIA FENYVESIOVÁ

CHILD IN THE FAMILY  
AND  
SCHOOL ENVIRONMENT



The personality of an individual develops under the influence of various determinants, of which the family and school environment is dominant. Although the family has to primary influence on creating a child's personality, the school as an educational institution links up its work and supplements it appropriately.

The present publication draws attention to the influence of the family and school in a process of socializing the child. It analyzes particularities of the socialization process in the educational environment of the family and the school as well as the factors determining this process such us Education, family structure, emotional relationships, socio-cultural and economic conditions of the family, interactions and relationships in school, teacher's teaching style, personality and professional elements of the teacher's personality, his / her relationship to pupils, and so on. The authors highlight the shared responsibility of the family and school for socializing and educating the personality of the child.



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*Reviewers*

Gábor PINTES PhD  
Csaba JANCSÁK PhD

*Translation*

Mgr. SÁRIČKOVÁ Jana

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# INTRODUCTION

It is possible to see the social context of education in the level of directly influencing conditions (in the family, at school, at work) as well as in the level of conditions occurring in a wider environment (the place of residence, region) and in the level related to all the society. Every educated individual is determined by certain social-cultural conditions connected mainly with the family (the level of living, lifestyle, social status, etc.) which participate in the formation of the positive value orientation, prosocial behaviour, mastering of desired social roles and competences.

The reality of human existence is perceived by almost all of us by means of two basic subjects which have a crucial value and dominant position in our life – and these important subjects are the family and school.

The family is generally considered to be the primary environment of the socialization and education of the child and the most important factor in the formation of the man's behaviour. For the individual, his/her family as the primary group should be mainly the emotional background, the pillar of safety and certainty, the place of elementary experience and the base for the inclusion in the society. Though the family has the biggest influence on the formation of the child's personality, the school as the educational-formative institution relates to the actuation of the family and the results of the primary socialization. It demands so that the child learns and takes on the role of the pupil, the individual guided with the social rules and norms. The process of the child's socialization in the school

environment is most significantly determined by the variability of the interactional bonds and relationships which influence his/her further assertion in the society. The teachers represent a very important socializing factor in this environment because they leave in the pupil's personality a very significant seal by means of their personal and professional actuation.

The publication is formed by two chapters. In the first chapter, there the attention is focused on the process of the socialization of the child by means of the perception of the current family, its main functions and basic attributes. The second chapter looks at this process – the process of inclusion of the child in the society – from the point of view of the analysis of the personal and professional components of the teacher's personality and his/her relationship to the child. The work was developed as part of a research project solution VEGA č. 1/0098/17 Individual Conception and Strategy of Education Within the Context of Teacher's Professional Development. We believe that this work will enrich the knowledge of the pedagogical science and it will contribute to the mosaic of publications about education.

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*Authors*

# **1. FAMILY AS THE PRIMARY SOCIALIZING FACTOR**

## **1.1 Current family and its functions**

Regarding the fact that a family has become the object of the scientific research of several sciences, its definition is also connected with the variety of scientific views at the family. We meet with numerous definitions of the family in the specialized literature which point at the effort of the authors to define all its important features adequately. Family is defined from different points of view – philosophical, psychological, sociological, economic, legal, etc. Therefore we are not able to create one generally valid definition of the family at this time. Another reason is the existence of a wide variety of structures of family and a complexity of the relationships in it which provoke very frequent discussions about its defining, i.e. how to define a family so that its definition contains all basic signs and tendencies of the family.

In our cultural conditions we usually understand and denote with the concept of a family its most frequent form which is a pair monogamous family structured as a legal unit of a man with a woman. According to the current legislative regulation “a family created with a marriage is a basic unit of the society” (Law about family n. 36/2005). From the

mentioned here it is clear that from the legal point of view a family is based on the marital relationship, the legal regulations do not legalize other alternative forms of the family coexistence. The current family is still monogamous but it is a kind of a serial monogamy because an individual tries to live with several life partners during his/her life.

According to the Pedagogical dictionary (1967, p. 100) by the concept of a family we understand “a community of people which is usually created on the basis of a marital unit and it includes the relationship between a man and a woman and also between parents and children”. A family is defined in the similar way also in the Psychological dictionary (Hartl, P., 2000, p. 512), where it is written that “a family is a social group connected with a marriage or blood relationships, a responsibility and a mutual help”. Both understandings of a family emphasize the relationships (marital or blood relationships) among the members of a family and they see in them the basis of its origin.

In the Sociological dictionary (Jandourek, J., 2001) a family, as a form of the long-term coexistence of people connected by the relationship, is defined by other features: common living, a common production and consumption of goods, a membership to the common line of relatives.

Nowadays a family is often defined as “a socially accepted form of stable coexistence of people connected with marital, blood or adoptive bonds” (Prevendárová, J., 1996, p. 5). We can understand the given definition as a summary of all important features of the above mentioned definitions. At the same time, it is clear that currently we cannot form one generally valid definition of a family. However, all definitions perceive the family as a bio-social group consisting of parents and at least one

child where the parents can but do not have to be biological parents or a married couple. The current perception of a family tends to the understanding of a family as a social group or community which lives in their own place - home, it satisfies their needs, it provides the care and basic certainties to its members.

We can find a wider perception of a family by Kramer (1980, In Sobotková, I., 2001, p. 39). According to him, "members of a family are not necessarily bound with a heredity, legal marital bonds, adoption or a common organizing of life in a certain period of the life journey. Whenever there exist intensive and continual psychological and emotional ties between close people, there can be used a concept of a family though it is e.g. a non - married couple, a substitutional family, etc.". The mentioned definition of a family is quite liberal but, at the same time, it approaches to the real situation of current families.

Regarding the immense complexity of the defined phenomenon, it is hardly possible to find a united and generally acceptable definition of a family as it was also illustrated by the previous definitions of a family mentioned above. There is no unison even in the academic area and currently we would not find a concordance in the legislative process as well.

A family as a basic social group of the society fulfils certain tasks with respect to the society and to its members as well. These tasks reflect a certain state which this institution has acquired during its historical development. As a consequence a family fulfils several **functions**. In spite of the non - unified classifications of the functions of the family, we can say that the family fulfils these basic functions in every

period of time: biological - reproductive, emotional, economic, educational -socializing. It is clear that the fulfilment of these functions overlaps and there it is hard to divide the inner family functions from the social functions.

All the functions of the family and the needs derived from them are generally presented as universal needs of all the society. According to I. Možný (2009, p. 39), they are understood as “the lowest common denominator of the united basis of life of all families in every society and of the united expectation of the society to all families: the reproduction of the population, its socialization to the accepted values, the emotional function, the economic and ensuring function”. It is evident that the fulfilment of these functions is closely related. Therefore the character of these connections can be complicated and above all it changes during the course of life of a family (the family cycle) and in the development of the society (in the historical context).

**The biological - reproductive** function is important for the society and also for the individuals who form the family, According to J. Hroncová (1996, p. 51), “fulfilment of this function is derived from the fact that a family is a unit created on the biological basis and it ensures the biological duration of the society (by the birth of members of the society and by transmitting of the biological qualities)”. It has a meaning for the individual himself/herself in satisfying his/her biological and sexual needs but also in satisfying the need of continuation of the family lineage of every individual (Kozma, T., 1994).

R. Havlík – J. Koťa (2002) mention that for many centuries a marital family has been a legitimate framework of the sexual relations in our cultural area and it is valid also by the current assumption that the main meaning of sexuality is

the conceiving of children. The sexual revolution in the 60's of the 20th century and the development of contraception deprived sex of the consequences of pregnancy and in this way they divided the sexuality from the marital union. In contrast to the past, nowadays the importance of the sexual life is more evaluated or sometimes even overestimated, its influence on the emotional relationship of the partners and on the general atmosphere in the family as well. It is possible to apply this function also outside the family. However, in the family there it acquires its full meaning: not only to give birth to a child but mainly to bespeak him/her all necessary conditions for life and his/her further development.

In the context of the reproductive function of a family, M. Potočárová (2008) points at the change of the view at its fulfilment with regard to the strict planning of parenthood and the regulation of natality by means of the contraception and the changes in the rules of the sexual behaviour. While in the past the reproduction of the mankind was the most usual and most acceptable reason for the setting up and existence of a family and the families were created mainly due to the reason of continuation of the mankind, so nowadays this irreplaceable task of a family is doubted by the influence of the new possibilities of development of the genetics, the medicine and the general technical development. As a consequence, a decrease of the birth rate in the developed countries, the subsequent stagnation of the population and the unfavourable formation of the future social - demographic structure of the society have become serious problems. The reasons can be found in the new opportunities of young people, sometimes in the necessity to achieve a certain economic level, in the increase of the consumption demands or sometimes in the social politics of the country.

**The economic or economic - ensuring** function is based on the everyday functioning of the household and its task is to cover all the material life needs of the members of the family. It tries to satisfy the basic needs (accommodation, eating, sleeping, clothing, etc.), the educational needs, the needs of sport and cultural activities, the needs of different free-time activities. We can say that in addition to provide „a place to sleep”, it includes many activities connected with bespeaking the everyday functioning of the family, satisfying the primary and secondary needs of the family members and also with the economic support by achieving the life aims.

The current family has stopped to be perceived as an independently functioning unit where everybody has his/her duties. According to R. Havlík – J. Kořa (2002), a decisive majority of families lost their task of economically productive units in the second half of the 20th century. Almost all men and an increasing number of women carry out their professional roles outside their families. As a consequence, the professional life (by children the school life) is not a direct issue of the family but it is the assertion of the individuals in the activities of other groups (work groups, political groups, etc.). With the separation of the work activity, the family loses a significant part of the everyday life of every family member. The family members meet less frequently and their hobbies, attitudes and free-time activities are more and more different.

**The emotional** function of the family belongs to the most crucial functions and we can say that its importance is growing. The family provides an important emotional background which is indispensable for the healthy development of children and for the psychic stability of adults living in the family. In the context with emotional function, I.

Harcsa (2014) emphasizes the importance of two components: emotional bond connecting members of the family and a level of personal autonomy. By fulfilling this function the emotional ties and relationships between parents and children, siblings, etc. are becoming very significant. If the emotions are missing, there appear depressions, frustration and other disorders. The family represents an irreplaceable source of the emotional education, it provides a feeling of stability, safety and emotional balance. Successful fulfilling of this function is reflected in the positive psychic climate and psychic balance. The family is irreplaceable in this function and there are many proofs about it in a form of different difficulties which appear if the individual loses the natural contact with the family environment.

According to B. Kraus (In Kraus, B. – Poláčková, V. et al., 2001), the importance of the family is based on the social - psychological support of its members. A very important role is played already by the membership to a certain social group and the feeling of cohesion with certain people the individual can identify with. In addition to it, the family creates a specific social climate where the emotional component is very significant, creating and keeping of the feeling that I am accepted and appreciated. For everybody the family is a supporting place where he/she looks for the safety based on the mutual understanding. The author thinks that such a background is the basis of other social contacts the individual has with the society.

The historians of a family point at the fact that during many centuries the setting up of the family was not so related to the emotional bases but more to the economic interests. The modernizing processes, the emphasis on personal relationships,

the idea of liberalism and “romanticism” gradually caused that the marriage was based on the mutual choice of partners, sympathies and love. Nowadays, the requirements of the “outer” world and the decrease of the importance of other functions of the family (the economic and educational function) highlight the emotional function of the family and in this way they have very high emotional and moral demands on the family.

The essence of the **educational - socializing** function is in the fact that the family represents the primary model of a human group for the child where he/she can learn the basic norms of the social communication, the human behaviour and the rules of the social contact (Kurincová, V., 2012). In the family the child acquires cultural habits, he/she enters into the social bonds and creates his/her system of the social relationships. The family teaches the child to adjust to the social life, to master the basic habits and ways of behaviour in the society. Therefore we talk about the educational - socializing function of the family. The family influences the education and the socialization of its members by everyday impact of the components of the family environment which can be economic, social, cultural, moral, aesthetic, etc.

Likewise the other basic functions of the family, the educational - socializing function has undergone certain changes as well. The negative change is the less time spent together by the family members what is caused by a higher involvement of the family members outside the family (at school, with the peers, at work). The most significant change is that a part of the formative-educational tasks of the family has been taken by school and now more often also by the extracurricular institutions and media. The school has taken from the family the education of children and the mass media

have cancelled the monopoly of the family for their socialization. It is clear the the role of the family in the socialization of the child is incessantly decreasing. According to I. Možný (1999, p. 17), “the position of the family is suppressed by the strong influence of the peer group whose values are more and more determined by the impact of the mass media. The autonomy of parents is limited by the omnipresent public institutions”.

In addition to the socializing impact of the family on children, nowadays it is necessary to emphasize also the importance of actuation of the younger generation on the older generation. In connection with the prolonging of the time interval of the coexistence of the young, middle and older generation, there increases the reach of the socializing impact of the children and the youth on their parents and grandparents. In a certain meaning the socializing function of the family is more important for older members than for younger family members because the intensity of their social relationships in the society weakens and decreases as well (Kraus, B., 2015).

When talking about the functions of the family, the specialized literature mentions also its other functions such as nursing, recreational, controlling, protective or domesticable functions but we think they are a part of the already mentioned basic functions of the family.

The concept of a family evokes traditional functions and roles which are not fulfilled by the current family any more. Therefore the family has become the so called “egg-shell” institution (Giddens, A., 2000), it moves in a certain social area and so its functions do not remain unchangeable. Their contents are changing, some functions are losing their original

importance, they are being transformed, widened or narrowed. According to T. Parsons (1951, In Kraus, B. – Poláčková, V. et al., 2001, p. 79), “the family has lost many of its functions but it has kept two basic ones: the function of the primary socialization and the emotionally psychological stabilization of the personality of adults”. So it is clear that the main task of the current family is to provide the emotional satisfaction to all members of the family and to prepare the children for their life in the society.

According to Z. Helus (2007), these are the characteristic features of the current family:

- nuclear,
- marital,
- two-generational,
- intimately relational,
- a private individualization.

**The nuclear (core)** family consists of few people forming its core and sharing an intimate coexistence. In the 20th century it became a generally valid and universal form of coexistence (Gelles, R.J., 1995; Googy, J., 2000). The core is formed by a married couple and therefore we call this family a **marital** family. The husband and the wife are also parents of their children or they take care of adopted children or the children from the previous marriages of the husband and the wife. In this way we can talk also about a **two-generational** family which consists of the generation of parents and the generation of children.

The current family is **intimately relational**, i.e. functioning as a private area. It is a community of the crucial people connected with the feelings of love and care. The democratizing tendencies in all the society are gradually, but

very precisely, changing the strict patriarchal relationships in the family system into the new partner and egalitarian relationships. First between the married couple and then more and more also between the parents and the children. O. Matoušek (2003) and also I. Možný (2006) say that the current postmodern families are not set up in order to reproduce the population or to contribute to the society in another way. The families of the postmodern period are created in order to satisfy the emotional needs of the partners , and not the children. Then the stability of these families depends on the emotional balance of the partner relationship. The relationships between the married couple and between the parents and children are very fragile bonds which are characterized by an extreme sensibility and vulnerability. The current family is much more unsteady than the previous generations of families and it can change into an incomplete family relatively easily. Regarding the fact that emotions represent a very fragile bond, the family has become a very fragile institution.

A private individualization is a characteristic feature of the current family. Z. Helus (2007, p.139) understands it as “an exemption from the bonds of traditions, historically transmitted habits and obligations, possessive and professional predestinations. It is a possibility and necessity to decide, choose, deal with and be responsible for oneself”. Every individualization is a risky acquisition, it automatically means the development of the personality but it can also be manifested as ruthlessness and looking at oneself at the expense of the other people.

We can complete the mentioned characteristic features of the current family with other qualities, based on the work of

Slovak and foreign authors (Kraus, B. - Poláčková, V., 2001; Goody, J., 2006; Střelec, S., 2007; Tamášová, V., 2007; Možný, I., 2006; Potočárová, M., 2008; Somlai, P. - Tóth, O., 2002 and others):

- The basic family is losing its ritualised character, i.e. the legalisation of the partner coexistence is not a condition of the family life and nowadays there increases the number of families based on the coexistence of partners without getting married.
- The discontinuity and change of the structure of the family. The number of children in the family decreases and the coexistence of more generations is also limited, there is an increase in the number of people living in one-member families.
- The decrease of the stability of the family, the increase of the rate of divorces and, as a consequence, the increase of children living in one-parent families.
- The development of the contraception and planned parenthood, the decrease of “unwanted” pregnancies, the opinions about the abortions are quite liberal.
- The changes in the organization of the family cycle. People are becoming parents in higher age, they have children after a certain period of living together in the marriage or the partner coexistence. Older and older people are becoming grandparents and they are frequently involved in the working process.
- Two-career marriages. The increase of education and qualification and also the increase of employment of women cause that the parents spend less time with their children and other members of the family. In addition to the lack of time, the problem is also in the way of spending time, the limited possibilities of the direct contact and

„common“ life, the generally stressed lifestyle and in the disharmony between work and family duties.

- The life expectancy is prolonging and also the duration of the family after the children leave. The children live with their parents for longer time and therefore there increases the socializing impact of the young generation on older members of the family.
- Secularization. The impact of the Church on families has decreased, the secular way of life and the subsequent atheism are preferred.
- A higher emphasis on the material values. There is an evident effort to achieve the life level of other developed countries and to live in bigger comfort, privacy and wealth.

We can conclude it with a statement that the family in our country and in all Europe is changing, it is undergoing certain modifications which are a natural reaction to the deluge of changes in all society as well as changes in the area of the value structures. The differentiation of families and the existence of different models of the family life is a fact which is necessary to accept. We agree with B. Kraus (2015) that the changes which the family has gone and is still going through are necessary adaptations so that it can survive as a viable institution in the complexity of the modern times. The family has to adjust permanently so that it can satisfy the changing developmental needs of its members.

From the mentioned above it is clear that the family is in a new and complicated situation. In the modern society there is taking place a bigger individualization, a depersonalization of relationships, a sharp rationalization, an increase of requirements and all the other features of the modern western

civilization. According to U. Beck (2004), “for a living person, a nostalgic picture of a strictly monogamous, inseparable couple oriented on children and the family is a beautiful picture which is practically very little realistic in the world full of changes, risks and unpredictable future”.

Economic transformation in society, changes in values and norms in last decades are causing fundamental changes in family life, which can be seen in their functioning, structure as well as in their family relationships (Jancsák, Cs., 2013; Somlai, P., 2013; Beck, U., 2016). In spite of all problems and difficulties the family coexistence remains, in its essence, an indispensable and irreplaceable institution for adults and mainly for children. Therefore there arises a question what is possible to do and in which way to do it for its strengthening in our life.

## 1.2 Socialization in the family environment

We always have to see the personality of the individual in the intersection of the actuation of the inner dispositions and the outer influences as a unique synthesis of his/her qualities and behaviour, the biological, psychological and social processes. The natural, cultural and social environment influences the individual in these processes and, reversely, he/she influences his/her environment as well. Everybody is an unrepeatable being but, at the same time, a product of processes running in our environment. The process of **socialization** ( and education as an intentional actuation) is a mediating tool between the individual and the society.

The socialization is a process which connects every individual with the society. The individual is changing from the “biological being” into the man - a cultural and social being which acts according to the valid norms, behaves according to the socially accepted values and fulfils individually modified expectations and roles. “The meaning of the socialization is the interiorization of the cultural norms and values, i.e. the state when the individual does not perceive them as a pressure from outside but he/she takes them as “his/her own”. In this understanding the individual is the object of the actuation of the outer influences” (Havlík, R. – Koťa, J., 2002, s. 43). The authors Zs. Vajda and E. Kósa (2005) say that from the social point of view, we evaluate the individual as a socialized one when, in his/her essence, he/she thinks, feels and acts in such a way the given community expects from the individuals of the same age, gender and social status.

The man is not born with the anteriorly given social positive or negative qualities. The social, specifically human essence of the man is a result of the long-term process of the socialization and thanks to this process the man acquires specific qualities and features which influence his/her behaviour in the society. The key position in this process belongs to the family which has the primary place among the socializing factors. In the current literature there is a generally accepted opinion that the child is socialized, i.e. included in the society mainly by means of his/her experience in the family. The family is usually the first human community the child gets acquainted with, a place where he/she experiences the emotional relationships and learns to know their meaning, the family is the first school of life for the child. Here he/she acquires a model of the future relationships with people, opinions, behaviour and habits.

According to E. Bagdy (1983), the family is a mediating group between the individual and the society and therefore we can consider it to be the **primary** mediating social unit. She thinks that the primary importance of the family is in the fact that:

- it has an impact on the developing individual already from the earliest period of his/her life,
- by means of the emotional bonds, strong relationships and the long-term influence the family engraves into the child the basic emotional models of behaviour which he/she will apply in his/her life and develops the child's dispositions and tendencies,
- with its mediating function the family creates the personal and social scale of values and, in the optimal case, the family prepares the growing individual for the fully - valuable participation in the society.

V. Kurincová (2009) is convinced that the family is primary because it is the first environment the human being comes into the contact with and it is primary also due to the importance of his/her primordial experience he/she gains there.

In the family as a primary group the man learns to know the moral values, the norms of behaviour and he/she learns to include himself/herself in the society. The child or the teenager acquires there the first models of behaviour and the first social experience (Mendelová, E. – Grofčíková, S., 2015). The family is the first environment which provides to the child the basic orientation about himself/herself and the world and helps him/her to participate in the society. E. Bagdy (1994) thinks that the family is the eternal school of human development where we create and modify patterns of behaviour, values and the conception of the world on basis of age, gender and the

social stratum. The socialization is a lifelong process and therefore it takes place also in the adulthood. However, the decisive period when we create the bases of the social behaviour is the period of childhood.

The family is a place where the man learns the basic patterns and rules of behaviour, he/she gets basic information about life and with the help of the family he/she includes himself/herself in the wider social relationships. In the family he/she acquires cultural habits, he/she enters into the social bonds and creates the system of social relationships. The family teaches the child to adjust to the social life, to master the basic habits and ways of behaviour in the society. For the individual, the family should be as the primary group mainly the emotional background, the pillar of safety and certainty, the place of elementary experience and the base for the inclusion in the society. The fulfilment or neglect of the given functions has serious consequences for the socialization of the child.

J. Janoušek (1988, p.115) also emphasizes the importance of the socialization in the family. According to him, “the family is the most universal socializing factor which teaches the individual to react in a desired way in the process of the interaction and it enables him/her a practical verification of the acquired skills within the family. It is applied as a regulator of behaviour of the individual and it provides him/her socially desirable norms. Under the influence of the family there are created the attitudes to the personal behaviour, to himself/herself and to the society in general”.

The process of the socialization is carried out as an activity of the personal influence of the family members mutually, including the positive and negative impacts and models. The personality growing up in the family is being

developed under the incessant double influence:

1. the influence which is complex, hidden, spontaneously expressed, unintentionally mediating so it is the influence in the natural life conditions of the family,
2. the influence of the strong, secondary, consciously guided and mediated educational impacts (Bagdy, E., 1983, p. 14).

According to the author, both types of influence are equally important. The consciously mediated images about the education of children, the ideals and methods create the life plans of the child, they strengthen his/her scale of values and ways of behaviour. The primary, unintentional influence during the common life is an everyday experience of the child. Its impact is clearly reflected in the behaviour of the child and in his/her relationships to other people. The primary social learning based on experience contains also unintentionally acquired mechanisms of behaviour.

Unfortunately, we have to agree with M. Potočárová (2008, p. 75) that in negative cases, when the family is a regulator of undesired activities and social pathology (alcoholism, violence), there it is much harder to reveal such phenomena and to re-educate the transmitted and applied ways of acting and behaving.

According to the Hungarian author T. Kozma (1994), the family fulfils the following **socializing functions**:

#### *1. Creating the feeling of safety and providing the care*

These two mentioned activities are not bound to the social sphere but, from the point of view of the development of the personality, they are indispensable. Their principle is the physical and psychic care whose result is the creation of the basic confidence as the basis of the formation of the

interpersonal relationships. This task is bespoken by the family and in it the mother is on the first place. Its significance is stressed by several authors (Girán, J.-Ligeti, Gy., 2000; Vajda, Zs.-Kósa, E., 2005) in connection with satisfying child's biological needs and providing sense of safety, protection.

The harmonic relationship between the mother and the child provides the feeling of safety and it is the basis of the child's confidence to the outer world. Due to this reason the psychologists think that the **emotional bond between the child and the mother** is significantly important in the earliest period of life, mainly immediately after the birth. The child identifies himself/herself with the mother, the representative of the social world, in the elementary socialization (to the age of 2). In this way the child creates also the relationship to himself/herself. Also in the family socialization (to the age of 4) the child needs to experience love and safety. The key condition of the healthy socialization is the early creation of the permanent bonds with other people, mainly (not exclusively) with the mother. The creation of the emotional safety and stability is the assumption of coping with the crisis of puberty and adolescence (Havlík, R. – Ko'ta, J., 2002).

The absence of the feeling of safety in the childhood, mainly in its earliest period, can lead to the irreparable damage of the personality. However, the feeling of safety is not guaranteed with the presence of the parent or family environment itself but with the existing emotional relationships. Positive emotional relationships between the parents, the parents and the children, the siblings and also between the other relatives are an indispensable assumption of the positive development of the child's personality and also of the psychic balance of all family members (more in detail in the part 1.3.3).

## *2. The development of speech*

When we talk about “the speech”, we think about several partial functions and therefore the concept of “communication” would be more suitable here. Communication denotes a process of mutual sharing whose most important tool but not the only one is the speech.

Before the child masters the speech, he/she keeps the contact with the mother and later also with other family members by means of the system of signs. The mastering of the speech is a very important socializing function of the family because it teaches the child to understand the socializing system of signs and it provides him/her the family subculture in a quick and precise way. This fact is the reason of observable important subcultural differences among children based on their social origin already in the process of mastering the speech. Later it can have an impact on the process of their schooling or even on the development of the intellect (Kozma, T., 1994).

There is a well - known theory about the influence of the membership of the family to a certain social stratum on the development of the child’s personality. According to the conception of the English sociologist and sociolinguist B.B. Bernstein, the family creates the so called language code which the member of the family takes as a certain heritage in his/her life. The author suggests that the ways of communication in different social strata differ to a certain level. The membership of the family to the specific social stratum facilitates or, reversely, complicates the assumption for the success of the child at school and for his/her adaptation there (Kozma, B., 2001). Bernstein tries to explain the processes where the social stratification of the society is reflected in the environment of the institutional formation and education at school and in the

school results of the individual as well. The results of the extensive study carried out in New Zealand correspond with his opinion. This study supposed that mastering of the mother tongue is an assumption for a better performance at school. It was confirmed that the children from the English - speaking environment achieved better results at schools where English was used as the means of communication (Biddulph, F., Biddulph, J., Biddulph, Ch., 2003). S.H. Landry et al. (2000) found out that the level of the language development achieved by the level of the communication between the mother and the child is a highly effective predictor of the later success at school.

Even though the Bernstein's theory arose in the 70's of the 20th century, it has still been a living topic of many conflicts between the family and school environment, between the equality and inequality of the educational chances. In connection with the given theory, we can encounter with different commentaries and protests in the literature but it is possible to understand the language code as a significant and specific determinant of the school success of the learner in a wider meaning of the socialization.

### *3. Bespeaking of the first interactional field*

T. Kozma (1994) says that the family represents the first place of the interpersonal relationships whether these are the asymmetrical relationships (based on the authority) or the symmetrical relationships (based on the reciprocity). The family bespeaks the first interactional field for the child where he/she learns to create relationships with other people what is a very important fact from the point of view of acquiring the patterns of behaviour and attitudes. By means of the first

relationships the child learns how to behave in certain situations (eating, greeting), what attitudes are suitable in certain circumstances (beneficence, defence).

In the family the child is formed by the system of family relationships, i.e. the relationships between the married couple or partners, the parents, the siblings and the intergenerational relationships. The child learns the social roles (a child, a sibling, a sexual role) and he/she acquires the expected ways of the behaviour and the social skills in this interactional field. The social importance of the family socialization of the children is given not only with the fact that the family creates the sociability of the children and, in this way, the family enables them to participate in social activities and relations. The importance is mainly in creating the bases of the ability to enter in the social relationships and to create the new ones which are the decisive conditions of their own social development.

#### *4. Providing of models and patterns*

In general, it is valid that parents do not influence the child only intentionally when they directly strengthen the positive ways of behaviour (by explaining, rewards, non-verbal communication) and they suppress the undesired ways of behaviour (by different forms of punishment) but they influence the child also with their personal example when the child imitates the behaviour of the parents.

In the process of socialization the individual learns the bases of the social roles and he/she copes with the roles corresponding to his/her positions. It is important to be aware of the fact that “on the basis of **imitation and identification** the child also prepares for his/her sexual role from the earliest period of his/her age. With regard to the behaviour of the models from his/her surroundings,

the individual constructs a framework of images about the essence and ways of behaviour to the opposite (and also the same) gender” (Reichel, J, 2008, p. 182). The family provides the identification models and teaches the child the supposed behaviour for the man’s and woman’s role. The child learns to know the specific task of the gender which is partially given biologically and partially bound to the traditions. In the family the children acquire their first experience with the family form of coexistence, here are created the conditions for the sexual identification and here the child learns the bases of the family order. B. Buda (1993) is convinced that the process of identification is running incessantly and therefore in the childhood the condition of the parent relationship is very important. The ability of identification is strong in the earliest age and as the child grows up, the role of the identifying mechanism is gradually decreasing.

According to J. Hroncová (1996, p. 56), “the imitation of the parent of the same gender and also the education which is different for boys and girls form the indispensable assumption of the correct sexual identification or the identification with the person of the same gender”. In the complete family the child has a possibility to achieve the identification in the sexual area by means of the identification with the parent of the same gender and the differentiation from the parent of the opposite gender.

The incorrect identification caused by the absence of the personal model of the same gender (e.g. in the incomplete families) or by the dominance of the people of the opposite gender in the family can have negative consequences in the social development of the personality, e.g. it can lead to the disorders in creating the emotional relationships to the opposite gender.

The parents are the models which the child tries to imitate and overcome. The way how the child accepts them, depends on

the mutual actuation and relationships of the particular members of the family he/she belongs to and from the interiorization of their roles. From the empirical researches it is clear that the kindness and loyalty of the parents are the factors which significantly influence the acceptability of the parent as a model. The emotional relationships to the parents, the authority of the parents, their abilities and skills put the parents in the midpoint of the social world of their children and in the position of the primary models. The natural inclination to the parents, the need of the emotional support and acceptance encourage the acceptance of the parent model also in such conditions as are the gestures, the style of communication, interests, activities, etc. (Maccoby, E.E - Martin, J.A.,1983). However, it is necessary to take into consideration that the older is the child, the more he/she looks for his/her models elsewhere. In spite of the fact that there are periods when the parent as a model is judged more critically by the children than ever before (we think about the period of adolescence), the parent models influence the man during all his/her life and the experience from the childhood is deeply hidden in everybody of us.

### *5. Forming of identity*

In the family there is created the identity of the child (the conscience of "I" and the conscience of one's own identity), i.e. how the child perceives himself/herself as a being different from the others. The child gains information about himself/herself and creates a picture about himself/herself by means of the attitudes of the parents to him/her and their evaluation. The position of the child in the family or his/her position in the hierarchy of children influence the formation of the child's identity. T.Kollárik thinks that it is an objective

reality which is given by the coming of children in the family. Every born child in the given family comes to different social conditions which have a different influence on the child.

The membership to the family community creates the family identity (the conscious acceptance of the membership to the family) which is externally reflected in the collective symbols (e.g. the surname). E. Bagdy (1994) says that the identity is reflected also in the division of the family tasks and roles. In different phases of life there are performed the roles of the child, the husband or wife, the parent etc. in the family environment and their contents influence the life outside the family as well.

A very important part of the picture about oneself is the psycho-sexual identity, i.e. the realizing of one's own gender and its acceptance. The significant part of this conviction is unconscious and it cannot be expressed by words. From the birth of the child the family environment emphasizes the differences between the genders, e.g. in the educational techniques for boys and girls, in the choice of toys, clothes, etc. According to B. Buda (1993), a 2- or 3-year-old child is aware of his/her membership to his/her gender. At the age of 3 or 4, the child has a clear idea about the two genders, at least at the level of interactions and social differentiation. The child knows about his/her similarity to one of his/her parents from the point of view of the sexual membership. With regard to this fact, there are required such ways of behaviour from the child, he/she can see by the parent of the same gender.

#### *6. Mediation of values and norms*

In the family environment the child acquires certain norms of behaviour, he/she learns to fulfil the requirements which are expected from him/her and he/she gets aware of the

social roles, the family traditions and the system of values. The child learns what is the norm of the social contact, which behaviour deviates from this framework and therefore is pathological. In the family as the primary social group, the individual acquires a conception about the basic hierarchy of values and with its help he/she prepares for the social life. According to L. Tóth the family mediates to its members generally valid values and the corresponding norms or the social-cultural potential of the cultural society.

The family as the environment for the training of social and communication skills, verbal or nonverbal ones. Here occurs the transmission and interiorization of the social norms and values, acquainting with different kinds of rewards and punishments. The social limitation in the form of different rules, law regulations, norms and values is the direct regulative factor of behaviour. With the requirement of these verbalized norms of the social limits and with the accepting of different social rules there are directly regulated the expressions and forms of the specific behaviour of the individual in the family (Potočárová, M., 2008).

According to J. Reichel (2008, p. 182), “the family mediates not only the sets of values and norms valid in all the society but it teaches how to understand and deal with them. It provides the family value-normative structures to the child. It is a set of the certain family traditions related to the material and nonmaterial values, the certain family milieu, the specific family atmosphere (e.g. it can be the relationship to some ideals, money, power, to other people and to the general human values, to the style of living and to the life in general, etc.)”.

The value orientation of the family belongs to the important factors of the family socialization because every family has its accepted values. Some authors even ascribe to the family its own

set of the family ethic norms, the so called family codex. D. Reiss (1987, In Matoušek, O., 1997, p. 58) says that “it is a value guidance which is passed from generation to generation in the family. It is a depository of the experience of the given family and it is a guidance which leads the family members at the present, showing them the desired ways of behaviour, models and examples. Simply said, the codex determines what and how to do it so that it is done in the correct way”.

In addition to the generally valid norms and values, the family instills to its members also **its own family culture** which can enrich or oppose the generally valid one. According to R. Koteková (1998, p.70), the family mediates the socializing actuation of the culturally accepted values and impacts of the wider social context but, at the same time, it completes it with its characteristic and distinctive features. They result from the personal qualities of the family members and the social-interactional features creating the specific and unrepeatable social system with its own values, norms, communication patterns, specific relationships to each other and to the world, compiled in the family myths, rituals and strategies of integration with the community which the family belongs to.

The family represents the starting place of the socialization of the man. There occurs the primary socialization which is followed by the process of the secondary socialization at school. The behaviour taught in the family is a model of the behaviour in other segments of the society. Other social institutions (including the school) are dependent on the effectiveness of this first socialization. “The differentiated quality of the socializing actuation of the family is reflected in the whole social development of the child, in the different quality of the social adaptation and behaviour as well as in the

ability to assert oneself in a wider social group and in the fulfilment of the social roles in the adulthood“.

The socializing process in the family is determined by several factors. From the point of view of the effectiveness of the socializing actuation, J. Hroncová (1996) defines four socializing factors in the family: the educational actuation of the parents, the structure of the family, the interpersonal emotional relationships in the family and the sociocultural and economic conditions of the family. We will analyse the mentioned determinants more in detail in the following subchapters.

## **1.3 Determinants of the socialization in the family environment**

### **1.3.1 Educational process in the family**

The basis of the socializing actuation in the family is certainly the **education** because it prepares the child for the inclusion in the society. The education in the family can have different forms which are reflected in the general interaction and communication of the adults with the child, in the choice of methods and the way of using the educational means, in the mutual emotional relationships, in the way of setting the requirements and their controlling, etc.

The family influences the education and socialization of its members by the everyday actuation of components of the family environment which can be economic, social, cultural,

moral, aesthetic, etc. We could explain the educational process in the family in such a way that the child is exposed to different situations, different conditions of the environment, to the direct intentional influence and maybe even more to the indirect influence of the parents (or the other educators).

The educational function of the family represents the basis of its socializing actuation. The family is the first social group which teaches the child to adjust to the social life, to master the basic habits and ways of behaviour which are common in the society. The task of the family socialization is the preparation of children and teenagers for the inclusion in the social life. By means of the intentional educational education and the personal example of the parents the child creates the bases of his/her own behaviour.

The education in the family is carried out on the basis of a complex set of impulses (the personality of the parents, the way of the family life, the family atmosphere and background) which have socializing-educational effects. The family environment is very specific and there are strong emotional bonds among the family members and therefore the educational actuation in the family becomes more complex and intensive. According to Z. Matějček (1994, p. 43), “the education in the family is not a unilateral process but it is a generally particular and specific concurrence which is educationally beneficial for both sides because both sides give and receive at the same time“.

From different researches it is clear that many parents base their practice of the family education of their children mainly on their life experience (Střelec, S., 1992). The majority of the parents usually chooses the way of the education of their children according to the experience and knowledge they

acquired and observed in their childhood. If the family tradition is positive, it frequently has more followers than in the opposite case. A bad, negative experience very often leads to its rejection and to the application of other means and a different educational actuation.

The education in the family is based on the specific social communication which includes the personality of the parent on one side and the personality of the child on the other side. The quality of the educational work of the parents depends on **the competences of the parents**, i.e. on their ability to perform certain activities with regard to the mastering of the necessary theoretical knowledge and practical skills. M. Potočárová (2008) distinguishes the following competences of parents:

- *The social competence* – the parent has a developed system of behaviour and he/she can create interpersonal relationships in the social environment, he/she has the ability of the adaptation and interiorization of the rules of behaviour, the ability to solve the life situations.
- *The psychological competence* – the parent psychically copes with the life tasks, he/she has the ability to know and to get aware of his/her own personality. Here is included also the social - psychological competence (the ability to create the relationships with other people in the form of the effective communication).
- *The personal competence* – the parent shows the signs of a psychically adult personality. He/she is independent and autonomously acting.

The social and psychological competence include abilities such as: knowing of oneself, self-control, patience, sincerity, empathy, acceptance and communication. A necessary

condition of the successful family education is the coping of the mentioned competences which form **the educational competence** of the parents at the same time. For example, it includes the ability to use suitable educational means in the specific situations and developmental periods, the ability to progress in a premeditated way, to understand the individual differences of children, the self-education, the control of one's own ways of reacting, behaving and acting.

The educational methods of the parents and their respecting of the educational intentions of the school and other institutions influencing their children represent a significant indicator of the cultural conditions of the family. Many factors influence **the style of education** applied by the parents: the social position of the parents, their age, education and their cultural level, the size of the family, the way of the coexistence of the parents, etc. The specialized literature (Špánik, M., 1994; Višňovský, L., 1998) mentions several classifications of the educational styles (desired or less desired). Our aim is not to present and interpret each of them from the point of view of their influence on the child. We will focus only on some styles of education which will help us to illustrate their impacts on the personality of the child.

Generally we can meet with two extreme educational styles – the authoritative style and the liberal style. More authors (Bakošová, Z., 1994; Helus, Z., 2007; Štoselová, K., 2000; Vágnerová, K. et al., 2009) coincide in the opinion that the strict and **authoritative education** is very perilous and also the inadequate physical and psychic punishments connected with it. Z. Helus (2007, p. 157) denotes as authoritative such a form of education “where the relationships

to the child / the teenager are limited to the continual orders and prohibitions, “commanding” without looking at the need of the child to decide and express his/her spontaneity, to be responsible, to present his/her opinions and to feel a certain level of personal autonomy”. According to the author, the results of such education can be different depending on the life conditions and personal qualities of the individual. They can be reflected: in the tendency to the apathy, in the resigning indifference, sporadic impulsive and uncontrollable explosions of the accumulated aversion to the authoritative family conditions, in the general asocial (or antisocial) guidance of the further development of the individual. In the authoritative education the parents frequently require the automatic and blind obedience. They often practise purposeless drilling and bullying in their relation to the children, they do not teach the children to be aware of the consequences or to understand the fulfilling of the educational requirements. However, they come from the orders directly to the threat of the punishment. They often make the mistake of suppressing the unsuitable behaviour by threatening, swearwords, shouting or physical punishing instead of supporting the desired behaviour by appraisals or rewards. In this way the families get into “the vicious circle” where the family members do not try to influence each other by attention and rewards but by punishments and humiliation. Such educational actuation has a negative impact on the children because they regularly learn to be aggressive. The child who is often punished physically feels the desire of revenge, he/she has a tendency to show his/her own power against the weaker ones, he/she acquires negative character features. If the child is neglected or excessively punished, he/she can create a negative picture about

himself/herself. The child feels frustrated and insecure. These children can start with the bullying of others in order to prove themselves that they are worth of the attention of other people. According to Z. Heus (2007), the children from the authoritative families are striking at school - with their timidity or with their aggressiveness according to their coping with the given situation. The task of the parent is not based on the violent constraining of the child but on the ability to convince him/her about the need to act and behave according to certain rules from his/her own inner persuasion.

The direct opposite of the authoritative education is the **excessively liberal** education where the child suffers from the lack of order and programme. The parents do not set for the child clear educational aims and they do not try to achieve them together. They prefer the liberty of the child without any restrictions, they do not understand the need of borders as an assumption of the safety. According to K. Vágnerová et al. (2009), a paradox is that children who can do what they want and everything is subject to their “well-being” and wishes, do not feel loved. Some parents want to defend this negative fact as the positive one when they argue with the confidence to the child. This opinion prevents them from realizing the fact that the child suffers from the big freedom he/she cannot cope with and he/she uses or, better said, abuses it arbitrarily without any positive effects for his/her own development. The child does not get used to the rules which are necessary to be accepted but he/she is subject to dangerous tendencies: doubtful hobbies, antisocial grouping, egoism and selfishness. Unless the child learns to respect the borders, he/she is not able to set limits to his/her own destructive impulses and to dominate them (he/she can become an aggressor). The child is

even not able to distinguish the borders beyond which the behaviour of the other people is already hurting (he/she becomes a victim).

We can consider the **perfectionism** of the parents to be an undesired educational style. In this style the parents incessantly put the child into the pressing situations of achieving high performance and perfect results, of being better than the others. The requirement of the child's fulfilling his/her duties in the best possible and reliable way is in this style presented in such a way that it is in the conflict with the abilities, interests or external possibilities of the child. We can only agree with Z. Helus (2007) that the child gets into the permanent load. He/she gets tired and anxious that he/she will not be successful. The child lives under the pressure because he/she does not want to make any mistake. The child is exhausted from the requirements of his/her parents, he/she loses the joy from the activity and begins to feel aversion to it. It is suitable in the education to lead the children to the precision, to finish the started work, but it is necessary to respect their age, abilities and their own idea about the given activity which does not always have to coincide with the images of the parent.

**The protective education** can also lead to serious personal deviations. It is a natural desire of the parents to protect their child. This desire is healthy only if it does not lead to the extremes. The child educated in this way gets used to relying in everything on the parents, he/she does not believe that other people can help him/her (Bakošová, Z., 1994). The protectionism can lead to the complete succumbing to the will of the child and to his/her spoilage. The typical sign of these parents is their tendency to satisfy the child, to accept

his/her truth and to act according to his/her wishes. As the consequence, the child will not learn to be responsible, to admit his/her mistakes and deficiencies or to accept the opinions of other people, he/she will not be able to control his/her caprices and to exert any effort. Z. Helus (2007, p. 158) says that there often occurs the so called pedagogical inversion: the child dominates his/her parents and dictates them the rules. The negative consequence of this educational style is the fact that the child becomes a person who is not able to act on his/her own, an egoist who has problems with the adaptation and who badly reacts to the discipline. After the transition to a wider social environment where the child stops to be in the centre of attention, there can appear the feeling of the inferiority among other problems of this child. This inferiority is often reflected in his/her aggressiveness.

**The inconsistent education** (the educational inconsistency) represents a style of education which is not based on any family rules or unwritten educational aims. Many parents are insecure and they often do not know how to react to the behaviour of the children. Sometimes they ignore it and sometimes they punish it severely. If the parents punish the child for his/her behaviour and the next time they ignore the same behaviour, the child will be confused, insecure and he/she will not know what is desirable from the moral point of view. The inconsistency puts the children into the confusion and it decreases the value of the educator's personality in their eyes. According to Z. Matějček (2000), the educational inconsistency can be expressed in two ways:

- as a discrepancy in the educational actuation of two or more educators, e.g. the parents and the grandparents, or as a discrepancy of two educational environments, e.g. the

family and the school. There can happen such a situation when the parents punish the child for his/her behaviour and, reversely, the grandparents will praise him/her for the same behaviour;

- as a discrepancy in the acting of the same educator - if the parent praises the child for his/her certain behaviour and the next time he/she punishes the child for the same behaviour.

The consistent parent supports the certainty of the child that every problem can be solved and if there will happen any offence, there will result natural consequences from it for the child. The inconsistent parent is insecure in the eyes of the child. His/her inconsistent education is based on the uncertain rules, the rewards and punishments are directly dependent on the mood of the parent. The consistency is also related to the fact that the parents should be consequent and keep the word if they once tell the child that certain forms of behaviour will be followed by a reward or a punishment. The inconsistent dealing with punishments evokes the child's mainly accidental and arbitrary understanding of the order.

Several authors (e.g. Bakošová, Z., 1994; Martínek, Z., 2009) coincide in the opinion that the reasons of practising the inconsistent education can be seen in the lack of the time of the parents because they are extremely busy at their work, the rash and stressful time and the pursuit of the material welfare of the family. A very frequent problem is that the parents are extremely involved in solving the needs related to their own assertion and self-realization – at the expense of their children. We can agree with Z. Martínek (2009) that the changing of different ways of education, the nonuniformity of the

educational actuation, when the parents are sometimes very strict and sometimes too benevolent or even indifferent, can lead to the child's insecurity, to the feeling that he/she does not belong to any place or that the parents are not interested in him/her and therefore he/she can do what he/she wants. If there is missing the regular controlling from the side of the parents, the child has a possibility to manipulate and escape.

When compared to the other educational styles, **the democratic style** is perceived as a desired style. It takes into account the needs of the child which are adequate to his/her age. His/her limits are being widened with the growing abilities to deal with freedom and responsibility. Based on the child's maturity, the parent provides to the child a corresponding amount of freedom, enabling him/her to decide on his/her own, to express his/her opinions and wishes but the parent does not reduce the parental responsibility for the child's guiding. In the context with the given style of education K. Vágnerová et al. (2009) say that there is a big assumption that the child educated to the freedom and responsibility will not become a victim of bullying nor an aggressor but, in spite of this fact, it is not possible to guarantee the effect of the democratic educational style completely.

According to the Law about Family n. 36/2005, the education of children is the most important task of the family. However, many parents are not sufficiently prepared for this task and therefore they often make many mistakes in the education of their children due to the ignorance or other reasons. Nowadays, there are very serious situations when the child lives in the economic sufficiency or even abundance but he/she suffers from the lack of guidance and education. The

reason is „the lack of time“ of his/her parents due to their work or other cultural and social interests which cause that their focus on the child is moved to the inferior place. The negative phenomenon is less time spent by the family members together what is caused by bigger involvement of the family members outside the family (at school, with peers, at work, etc.). The problem is not only the fact that the parents do not have enough time for their children but they often do not know what their children do in their free time and frequently they are even not interested in it (Gábor, K., 2012; Jancsák, Cs., 2013; Karikó, S., 2016). Children have much freedom but they are lonelier (Somlai, P.-Tóth, O., 2002, p. 345). We agree with the opinion of J. Langmeier and Z. Matějček (2011) that it is a serious problem which is a topic of many discussions at this time. The reason is that the parents are excessively involved in the needs connected with their own assertion and promotion - at the expense of the development of the personality of their children.

The education of the children is often influenced by a high pressure of the parents on the performance of the children at school. Z. Helus (2007) says that the typical feature of this phenomenon is that the parents continually expose their children to the situations where they have to have a high performance, they must achieve excellent results and eventually be better than the others. This pressure has become stronger lately because it is clear that a decisive condition of the good social assertion is the good education of a high quality. The perfectionist parents frequently evoke with their constant reprehension and rigid guiding the child's indifference and lack of interest in school issues. Many punishments and stress put the child into the isolation and they lead him/her to the inadequate behaviour.

The problems with the behaviour of the child can be also caused by too little attention the parents pay to the children because of their indifference, the lack of time or the lack of experience. According to A. Koudelková (1995), the child which feels to be ignored or unaccepted by the parents, can use the aggressive behaviour as a means to strengthen his/her own identity, to attract the attention of his/her peers or parents or to punish them for their previous indifference. "The worse is the way the parents monitor their child, the higher is the probability that he/she will commit a crime in the young age, he/she will repeat it and that it will be a serious crime" (Matoušek, O. – Kroftová, A., 1998, p. 45). According to A. Hudecová (In Hroncová, J.et al., 2006, p. 185), the child who is not accepted in the family and nobody is interested in him/her, often solves this situation in a way that he/she tries to find his/her place elsewhere. The child finds his/her victims and he/she hurts them and in this way the child compensates his/her distorted self-confidence. Many researches incessantly point at the findings that relatively few parents spend their free time together with the children. There are many possibilities, e.g. table games, stays in the nature, trips. The mutual spending of the free time by parents and children together is important from the point of view of the immediate contacts which enable deeper mutual knowing of each other and improving of the emotional bonds. In such a mutual contact the parents have the possibility to influence the personality of their child directly. At the same time, it is one of the ways how to avoid the appearance of the problematic behaviour of children which can lead to the aggressive behaviour, truancy, criminality, etc.

The process of the socialization and education is carried out by the personal actuation of the family members mutually, including the positive and negative influence and models. The example of the parents is a very important aspect in the education during the period of childhood and adolescence as well. The children perceive the strategies of behaviour of their parents already in the early childhood and they acquire the models of behaving in this way. According to the example of the parents, they also create their value and moral system and the way of putting through their own interests. In the family education the parents apply also other methods, e.g. the word methods which can have a form of the request, advice, recommendation and warning. The parents explain, convince, apply their authority and the methods of practising, accustoming and evaluation, etc.

The parents are the models which the child tries to imitate and overcome. The way how the child accepts them depends on the mutual actuation and relationships of the members of the family he/she belongs to and on the interiorization of their roles. From the empirical researches it is clear that the kindness and loyalty of the parents are the factors which significantly influence the acceptability of the parent as a model. However, it is necessary to take into consideration the fact that the older is the child, the more he/she finds his/her models outside the family. The people in the surroundings of the child such as the teachers, educators but also the specialists as psychologists and doctors can play a very important role in the formation of the correct images and opinions. Even though there are periods when the parent is judged more critically by the children than ever before (we think about the period of adolescence), the models of the parents influence the man during all his/her life

and the experience from the childhood is deeply engraved in all of us. Therefore the parents should not forget that they provide to their children the first and most important models mainly with their own behaviour.

### **1.3.2 Structure of the family**

A very important determinant of the socializing process is the structure of the family. In the natural structure of the family there is present the actuation of the father, mother, siblings and the grandparents (Střelec, S., 1992). Each of these influences has its distinctive features and meaning.

When we talk about the concept of the family, the majority of us will think about the married couple and their children living in one household, i.e. the nuclear family. However, the fact is that currently this type of the family has been more and more frequently substituted by different types of the family. The dominant type of the nuclear family formed by two parents and their child/children is being enlarged by new forms of the family coexistence with a different quality of the socializing influence on the child due to the process of changes of the family behaviour.

**The complete family** formed by the father, mother and at least one child represents the most spread type of the family. This model can be considered to be the most suitable type for the education and socialization of the child from the theoretical point of view at least. The child has optimal possibilities to find his/her model of behaviour in this family and therefore he/she can create his/her own ideas about the role behaviour of the adults. The key personality for the child is the mother, later both parent roles are getting equal. Both these roles have

specific tasks. According to L. Višňovský (1998), the mother satisfies the need of safety and love with her affection, kindness, care, satisfying and encouraging in the frustrating situations, with her patience, acceptance and evaluation of the child. The father is characterized by his protection and support against the outer world, by the imposing of discipline, supporting of the child's initiatives and his process of getting independent. „The mother is perceived as the symbol of the emotional power and the father as the protector, supporter and the provider of the safety in the family“ (Varga, I., 1998). The father is the model for the son's behaviour and for the daughter he acts as the protector and the model for choosing of her future partner. He becomes an ideal for his daughter and an example for his son. This living example cannot be substituted by any other way of education. The children learn the best from the behaviour of both parents because this education is connected with the emotions.

It was proved in the researches that “the fathers pay more attention to the sons and the mothers to the daughters. The children pay more attention to the mothers until the end of the first year of their life but then they pay more attention to the parent of the same gender with the exception of such situations which evoke fear when the child prefers the mother” (Matoušek, O., 1997, p. 81).

The ideal of the family with two parents is not always fulfilled in the real life but it has its permanent meaning. In spite of the fact that the the biggest importance in the education of children is ascribed to the mother, we cannot underestimate the importance of the father for the harmonic development of the child. Several publications emphasize the fact that the presence of the father in the family is as important as the presence of the

mother. From the research findings of Lewis et al. (1981) it is clear that in the last half-century increased the participation of the fathers in the care and education of children mainly in the pre-school age. Currently the role of the father has been reevaluated and his influence on the child seems to be more important and manifold than it was predicted by the researchers who concentrated mostly on the maternity.

According to R.A. Warshak (1996), the fathers as a part of the family environment have a significant impact on the psychic development of their children (their intelligence, the academic success) as well as on the social development (the transition from the family to the outer world, the creation of relationships to the members of the opposite gender, the moral development). L. Yablonsky (1995) points at the relationships of the fathers with their sons. He says that the boys spend most of their time with their mothers, sisters and peers of the same age but emotionally they identify themselves mainly with the father as the model of their future life role. The boys observe their fathers carefully because they want to find some instructions of how to act in their following man's roles, especially in the role of the father. The author emphasizes the importance of the father's emotions because they are an important aspect of the socializing process and a significant means in the fight against the delinquency. It is clear from his findings that the sons, who are convinced that their fathers love them, do not go astray morally so frequently as the sons who do not get their father's love. The presence of the father is crucially important for the son because the father is also the source of the authority and discipline.

A good relationship between the father and the child is an important determinant of the successful family education and

socialization. In general, it is valid that the presence and the absence of the parent are equally decisive for the socialization of the child. A distorted structure of the family, e.g. the missing of one or even both parents, the stepfather or stepmother etc. has an important influence on the following consequence of the lack of the positive social teaching (Turček, K., 2000).

In the incomplete families the impacts of the incompleteness of the family can influence the socialization of the child in a negative way. These impacts can be seen in the lack of the financial means for living, in the unemployment of the parent, in the problem to harmonize the parent role with the work role, in the personal problems of the parent derived from the inability to care about children on his/her own, the problems to manage the education carried out just by one parent, etc.

In this connection, S. Coltrane and R. Collins (2001, p. 195) point at the complex situation of the mothers - the single parents who fulfil the role of the exclusive educator and the main breadwinner at the same time. The harmonization of the work and the family area is very important for them because they have to spend a lot of time at work to earn enough money for the minimal running of the household necessary to ensure the family and they feel guilty because they cannot dedicate more time to their children.

It is indisputable that the best assumptions for the successful socialization are bespoken in the complete family whose members are mutually connected with the relation full of understanding, confidence and affection. However, even the most complete family can have serious problems and the difficulties and disorders appearing here can distort the socializing process in its bases. Z. Matějček (1986) says that the completeness of the family is not any guarantee of the

socializing success. It can just create more advantageous situation or better assumptions. And therefore the fact that the child is educated just by his/her mother (or only by his/her father) does not cause any deviations in his/her development, it will not give the child any new, specific qualities which we could not see by other children. It can have an impact on the harder process of the socialization (and education) that can bring certain danger and we have to pay bigger attention to it.

The psychological researches in the last decades have shown that there are about four areas of needs which have to be satisfied so that the child can develop mentally in the healthy way and so that he/she could be included in the society. Z. Matějček (1986) mentions four basic needs: 1. the supply of the developmental impulses, 2. the needs of the social learning, 3. the needs in the emotional area, 4. the needs related with the social participation of the child. These needs are satisfied by means of the natural, everyday coexistence in the complete families. However, in the incomplete family there is necessary to be more aware of these needs and to exert more effort to fulfil them.

From the point of view of the socializing impacts on the child, we need to mention also **the reconstructed families** (step-families, completed families, patchwork). These families are becoming a more and more frequent way of the family coexistence. At the same time, they represent the most complicated network of the family relationships and therefore the interest of the specialists in them is increasing. This type of the family includes in itself the hidden risks of the negative impact on the child which can be caused by the fact that the child can have also the biological parent (usually the father) who lives somewhere else but he can still influence the child significantly. Or by the fact that the cooperation between the

divorced partners is not always ideal, mainly if one or both of them have a new relationship. Another reason of the difficulties can be seen in the fact that the children from different families often have different habits and ideas about the correct behaviour and therefore there increases the probability of conflicts. I. Sobotková (2001) adds to the mentioned reasons also the fact that the manifold essence of the family and numerous impulses from other members of the family complicate the creation of the new family identity.

On the contrary to their own biological families, there do not exist many clear rules defining the expected behaviour in the reconstructed families and this can be the reason of the increased stress and big difficulties for their healthy existence. P. Tománek (2012) mentions also other negatives of the reconstructed families: the extreme strictness in the education of one's own children, the excessive benevolence in the education of the stepchildren, the situation of the so called good and bad parents (the stepfather and stepmother), the problem of the coexistence of one's own siblings and the step-siblings, the competitiveness with the ex-family, the absence of the strict limits, family traditions and values, the division of the role of the mother and father among the other "parents".

However, the reconstructed families also have positive impacts on the child such as: the children learn the model of the numerous roles, they have a chance to see their parents happier than before, they learn to adjust to the new life situations. In spite of the fact that the setting up of such a family can increase the stress and requirements for the adaptation to the new situation, it is also the opportunity for the personal growth and for the creation of harmonic, satisfying family relationships. The children, mainly the only

children, get a wider family, siblings, they acquire the ability of better social adaptation and the family becomes more stable economically.

According to S. Střelec (1992), the **siblingship** is not sufficiently evaluated neither in the theory of the family education nor in the practice of parents. However, it has a very favourable influence on the child because he/she learns to be solidary at the peer level, the child learns the role of being a partner which he/she will later have in the relationships to his/her classmates, friends and colleagues. The siblingship represents specific opportunities for the formation of the partnership, specific impulses for the imitation and identification. The imitation of siblings can also mean problems but it is a significantly potential socializing value in its core. Every child has a possibility to receive the impulses for his/her own development from the sexual or age differences, from the solving of problems of the mutual help, from the respecting of the rules and opinions, etc.

The siblings have the educational value as well in the form of the common games, the mutual competing, the solving of everyday conflicts and the common experience from the family holidays, parties, etc. The favourable sibling constellation can be distorted when the parents prefer one of the children and this can lead to the feelings of jealousy, envy and anger.

Here we have to mention the fact that there have currently been spread the families of **“the only child”** as a consequence of the decreasing birth rate. From the pedagogical and psychological point of view, this situation is considered to be little favourable for these children. According to M. Vágnerová (2000), the only child can be easily in the extreme

position, the positive and also the negative one:

- a) The only child can be the child of such parents who were not really interested in having children from different reasons (e.g. the relationship is not very satisfying for them or they are too involved in something else - in the profession or in themselves). Therefore the only child can be accepted with smaller emotional affection and he/she does not have such a value for his/her parents.
- b) On the other side, the only child can be a privileged child with a high positive value. The child is only one and therefore all love and attention are centred on him/her together with worries, fear and all the requirements. The child has a high status in the family but, at the same time, he/she is expected to fulfil all the idealized wishes of his/her parents.

The only child can perceive himself/herself as exceptional and has a lower level of acceptance of the others. The child has his/her parents only for himself/herself and he/she has a better economic position. This can correspond with the excessive material care and with the application of the inadequate educational methods. The only child often has these negative features such as the spoilage, indecisiveness, selfishness, unhealthy self-confidence and the low ability to adapt himself/herself to the group of peers. However, the child from the numerous family can get into the similar situation if there is a big age difference between the child and his/her sibling or the child is the youngest sibling in the family.

The natural structure of the family is completed by the actuation of **the grandparents**. Their increasing importance in the current families is explained by higher employment of

women (mothers) as well as by the significant rate of divorces. There increases the number of children who are looked after by their grandparents not only during the holidays but also regularly during all the year for longer or shorter time. S. Střelec (1992) mentions the fact that there are many reproaches to the actuation of the grandparents because of their inconsistency, excessive benevolence and even the opposed acting against the parents. However, the experience with the children who are partially or completely educated by the grandparents point at a very favourable influence which successfully substitutes or completes the actuation of the missing component of the family.

We can state that the socialization of the child is determined by the fact whether the child grows up in the complete, incomplete or completed (reconstructed) family and whether the father, the mother and the child represent a natural part of this family. The psychic distinctive features of the man and the woman complete each other mutually and they are indispensable for the correct development of the child who needs the nursing of his/her mother but also the care of his/her father.

### **1.3.3 Emotional relationships in the family**

The presence of the parent itself is not a guarantee of the successful socialization in the family. The existing emotional relationships among the members of the family are very important. If the child should develop mentally and physically in the personality who is healthy and useful for the society, he/she needs to grow up in the stable, emotionally favourable and pleasant environment. The history but also the current

experience have confirmed that “in addition to the ensuring of the primary needs (warmth and eating), for his/her development the child needs the stable environment (home) and the presence of stable people (parents) who are very emotionally involved in his/her development” (Matoušek, O., 1997, p. 8).

The healthy, balanced and stable emotional relationships among the members of the family, especially between the parents, but also the feeling of safety, the inner well-being, the common experience of joy and failure and the mutual help form **the inner stability** in the family (Střelec, S., 1992). With the inner stability there is often connected **the family atmosphere** which can have a joyful, optimistic character encouraging the mutual confidence, respect and the feeling of safety or it can have a depressive and pessimistic character which evokes the mutual distrust, fear and uncertainty. There exist other semi-types between the mentioned characters which are dependent on many specific factors and conditions of life of the family. From the point of view of the family atmosphere, the mutual relationship between the man and woman (the father and mother from the child’s point of view) is very decisive. Their relationship determines the character and lifestyle of all the family and it influences the development of the child and his/her expressions of behaviour. J. Hroncová (1996) says that the happy and balanced parents create better conditions for the socialization and education of children in the family than the family with the distorted psychic climate. The unhappy and unsatisfied parent is not a good educational model because he/she provides few joyful impulses in the child’s life. The positive emotional relationships in the family often influence the children more effectively than the most premeditated educational methods.

The decrease of the importance of the so called stabilizing factors has an unfavourable impact on the stability of the current families. There are the outer extra-family factors (the public opinion, the moral rules, the economic relationships) and the inner factors arising in the family. The stability and integrity of the current family is significantly distorted also by several general phenomena of the civilization development such as the mobility of the population, the regular leaving of the family for longer periods because of the work, the establishment of the acquaintances at work which can break the relationship with the partner etc. Also other factors can have a negative influence on the stability of the family: the lack of real interest, emotional coldness, humiliation, indifference, sudden explosions of the negative feelings, physical and psychic violence, etc. G.N. Haring and M.L. Cormick (In Majzlanová, K., 1998) say that the conflicts between the parents, the unbalanced relationships with siblings, the parent hostility or rejection of the child as well as the addiction of the family member on alcohol, drugs or slot machines can have a negative impact on the socialization of the child. The dysfunctional families, which are characterized by the disintegration of the inner family relationships, serious disorders in the fulfilling of the functions and the distorted psychic climate, do not provide enough positive impulses for the optimal development of the child.

Z. Helus (2007) defines the inner family relationships as the relationships among its members. He thinks that in this way the dissociation has two forms:

1. The weakening of the mutual contacts, the isolation of some family members from the others: everybody is involved with his/her individual issues, the other members are not really interested in them or they are indifferent.

There is a lack of the affection, understanding and deeper interest in the relationships. As a consequence of the mentioned factors, the child growing up in such an environment usually shows the symptoms of the serious emotional lack (deprivation).

2. The conflict among the members of the family: there is very frequent the tension, unrest and permanent mutual attacking in the family. Children are usually worried about the disintegration of the family. Many negative phenomena can form a part of this conflictive situation, e.g. alcoholism, neglection of the household, etc.

A decisive importance in the socializing process has **the relationship between the parents and the children**. Every specific parent relationship has to be formed and created individually. “The parents have to create a place for the individual existence of the child and the perception of his/her individuality, they have to respect the personality of the child, his/her wishes, needs and they have to accept the child” (Guráň, P. – Filadelfiová, J., 1996).

The emotional relationships between the parents and the children are formed in the everyday activity, mutual coexistence practically since the birth of the child. The quality and depth of the relationships, the planning of the child, the wanting or not wanting of the child are the factors influencing their formation even before the child is born. As the research of four-year-old children indicates (Pettit, Battes, In Nevolová, D., 1991), it is possible to confirm the connection between the proactive maternal interest (the positive emotional interchanges between the mother and the child) and the absence of the educational problems already in the early age of the child.

The authors R. Koteková – E. Šimová – A. Gecková (1998, p. 73) say that “the early relationships with the important close people influence the later relationships because the early experience is interiorized, organized in the form of the inner models or intrapsychic schemes of the relationships which last independently from the original relationships”. The authors quote the research findings of M. Hojat (1982) which confirm that the individuals, who did not have satisfying relationships with their parents in the childhood, were not able to create meaningful and satisfying relationships with the peers in the childhood and they experience more intensive loneliness in the adulthood more frequently than the others. The research emphasized mainly the proportion of the satisfying close family relationships in the childhood as the “prevention” against the inability to create a certain group of close people in the adulthood.

The key factor of the personal development is the quality of the relationship between **the child and the mother**, later between the child and the father and with other family members (Varga, I., 1998). However, the relationship between the mother and the child is currently considered to be the primary family connection. This relation is arisen and stabilized already in the period of the pregnancy. The strong bond between the mother and the child since his/her birth is the most important for the development of the healthy personality of the child. In its essence, it is the social, psychological and biological base of the mankind. The bond with the mother is irreplaceable and it is a part of the basal (basic) certainty of the child. For the child it means the safety, the protection against the environment, the care of the basic needs necessary for the survival.

This relationship has been studied since the 50's of the 20th century by many researchers. The most famous of them is J. Bowlby with his study about the bonds and the attachment behaviour. His attachment theory confirms the importance of the basal certainty for the child. It is based on a simple observation - if the small child is separated from the mother, he/she shows all the signs of stress in his/her behaviour and the child, using all his/her power, tries to get his/her mother back. The Bowlby's theory presents the conviction that "the relationship of the child to the mother is the most important relationship in the usual circumstances". The basic points of his attachment theory between the mother and the child are the following ones:

1. The emotional (basal) bond between the mother and the child has had and still has the basic importance for the survival. In the wild nature and during the development it was mainly about the protection against the predators.
2. The emotional bond is developed during all the life, from the „immature“ to the „mature“ dependence which is characterized by the emotional autonomy which keeps the emotionally important relationship at the same time. During the period of the adolescence and the adulthood this bond is completed with the new bonds - to the friends, to the partner, etc. This theory considers the ability to create the emotional bonds to be the basis of the mental health.
3. The characteristic feature of the children (and also of other young animals) is the need to explore their environment, to play and participate not only in the activities of their peers but also in the activities of the adults. If the children feel safe, they explore their surroundings. If something puts

them in danger, they return to the proximity of the mother. The behaviour of the children could be described as the exploration of the world from the safe base. The place the child observes and the time he/she needs for it increase with the growing age of the child from several minutes in the mother's nearest proximity to hours when the mother (or the „safe“ parent) is away from the immediate reach. During the period of the adolescence and the adulthood this separation is prolonged to weeks and months but the „safe base“ still remains there.

4. The part of the bond is the care in the meaning of the satisfying of the basic needs. Without it the progeniture and the genes of the parents would not be able to survive (Martínek, Z., 2009, p. 18).

The author of the theory says that the strongest instinct of the newborn child is looking for the safety in the presence and protection of the adult. If this bond is distorted and the parent cannot satisfy the child's need of safety adequately, the child feels anxiety, he/she acquires the distrust to the parents and the world as well, the child feels endangered what is also reflected in his/her behaviour. This basic bond between the child and the parents is indispensable mainly in the first months of the child's life but its "harvest" is manifested in all the life of the man. It is clear that children in this age are not able to speak yet but it does not mean that they do not perceive, distinguish and think. Whatever is happening around them, they "imbibe" the atmosphere, the feelings and though they may not understand it, they store it in the long-term memory.

Therefore we may suppose that the distortion of this basic bond between the mother and the child is one of the basic

reasons of the disorders of behaviour in any form - the opposing repugnance, lying, inclination to the narcotic drugs or to other addictions, escape to the friend groups, problems with the communication and with the peers, inability to keep the rules established by the society. Several authors (e.g. Matoušek, O., 1997; Vágnerová, M., 2000; Potočárová, M., 1998; Vajda, Zs.-Kósa, E., 2005) coincide in the opinion that from the mother's side the strength of this bond can be influenced, complicated and made more difficult by the complicated pregnancy, problematic childbirth followed by immediate separation (e.g. in the case of the prematurely born children), absence of the mother or the illness of the mother during the first year of the child's life.

The child needs to have the certainty that the parents love him/her. They show their love to the child in such a way they they dedicate their attention to him/her, they are interested in his/her problems and they can find time for him/her. In the family the child learns to love other people and to give up certain things just because he/she wants to please another person. The parent love includes the positive emotional expressions such as:

- nonverbal expressions of the support and sympathies, affection, sensibility and ability of feedback,
- complex physical and mental flexibility to satisfy the needs of the child,
- support of the child with the coexistence,
- focused attention,
- incessant interest and joy from the child's presence and success, expressions of confidence,
- involvement of the parents,
- crucial participation in the child's life (Koteková, R. et al., 1998, p. 105).

In the process of the development and the socialization of the child a very important role is played by the parent attitudes to the children. M. Ziemska (1980) divides them in the positive and negative ones. To the positive attitudes belong the following ones: the acceptance of the child, cooperation with the child, providing of the adequate freedom to the child, acceptance of his/her rights. The expressions of the negative attitudes are: the rejection of the child, avoidance of the cooperation, excessive care, too high requirements, pressure and criticising. These attitudes evoke certain tendencies in the social development of the children and in their relationship to other people.

If there are missing the positive emotional relationships among the family members, it can lead to the child's emotional deficit, to the decrease of the feeling of safety and the inner well-being. We can agree with K. Štoselová (2000) in the opinion that if the bond between the child and the parents is distorted due to some reasons and the parent is not able to satisfy the child's need of safety adequately, the child feels anxiety, he/she acquires the distrust to the parents and the world as well. The child feels endangered what can be reflected in his/her undesirable behaviour. The failure of the family in the socializing and educational function is the key determinant of the arising of the social-pathological expressions of behaviour. Due to this reason the interpersonal emotional relationships represent a significant socializing factor in the family environment.

### **1.3.4 Sociocultural and economic conditions of the family environment**

In addition to the educational, demographic and psychological conditions, the socializing impact of the family is also influenced by the sociocultural and economic conditions of the family environment. As we have mentioned in the previous text, the family significantly influences the behaviour and acting of the children. We think about the relationships in the family, what model the parents represent for the children, what care they provide to the children, how they show the mutual respect to each other, how they solve problems, how they behave to other people, to their property and to the property of the others, what relationship they have to their surroundings, etc. We agree with A. Dombi (2007, p. 38) that to be informed about own pupils is the teacher's duty. One of the ways which led to understanding pupil's personality, his characteristics, and individual differences is the teacher's orientation in pupil's family environment conditions (social, cultural, economic).

The family is the key socializing institution and, at the same time, the place where the lifestyle, taste, values and transmission of the cultural capital to the new generation take place. The family introduces the child to the corresponding **cultural environment** where he/she grows up and which influences him/her with the traditions and culture. Since the very beginning the family and the family members are the models of behaviour for the child, the child learns from them to orient himself/herself in the social environment full of the abstract symbols and social norms. In this way every individual acquires the specific system of the cultural knowledge, norms and values what enables him/her to include himself/herself in

the certain community and to participate actively in the social life (Procházka, M., 2012).

A certain marker of the cultural level of the family is the achieved **education of the parents**. It is a significant but not the only one indicator for judging the cultural environment of the family. We have to take into consideration also the other facts such as the social changes in the attitudes to the education or increase of the number of people with the secondary and academic education, etc. It would be incorrect if we said in the simplified way that the education of the parents means also the good educational qualification. S. Střelec (1992, p. 89) says that, “for the general cultural level of the parents and its application in the socialization and education of their children, the education creates certain assumptions which can be but they do not have to be developed and carried out in the further life or they can be developed in a deformed, socially undesirable form”.

The family is the appropriate environment for the training of the **social and communication skills**, the verbal or nonverbal ones. Here is a place for the transmission and interiorization of social norms and values, application of different forms of rewards and punishments. The social limitation in the form of different rules, legal regulations, norms and values represents the most direct regulation factors of behaviour. The requirement of these verbalized norms of the social limits and the acceptance of different social rules in the family directly control the expressions and forms of the specific behaviour of the individual (Potočárová, M., 2008).

The value orientation of the family belongs to the important factors of socialization because every family has its own accepted values. With its everyday educational actuation,

the family transmits its **values** to the child and forms the child's personality in all its dimensions. It provides to the individual not only the set of values and norms valid in all the society but also the set of family traditions. In addition to the generally valid values and norms, the family instills to the child also its own family culture which can enrich the generally valid one or , on the other side, they can be in the mutual conflict. Every family has its own set of family ethical norms called **the family codex**. D. Reiss (1987, In Matoušek, O., 1997, p. 58) explains that "it is the value guidance which is passed from generation to generation in the family. The codex is a depository of the experience of the given family, the guidance which orients the family members at the present time, it shows them the desired ways of behaviour, models and examples. Simply said, the codex determines what to do and how to do it so that it is done correctly".

From the point of view of formation of the child's value orientation, it is decisive if the parents prefer the material or spiritual (knowledge, artistic, moral, political) values and they subject to them their work effort in their jobs, their free time and also the life of the family. For example, if the life of the parents is oriented on money and material values and they reward the child mostly with material and financial gifts, the value system of the child will be strongly influenced by this attitude as well.

Another aspect of the cultural level of the family is the way of life where is reflected the relationship of the family to different issues of the social life, their relationship to work, profession, clothing and living, the way how the family members behave at home, what relationship they have to each other, to their own development and self-education. Here is also

included the life regime, the way of spending free time, the proportionality between the load and relax, the orientation on individual or social aims, the consumptionist or creative attitude to life, etc. The way of life of the current families is significantly influenced by the increased work involvement of parents. Due to this fact, children spend their time alone at home, with their peers or in the extracurricular institutions. In the current family life there is more and more frequent the tendency for relatively small number of parents to spend their free time together with their children. The international researches pointed at the importance of spending the common free time of the parents and children in a good way. It was clear from these researches that the children appreciate more the quality of the common time spent with their parents than its quantity (Tur-tianen, P. – Karvonen, S.-Rahkonen, O., 2007).

The common spending of free time of the parents and children is important from the aspect of their direct contacts which enable better mutual knowing and deepening of the positive emotional bonds. At the same time, it is an important time space for mediating and receiving values and it is also one of the ways how to avoid problematic behaviour of children (e.g. aggressive behaviour, truancy, delinquency).

The sociocultural conditions of the family (the values, education of parents, spending of free time and the way of life) have the closest relationship to the educational - formative work of school in the period of the school attendance of the child. However, when judging the determinants of the family socialization, we cannot underestimate the facts deriving from the **material-economic** context of the life of the family. For example, we think about the employment of the parents,

incomes, costs, number of unemployed people in the family, presence of a disabled family member, material conditions for hobby activities and preparation of children to school, number of the means of mass communication in the household, the library of the family and the child, etc.

The material conditions in the families are influenced by the outer factors (the degree of assessment from the state) and by the inner factors (the attitudes to work and profession). The main problem lies in the poverty whose source is, in general, the unemployment, low income from work, low level of education and inadequate number of the owned resources. J.C. Gersten (1993, In Vajda, Zs. – Kósa, E., 2005, p. 210) clarifies the influence of poverty on the child in several areas:

- The risk factors can be present already before the birth of the child. The mothers from the poorer town parts have worse health care, there is higher occurrence of smoking and alcoholism, their uneasy living conditions increase the risk of stress and interpersonal conflicts. According to the health statistics, their children have lower birth weight.
- In the poorer families there is a higher number of single young mothers with low education whose pregnancy was not planned and they stayed without the help and support of their partner, in worse cases also without the help of their family. Due to the absence of the emotional and social support during the pregnancy, they are often not able to care adequately about the child and, as a consequence, they often reject their own child as well.
- The educational ways of the parents from the marginal subcultures are less favourable for the child's development (when compared with the families from the middle social class). The parents are less sensitive to the special abilities

of their children, their development is considered to be less important by them (though the objective conditions are not always suitable).

- In the area of the education of children there is a higher occurrence of conformism and authoritative education, the families are often organized in the hierarchical way (in comparison to the families with a higher socioeconomic status). There is more frequent the emotional coldness of the parents, traditional division of roles, higher number of punishments and emotional deprivation.

Similar findings are mentioned also by O. Matoušek – H. Pazlarová (2010). According to them, the poverty means higher risks for the children not only from the point of view of their physical and mental development but also for their future inclusion in the society.

The economical situation of the family has an impact on the child's educational course and success at school. There exists a higher probability that families from better social strata will invest more money, time and energy in their children, they will have higher demands on their academic success and they will create a motivating environment which will be positively reflected in the school success and the level of achieved education of their child. (Conger, R.-Donnellan, M. B, 2007, In Bomba, L. – Zemančíková, V., 2011). In many countries of the world, a very important role is played also by the financial situation of the family which influences the choice of school available for the child, the child's access to technologies and books, the possibility of having extra private lessons in case of any problems, etc. T. Katrňák (2004) says that parents from the higher social strata are more active in supporting

children in their homework, they emphasize the development of their knowledge and skills more than the parents from the lower social strata. They often prepare with children to school, they usually sign the children up in the libraries, after-school activities, they participate at school events more regularly and they are more significantly interested in the course of events running in the school environment. The parents from the lower social strata do these activities as well but not in such an extent, intensity and regularity. It does not mean that the parents from the lower social strata do not wish so that their child is successful at school but they expect that the child will be automatically interested in school and he/she will ask for help only if it is necessary.

A very important factor in the families with the low socioeconomic status (mainly with low incomes) is **the presence of stress** in the family. The parents have an increased risk of emotional tension (they experience depressions, anxiety, anger, etc.) and this is more frequently reflected in the problems with the behaviour (addiction to narcotic drugs, antisocial behaviour, etc). The parents who experience such a kind of tension, are not adequately sensitive to the needs of their children, the tension between them will negatively affect their care and also the education of their children. The parents are more often irritable in their reactions to the children, they are rough and less consistent in applying disciplinary techniques. According to E. Hoffa (2002, In Matoušek, O.- Pazlarová, H., 2010, p. 82), these parents “little appreciate the developmental success of their children, they do not communicate with them enough, the mothers with a lower socioeconomic status are more directive, restrictive, strict and they more often punish their children”.

The economic situation of the family is often influenced also by the absence of one of the parents. Several authors (Tydlitátová, G., 2011; Cseh-Szombathy, L., 1990; Somlai, P. - Tóth, O., 2002) noted that the expenditures of these families are covered from one income and it is usually the income of women which, in average, have lower work incomes when compared to men. The maintenance obligation of the ex-partner (usually a man) to the children is frequently neglected as well. Therefore the majority of one-parent families is exposed to a higher risk of poverty than the complete families.

It is not possible to reduce this problematic issue of the material conditions of the family just to the modern clothing or the skiing or tennis gear for the child. Here are included also the questions of the employment of parents, their expectations about the future occupation of their children, the bespeaking of conditions for the home preparation to the lessons, etc. The responsibility for bespeaking the material conditions necessary for the healthy and fully-valuable development of the child is mainly on the parents. They are responsible for bespeaking the basic material equipment to the child which enables him/her to satisfy his/her needs. The economic situation should be sufficient enough to sustain the children and to bespeak them rational nutrition, clothing, suitable conditions for learning, relax and development of their hobbies.

## **1.4 Education to marriage and parenthood in the family environment**

In the process of socialization the child acquires desirable ways of behaviour accepted by the society, he/she receives and prepares for the corresponding social roles. Therefore the socialization of children and teenagers includes also the preparation for the marital and parental role, i.e. the forming of attitudes, skills and knowledge which are related to the area of partner relationship, marriage, parenthood and sexuality.

The education to the marriage and parenthood is understood as “a long-term process based on acquiring knowledge and skills, behaviour and acting related to the area of partner relationships, marriage, parenthood and sexuality” (Prevendárová, J., 2000, p. 8). E. Šimová (In Koteková, R. et al., 1998, p. 111) perceives the education to marriage and parenthood as “the stimulation and organization of the activity of the child, teenager and, in its widest meaning, also the activity of the adult which will make him /her able and competent to co-create a functioning family”. It is clear from both definitions that the education to marriage and parenthood is focused on the preparation of the individual for fulfilling the man’s and woman’s role and for fulfilling future partner and parental mission.

However, the dimensions of the education to marriage and parenthood are wider. In order to make this education meaningful, it must be included in the framework of the general education to interpersonal relationships. We cannot avoid its connection with the culture of the given society. It means that it consists also of topics related to healthy lifestyle, protection of health, relationship of the man to the wider social

unit, questions of social ethics, etc. According to J. Prevendárová (2000, p. 8), the education to marriage and parenthood should include:

- the area of sexuality and questions related to the sexual health, behaviour and reproduction,
- the area of the couple coexistence in the partner and marital relationship,
- the area of the family coexistence.

The attitudes to the perception of the education to marriage and parenthood are manifold because this area has not only the pedagogical dimension but also the social, psychological, biological, legal, philosophical and ethical dimension. According to the authors I. Lukšík and M. Supeková (2003), it is possible to understand the education to marriage and parenthood in several levels of meaning with regard to their focus on aims and contents:

1. *Education to interpersonal relationships* with the emphasis on the emotional and “spiritual” area. In this way it is related to the formation of interpersonal relationships which include also the sexual area. It highlights mainly the interpersonal relationship of two people, the values of love and mutual relationships.

2. *Process of transferring the knowledge* about the physiology and biology of the man, the reproduction and sexual socialization as verbal teaching about the sexual organs and reproduction. In its wider perception, the emphasis is laid upon the providing of the basic information from biology and psychology which should be helping to the educated subject in his/her sexual and partner life.

3. *Complex education* supporting the general sexual health. Here is accentuated not only the meaning of the mutual relationship of partners but also the meaning of being satisfied.

The aim is the formation of the relationship to the person of the opposite gender so that the man is satisfied and balanced in the marital and family relationships and he/she could control his/her sexual instinct correctly.

It would be a very simplified view to prefer just one of the three mentioned levels. E. Bujnová (2005) convinced that the individual should acquire adequate knowledge and skills, opinions, attitudes and convictions in order to create such a value system which will enable him/her to fulfil the role of a husband/wife and a parent in such a way that he/she will be happy and his/her family as well.

The aim of the education to marriage and parenthood is to educate socially, morally and emotionally mature personalities who are able to act and behave according to the norms and values, which are accepted by the society, in their marital and family life. Therefore, in the education we should focus on the education of emotions, life values, responsibility and cultivated cultural communication between the man and the woman.

In connection with the aims of the education to marriage and parenthood, there arises a question if it should be oriented on information or values that will influence the decisions of people. E. Poliaková (1996) says that, in the ideal situation, the educator (the parent or the teacher) is a guide who helps the young person to develop his/her own system of values so that he/she is able to be aware of the consequences of his/her own decisions and actions. We agree with the author in the opinion that the education to marriage and parenthood has two basic dimensions:

1. mediating the knowledge of exact facts,
2. education to the values.

The responsible and cultivated relationships between the genders are dependent on the values, attitudes, opinions about

the world, moral qualities and personal maturity, feelings of responsibility but also on respecting ethical and social norms, values, respecting of human dignity. Also M. Porter (1996) shares the similar opinion. She emphasizes the importance of two aims:

1. To provide the possibility to acquire information and facts, to understand their importance for life, to learn how to search information sources and specialized services if it is necessary.
2. To help to form the sense of personal responsibility for one's own and the partner's action, to respect the feelings and values of the others.

The humanization of relationships between genders, the preparation for marriage, family life and responsible parenthood are the areas where the main role is played by values, attitudes and relationships. Cultivated intersexual relationships and the sense of marital and parental responsibility cannot be formed only with acquiring the knowledge. We will achieve positive results only with the formation of the convictions and attitudes based on this knowledge.

The education to marriage and parenthood is running in different educational environments which have their own specific features, climate, forms and methods, as well as their own organizers and providers. In addition to the intentional actuation, there are included many functional (unintentional) influences.

The first provider of the education to marriage and parenthood is **the family**. It is the first environment the child meets with and there are created the assumptions for his/her future partner and marital coexistence and for the fulfilling of

the parent role. The specific feature of the family education is the fact that it is mostly carried out by people (the parents) without the pedagogical education, its actuation is daily and it has a more or less individual character. In contrast to the institutional education, it is not often planned and its tasks and aims are realized by many parents mostly in the intuitive than intentional or conscious manner. In this way it differs, to a certain extent, from the education which is carried out at school and extracurricular educational institutions.

According to J. Prevendárová (1994, p. 15), the education in the family has also other characteristic attributes:

- it is a long-term process beginning with the birth of the man and finishing only when this man leaves behind also the „last“ family he/she belonged to;
- it is a significantly intensive process. The more it is intensive, the more this individual is involved in his/her family emotionally.

According to E. Šimová (1998, In Koteková, R. et al., p. 114), the family has a particular position in the education to marriage and parenthood because it provides:

- satisfying of the needs of certainty, safety and love as a basis for acquiring the basic confidence and a basis for emotional and moral maturity,
- primary models of social interaction, value orientation and other areas of the socialization,
- primary models for the development of the role according to the gender,
- basic knowledge about the family and world, basic skills and competences necessary for keeping the household and satisfying physical and mental needs of the family members,

- the family fulfils also the first function - and incessant function during the course of life - the controlling function which helps to regulate the activities of its juvenile and adult members in such a way so that they are carried out in concordance with the natural and social environment. It forms the basis for the development of the ability of autoregulation.

In the context of the family influence on the child we can state that the formation of the child's personality and his/her relationships with his/her surroundings depends mainly on the following factors of the family environment: the quality of the marital coexistence of the parents, the relationship of the parents to the children and their educational style (the number but mostly the intensity of the common experience, adequate educational requirements and controlling of their fulfilment, the parental love and confidence, the prevalence of the positive, appreciating educational impulses over the negative punishing interventions), the general level of the childhood - how the child was experiencing and feeling it (happy or unhappy childhood), the family models related to the application of the corresponding functions and roles, division of work in the family, solving of problems and crises.

Z. Matějček (2000) sees the particular features of the education to marriage and parenthood in three essential components which are mutually related but they also overlap and complete each other in different ways. The author described them in headwords as: relationship - model - learning.

**The level of the relationship** means the basic emotional tuning of the child. According to the author, it is the basis of the family life because in the family the child develops and

cultivates the ability to accept the others, to have confidence in them, to react to their emotional approach in the adequate way, to give something from oneself and to enjoy the joy and happiness of the others. In order to be able to give and receive the love in the adulthood, the child must not be deprived of it from the early childhood. The man's emotions are formed in the family, in the relationship of the man and woman he/she sees in the example of his/her parents. When the child sees examples of good relationships between the parents, his/her moral principles are formed in a stable way and on their basis there will be formed also the relationship between the boy and girl, between the man and woman. In the family the child learns to live in the collective, here he/she forms the emotional affection and he enjoys the feeling of being loved. The child would be unable to create wider interpersonal relationships without this emotional base. The emotional coherence in the family, mutual responsibility, love, respect and dignity are the experiences the child needs for his/her social and sexual development. The child has here the training field for his/her life and social ways of behaving.

A very important task of the family is also the creating of positive attitudes of children. It means that we instill in children the respect to oneself and also to other people. We teach them so that they help each other and they are tolerant and considerate. We create and strengthen the correct interpersonal relationships. We teach the boys to behave in a gentle, careful and considerate way to the girls. In this way we form important features of the personality of the future man and husband. Similarly, we support those emotional, character and will features which will help the girls in the fulfilment of those social roles they are supposed to carry out.

According to E. Rheinwaldová (1993), the mission of the parents is:

- to help the child to create his/her own identity. To respect his/her uniqueness and to lead the child to the awaking of all the good in him/her. To teach the child to control his/her own negative qualities.
- To help the child to love himself/herself because then he/she will be able to love other people.
- To help the child to acquire the feeling that his/her value lies already in his/her existence itself.
- To help the child to create a positive opinion about himself/herself.

The second level in the education to marriage and parenthood is **the level of models**. Generally it is valid what the child sees in the family, he/she will also imitate. The adults, mainly the parents are models in whatever behaviour for the child. The mutual relationships of the parents, their relationship to the children, the relationship of the siblings, the coexistence of genders and generations form the primary model for the child. The parents provide the child patterns of behaviour in the family but outside the family as well, which the child later applies in the partnership and parenthood. However, there is a condition so that the child gets enough models of the “man’s” or “woman’s” behaviour, maternal and paternal behaviour - socially accepted and appreciated - typical of both genders. To identify themselves with their own gender, the boys need enough models of “manhood” and the girls need enough models of the “womanhood”.

In the family the child learns that there is the “man’s” world (paternal) and “woman’s” world (maternal). The child learns how

the man behaves to the woman and the woman to the man, how they greet and show affection and love to each other but also how they get angry with each other, how they talk about the sexual issues, what they do or do not agree with. The child takes on these models of behaviour from the adults and once he/she will form his/her own behaviour according to them. It is proved that the child receives the models of the parents without thinking in the irrational way. It means that the parents educate the child in this way with their models even though they do not think about the education at that time. In this way they educate in the “sexual” as well as “non-sexual” way. By observing the life of his/her father and mother, the child acquires the image about the role of the man and woman, the marital partner, mother and father. The positive example from the life of the parents is certainly the most effective factor forming the child’s personality.

The third level in the education to marriage and parenthood is the **level of learning and knowledge**. According to Z. Matějček (2000), it is probable the easiest way to understanding and fulfilling. However, there arises the question how, where and what to say to the child.

The children expect from their parents confidence and openness also in the questions related to the sexuality and sexual relationships, human love and reproduction. The early childhood is characteristic with the wish to know and the effort to imitate the adults or older children. The child incessantly asks questions “why”, “what for”, and in this way he/she knows the world. According to E. Poliaková (2002), it is always necessary to answer to the child’s questions adequately to his/her age so that the answer is understandable and satisfying for the child. We should answer naturally, truly and clearly also to the questions related to the gender and arising of life. An avoiding answer awakes the

child's curiosity and he/she starts to look for the explanation somewhere else. Therefore the confidence between the child and the parent is examined here for the first time and they both, the parent and the child, are not aware of it. The behaviour of the parents in the early childhood of their children is very important so that the children confide them also in the period of adolescence. S. Komlósi (1995) is of the same opinion that it is important to support forming of attitude towards sexuality and to illuminate tabooed sexual topics in the family.

Nowadays, the sexuality has become a very discussed topic in many levels of our society and the parents are often powerless in the sexual education and the education to marriage and parenthood. The parents challenge a very urgent need to protect their children against the negative influence of television, magazines, internet and street. The most effective means of how to eliminate or remove these negative impacts is the open communication in the family. The studies show that "children educated in the families with the open and sincere communication about sex experience their sexual intercourse later. If the parents hide information mainly about the topics such as contraception, pregnancy and contagious sexual diseases, the vulnerability of their children increases" (Trojan, O., 1999, p. 80). A young person is significantly influenced by different pieces of "advice" of his/her peers and other wrong opinions. Therefore it is very important so that the parents correct these opinions and the family becomes the source of right information, it creates a place for confessing with the intimate problems and provides the necessary advice adequate to the child's age.

Though the family has the biggest impact on the formation of the child's relationship to the family life, the

school as the educational-formative institution also creates the attitudes of pupils to the family life, marriage and parenthood (Teleki, B., 2001). Due to this reason, there is necessary the coordination of educational actuation of the family and school in the education to marriage and parenthood so that they complete their actuation in a suitable way and they do not substitute it. The school and other educational-formative institutions can provide the missing information which the child did not receive in the family. However, the level of relationships and models cannot be substituted by any institutions.

## 2. TEACHER IN THE PROCESS OF SOCIALIZATION OF THE CHILD

Education is a human value. In the 21st century the meaning of the value of education is changing significantly. V. Spilková (2004, p. 7) is convinced that in the 21st century it is possible to expect such big changes in the education as was the establishment of the obligatory school attendance in the past. On one side, the education is becoming a stable pillar of the educational politics of many countries but, on the other side, B.Malík (2012, p. 276) holds the opinion that the value of education has been narrowed to its market value and the current schools are forced to produce marketably assessable “products”. However, the teacher still remains the common feature of these different philosophical opinions about the value of education. The teacher acts there as a mediator of the value of education, a provider of changes and an important socializing factor in the process of integration of children into the society. Therefore, the teacher still remains an important socializing factor but his/her position at school and in the class is changing, his/her basic tasks are changing as well, the traditional roles are being substituted by the new ones.

The basic tasks of the teacher and the character of the interactions between the teacher and his/her students in the

learning process are determined by a wider context of the learning process. If we clarify this context from the historical point of view, we can describe several models of teaching. The first one of them was the Pedeutologic model whose philosophy was based on the Enlightenment rationalism and the associative psychology. The main representative of this conception of teaching was J.F. Herbart who clearly defined the basic tasks of the teacher and the learners during the learning in the formal degrees of the learning process. The teacher was the one who led, guided, organized and managed all educational activities. The task of the learner was to accept, understand, remember and conform to the instructions of the teacher. The basic model of interaction was formed by the interactions from the teacher towards the pupil. At the beginning of the 20th century there began the centring of the educational process towards the child due to the influence of the reforming movement as the consequence of the Herbartian school. The so called Pedocentric model of teaching put the teacher into the position of a counsellor, a helper and a facilitator who was performing his/her pedagogical activity in the laboratories and specialized classrooms. Activities which were fully respecting the individual demands and needs, specific differences and proper speed of the learner became the core of the interactions between the teacher and the learner. The teacher was the one who chose the teaching methods and techniques but the aims of the education were oriented in the pragmatic way towards the real life and the realization of the education itself respected the individuality of the child. J. Dewey was considered to be the main representative of this stream. The scientific-technological progress, the development of information technologies had an influence on the new or, better said, innovative understanding of the teaching

process which is also known as the interactive/ communicative model of teaching. Despite the fact that this model of teaching and the tasks of the teacher in it were already emphasized by J.A. Komenský (in Maňák, J., Švec, V. 2003, p. 11), there is again accentuated the need of collaboration between the teacher and the pupil based on the mutual communication and cooperation. The teacher is a partner, a sensitive guide of the actively cooperating pupil. Mostly the alternative schools carry out the conception of the interactive / communicative teaching. Nowadays, its wider use is obstructed by the big stress laid upon the quantity of knowledge. The increase of the global problems and the urgency to solve them have required a new view at the personality of the man who will not be only educated but he/she will be also sensible, creative, interested, able and competent to solve the given problems. The general cultivation of the child's personality is becoming the basis of the humanistic – creative conception of teaching which emphasizes the development of all the parts of the personality – the cognitive, affective and conative component. The idea of the humanization of education and school system is regarded to be one of the key principles of this change. The concept of the humanization of the school system is based on the opinions of the main representatives of the humanistic psychology – C. Rogers, A. H. Maslow, A. Combs, T. Gordon. The central point of this conception is the anthropological orientation of the educational process where the stress is laid upon the devotion to the child, respect of his/her personality and the confidence in his/her powers and abilities. The active participation of the child as the subject of education is being emphasized in formation of his/her own abilities while fully respecting the interests and possibilities of his/her development. There is promoted the model of the

personality-developing school based on the communicative, cooperative and partner attitude. The humanistic orientation means mainly the change of the aims of education but as well the innovation of the methods, forms, means of formation and education and, of course, the change of the relationship between the teacher and the learner. The teacher becomes the facilitator of the child on the way of learning what is weakening the authoritative position of the teacher in the class. In addition to the development of the cognitive functions, the development of the non-cognitive, emotional and social elements of the child's personality is also emphasized. The need of creating the positive educational climate is highlighted because it supports the connection of the cognitively and emotionally processed contents of the education.

The innovative understanding of the position and tasks of the teacher in the teaching process is determined not only by the historical events, the philosophical opinions and the scientific theories but also by the general social - scientific progress which influenced and it has still been influencing the general pedagogical thinking (Pintes, G., Fenyvesiová, L.,2012). In every period of the development of the human society the teacher was considered to be the decisive factor of the progress of the society. However, together with developing of the society and spreading of the education, the opinions about the teacher's education, his/her tasks and duties, his/her position at school and in the learning process have changed. Yet, what has still persisted for several decades or even centuries, are the opinions about the features of the teacher's personality and character.

## 2.1 Profession of the teacher and its aspects

The teacher is defined as a person who is stimulating and guiding the learning of other people. More exactly, the teacher is *“one of the main participants of the educational process, the professionally qualified pedagogic worker performing the teaching profession”* (Průcha, J. and col. 2009, p. 326). Regarding the current pedagogic thinking and the development of pedeutology, it is necessary to complete the mentioned understanding of the concept of the teacher. B. Kasáčová (2005, p. 81) says that *“the teacher is already not only the provider of knowledge as he/she was in the period of the classic pedagogic thinking. The teacher is not the only provider of knowledge any more. The teacher of the future is the helping guide on the way of the development of knowledge, the development of abilities to overcome the tasks and obstacles and he/she is the participant in experiencing good and also bad experiences”*.

The teacher is the provider and mediator of the cultural and social values which are present in the learning process. The interaction between the teacher and the pupil is already not centred only on the mediating of the subject matter but a bigger emphasis is laid upon its course itself, or more precisely, on its influence on the child's personality.

The current pedeutology is aimed on the answering of the key question related with the profession of the teacher and it is the question if it is possible to include the teaching profession in the expert professions. Professions represent patterns of jobs which are characterized by highly developed systems of norms that are derived from their specific role in the society

(Koča, 1998, in Kosova, B., 2006, p. 1). The current efforts of the professionalization of the teaching profession emphasize the need of moving away from the model of the so called minimal competences of the teacher, consisting mostly of transmitting and mediating of the complete knowledge and cultural heritage towards a wide and open professionalism. This professionalism requires mainly the widening of the competences towards the responsibility of the teacher for the general development and cultivation of the personality of the child with regard to his/her individuality but it requires also the change of perceiving the roles of the teacher. The teacher is already not only the one who knows, understands, determines, organizes, plans, guides, decides and evaluates but he/she is also the one who helps, facilitates, adapts, creates the conditions, motivates and inspires. Many authors coincide in their opinion that it is a difficult or even unfeasible task to express the professionalism of the teacher with regard to the system of knowledge where he/she should be a real professional. According to V. Spilkova (2004, p. 24), the effort of professionalization of the teaching profession is a challenge for seeking of the new identity of the teacher based on defining new values of the teaching profession. According to the author, it means that *“by traditional, universal values such as altruism, solidarity, tolerance, responsibility, etc. there is highlighted the importance of characteristic values such as the understanding of oneself as an assumption for understanding of other people, the understanding of the basis of one’s work and the meaning of one’s own activities, sociability, communicativeness, flexibility, openness to changes, cooperativeness, realizing of the social, cultural, political context of one’s work etc.”*

The teaching profession belongs to helping professions in which dominates their social function. Regarding the ideas of Z. Helus (in Kasáčová, B. 2004, p. 24), we can formulate the claims on the professionalism of the teacher in the following way:

- the teacher should be a professional with the complete academic education,
- the teacher should have a system of expert knowledge, opinions, attitudes and values and he/she should be mature in his/her personality,
- the teacher should be a partner of parents, colleagues, representatives of municipality and of other experts who are directly or indirectly participating at the formation of the personality of a pupil,
- the teacher should permanently develop his/her professionalism in forms of further education and self-education.

According to B. Kosová (2005, p. 104 ), the basis of the professionalism of the teacher must consist of the integrity of knowledge from pedagogy and psychology with the scientific specialization in the didactics of the given subject. This author holds the opinion that the teacher as an expert professional should be an expert mostly in four main areas:

- An expert of oneself so he/she should be an autonomous subject. The autonomousness should be reflected in his/her pedagogical - psychological thinking and acting. S. Štech, 1994 (in Lukášová-Kantorková, H. 2003, p. 26) adds that *“the teacher should be exempt from the pressure of institutions, politics and ideology in order to act autonomously. The teacher should be released also from the burden of his/her own biography and he/she should have the*

*ability to interpret what and how to teach, and the ability of self-analysis in relation to himself/herself and to the knowledge”.*

- An expert of pedagogical relationships - the teacher should help to develop the individuality of every pupil and solve educational situations.
- An expert of facilitating the process of learning what requires psycho-didactic transformation of the contents of education. The teacher as an expert professional carries out the psycho-didactic transformation of the subject matter taking into consideration the age and the individual particularities of pupils, their preconceptions, organization of the topics in the curriculum and the psychological principles of learning. V. Kosíková (2011, p. 75) thinks that the core of the teacher’s expertness is in the transformation of the contents of science into the subject matter what means the transformation of the contents from the language of science into the “language of the pupil”.
- An expert of the permanent reflection of practical activity and self-reflection which is an assumption for the incessant improving of the teacher and revealing the reasons of his/her success or failure.

According to Z. Helus (2009, p. 264,) the sign of professionalism of the teacher is the overcoming of the routine practicism which is based on the proven “recipes” how to deal with children and how to approach to them. The author emphasizes the need of incessant self-education, self-perfection. He states that *“the professionalism of the teacher is based on the competences which transform him/her in the creator of the educational process who is able to clarify, explain,*

*defend and improve his/her pedagogical acting. And the is able to be responsible for it - regarding the school institutions, the headquarters of the school and mainly the children, their parents and his/her own conscience.”*

According to what was mentioned above, the value of the professionalism of the teacher is expressed in his/her competences. The particular competences are filled with knowledge, skills, attitudes, values and personal characteristic features of the teacher.

### **2.1.1 Competences of the teacher**

The concept competence comes from the Latin word *competentia* meaning authority, competence, area of actuation, reach of competence. In its widest meaning, it is understood as the ability or skill to carry out certain activities successfully in working areas or life situations. However, when defining the concept of competence, there appear certain differences and we dare to claim that there does not exist unequivocally accepted definition of this concept neither in the general level nor in the relation to the teaching profession. From the sociological point of view, it is possible to understand the concept of competence as influence or formal authority and, from the legal point of view, as power or right and, from the managerial point of view, as quality of performance. The concept of competence is characterized in the following way: *“The general value of professionalism”* (Mareš, J., 1990/91). *“Logically connected activities of the teacher which are supporting the learning of pupils”* (Kyriacou, Ch., 1996). *“The complex ability including knowledge, skills, attitudes and*

*personal characteristic features of the teacher” (Spilková, V., 2001). “The set of specific skills necessary to perform the profession which is reflected in the observable activities of the teacher” (Šnídlová, 2013).*

J. Veteška (2008, p. 27) defines the competence as a unique ability of the man to perform and carry out his/her potential successfully in the sense “I can - I want - I know”. J. Dyrťová – M. Krhutová (2009, p. 50) characterize competences in a very simplified way as “*subject matter frameworks describing the profession*”. Regarding to this, we understand the professional competences as a complex qualification to perform the profession successfully. They include knowledge, skills, attitudes, values as well as personal assumptions and characteristic features necessary to perform a specific profession. Subsequently, we can understand the competences of the teacher as a complex qualification formed by a set of knowledge, skills, abilities, attitudes, values, convictions and personal characteristic features necessary to perform the teaching profession successfully. The expert literature mentions many different attitudes to the division of the competences of the teacher.

We can identify several attitudes in the way of defining the set of competences of the teacher:

- Defining of the competences of teachers according to the components of the undergraduate preparation. In this way we differentiate: pedagogic-psychological competences and subject-specialization competences. However, this attitude was rejected at the beginning of the 90’s because the synthesis of these areas is inevitable by performing of the teaching profession.
- Defining the competences of the teacher according to the

teacher's activities at the lesson (e.g. Kyriaciou, 1996) or the competences according to the teacher's roles (Vonk, 1992), or the Model of the ideal teacher which was elaborated by OECD (Quality of Teaching, 1994).

- At the beginning of the 21st century the models of competences of the teacher are moved in the direction from the so called model of minimal competences of the teacher (the teacher as a transmitter of knowledge) towards the understanding of a wide and open professionalism of the teaching profession. In 2002, according to these intentions, the competences of the teacher were defined in two areas by the European expert group:
  1. *Competences related to the process of teaching,*
  2. *Competences related to the results of teaching.*

Based on these principles of the humanistic-oriented pedagogy and psychology, Z. Helus (2001) distinguishes four basic competences of the teacher which form the inevitable assumption of whatever teaching qualification. They are these competences:

- *Pedagogical competence* – it represents a set of abilities and skills of the teacher to plan, organize and lead the processes of learning of pupils with regard to their developmental and individual particularities. The pedagogical competence means the ability of empathy, the ability to eliminate the obstacles and barriers in the learning of pupils, the ability to motivate pupils to learn, to diagnose the developmental level of the pupil and to project optimal pedagogical interventions;
- *Subject-didactic competence* – it represents a set of abilities

necessary for managing of the contents of the given subject and the ability of the creative didactic and psycho-didactic transformation of the subject matter;

- *Pedagogical-organizational competence* – it represents a set of abilities of the effective forming of the educational environment with regard to the guidance of relationships and activities in the school class.

With respect to these mentioned basic competences, Z. Helus (2001) subsequently formulated also other competences of the teacher which support the development of the pupil's personality. They are innovative competences whose basis is represented by a set of abilities of the teacher to introduce pupils into particular areas of life. More precisely, the competence to introduce pupils to the possibilities of independent movement in the information areas (to read effectively, to process information, to work with information-communication technologies...), the competence to introduce learners to the problematic area of the value orientations (cultivation of the value orientation of learners...), the competence to introduce pupils to the culture of different forms of interpersonal relationships (comradeship, friendship, partnership, citizenship...), the competence to introduce learners to the responsible relationship to themselves (to lead them to the self-development, self-education, self-realization...). B. Kosova and B. Kasacova (2006, p. 46) elaborated the so called interactional model of competences of the teacher with three basic dimensions: the pupil, the teacher and the running educational process between them. There are defined these competences in the particular dimensions:

### **1. Dimension of the child/pupil.**

The teacher must be able to *identify the developmental and individual characteristic features of the child* (to know, to diagnose and be able to work with individual specific features of the child - talent, disorders), *to identify the psychological and social factors of learning* (to know the theories of teaching, to be aware and to diagnose the individual learning styles of pupils, to know and be able to identify the psychic, physical and social conditions of learning), *to identify the socio-cultural context of the development of the pupil* (to be aware, to know and to identify the socio-cultural background of the child).

### **2. Dimension of the educational process.**

The teacher must be able:

- *to mediate the contents of education* – to dominate the subject matter of the given subjects, to plan and project the teaching (to know how to create educational plans, projects, educational situations with regard to the school curriculum), to assign the aims of the educational process oriented to the pupil, to do the psycho-didactic analysis (to know how to choose basic and extensional topics), to choose and carry out teaching methods and forms (to know and use the methods and forms supporting the active learning of the child effectively), to evaluate the course and results of teaching and learning (to know the ways of evaluation, to determine the criteria and to assess pupils regarding their individual abilities),
- *to create the conditions of education* – to create a positive climate in the class (to be able to communicate effectively with the pupil, to know his/her environment, to solve conflicts, discipline, to create a facilitating relationship), to

create and use the material and technological background of teaching (to use the information-communication technologies in the teaching process creatively),

- *to influence the pupil's personal development* - to be able to influence the personal development of the pupil (to know and apply the strategies of personal development - self-confidence, autoregulation), to develop the social skills and attitudes of the pupil, to prevent and correct the social-pathological phenomena and disorders of behaviour.

### **3. Dimension of the self-development of the teacher.**

The teacher must be *able of professional improvement and self-development* (to know how to diagnose, evaluate his/her own pedagogic activity, to plan his/her own progress, to be prepared for the teaching research in the methodological way), *to be able to identify himself/herself with his/her professional role and school* (to identify himself/herself with the role of the teacher, to know the aims of development of the school, to present himself/herself as a representative of this profession).

The filling of the mentioned dimensions with knowledge, skills and attitudes creates a specific competence profile of the teacher. The competence profile represents a synthesis of professional and personal competences. These kinds of competences determine and complete each other mutually.

In the professional competences of the teacher there we can describe also specific competences. These are represented by knowledge, skills and attitudes of the teacher necessary for the fulfilling of specific tasks and functions in the educational-formative process – e.g. the teacher as an educational counsellor, a chairman of the subject committee or the methodical association, etc. Also J. Duchovičová and G. Petrová (2013, p.14) emphasize

the need to strengthen the specific competences of teachers. They write that *“teachers cannot be only professionals in their subject anymore, but they must be also pedagogues who are able to respect the needs, the individuality and the specific cognitive features of their learners, including their special educational-formative needs, in the teaching process. Therefore, it is indispensable to strengthen the specific competences of teachers.”*

Subsequently, the mentioned competences become the basis of creating the profile of the graduates of the Faculty of Education. The filling of graduate’s particular competences with skills and abilities will be dependent on the degree of a school the graduate is prepared for.

### **2.1.2 Process of developing the professionalism of the teacher**

The teaching profession is one of the most frequent occupations in general. To be a teacher means for many people that their dreams and wishes from their childhood came true. The laical public and also a part of the expert public hold the opinion that one must be born as a teacher. This opinion is based on the knowledge that certain psychic qualities of the teacher such as the gentle extroversion, emotional and neuropsychic stability, self-confidence, ambition, adaptation, integrated personality are embedded in the inherent dispositions, creating in this way a certain assumption for a stable and balanced personality which is indispensable for the teacher.

The process of becoming a teacher is long-term and very complicated. The motivation to choose the occupation itself is

sometimes the key phenomenon influencing the fact if one becomes a teacher and also the fact what kind of a teacher he or she will be. The roots of the process of becoming a teacher sometimes go deeply to the childhood. However, it is necessary to support this motivating aspect of a personality with the pregraduate preparation of a high quality which embodies the process of becoming a teacher. At the same time, it is important to emphasize that the process of becoming a teacher is a permanent, lifelong process that means that it does not start and it does not finish with the pregraduate preparation. It is “*a permanent process which includes all dimensions of the development of the personality of the teacher and his/her competences. At the same time, it creates personal assumptions and inner motivation to the lifelong competence to use formal, non-formal and institutionalized opportunities for the creative improvement of the quality of performing the occupation and the education of learners.*” (Pavlov, I., 2007, p. 219).

We may identify and describe several specific stages in this process:

- *The stage of choosing the teaching profession*

In spite of the fact that in the first stage of the professional development there it is not possible to speak directly about the teacher because it is a period of *choosing the teaching profession*, the motivation to choose the teaching profession has the uttermost importance for its further handling. P. Gavora (2002) is convinced that a decision to become a teacher has its roots at primary school because a pupil who is interested in this profession, more sensitively perceives the life of school, the role of the teacher and the general course of events at the lessons what has a subsequent formative

influence on his/her pedagogical thinking. The reasons for choosing this profession are very diverse. In many cases this decision is influenced by an excellent teacher from his/her own school times, by the family background (G. Porubská, 1994) when a family member is a pedagogue as well, by intensive personal experience, etc. Many researches show that in the process of choosing the teaching profession there are very frequent altruistic motives, experience from the past, previous teachers, personal characteristic features, family and family members, love to children, peers, interest in the subject, parenthood. However, J. Čáp and J. Mareš (2001, p. 266) mention the fact that in the motivation to choose the teaching profession can appear also not so positive elements, such as the lack of confidence, strong dominance and effort to excel. Subsequently, these features very negatively influence the course and results of the educational process and they also determine the subjective responsibility of the teacher for the results of his/her pupils.

The motivation to choose an occupation has a decisive importance also in the process of the proper preparation for this occupation as well as in the further handling of the profession. According to several researches (Průcha, J. 2009, p. 205), almost 60% of all applicants for the teaching profession make their decision in the last moment. Therefore, J. Daniel (2002, p. 33) emphasizes the fact that students who make their decision to study at the Faculty of Education in the last moment, or their decision is a result of not being accepted to another faculty, so these students, already at the beginning of their study, lack the necessary enthusiasm and ardour which help them to deal with the load connected with studying what has a negative impact on their later acting in the role of a teacher as well.

- *The stage of pregraduate preparation for the profession*

Nowadays, in the European area the pregraduate preparation of teachers for every type of school takes place at universities. Its contents are formed by the pedagogical-psychological-social part, the subject-didactic part and the practical part. B. Kosová (2010, p. 5) says that the preparation of teachers is “*the care for the personalization of a future student by the process of facilitation, self-formation of such a complex teaching personality who understands the meaning of education and his/her own profession, the personality who understands the values and processes which give the meaning to the life of another person, the personality who perceives the child as an individual being instructed and the personality who understands his/her own transformations and his/her own responsibility*”.

- *The stage of professional start and professional adaptation*

The onboarding to work after finishing the academic study is denominated as the stage of *professional start and professional adaptation*. The concept of professional adaptation is used for describing the period at the beginning of performing the profession. It is a very individual process and therefore it is difficult to define and mark it with the length of duration. It usually takes several months or even years. In this period of the professional start, the beginning pedagogue is characterized by enthusiasm, ardour and expectations towards the school environment often bordering with ideals. In addition to it, there comes to school a young person who is adequately prepared by the university in the theoretical way but, unfortunately, he/she has a low or insufficient level of practical skills and minimal experience. In spite of this fact, the young teacher is thrown into

the reality of school since the very beginning and he/she is forced to solve many pedagogical situations which demand an immediate intervention and solving.

J. Průcha (2009, p. 208) states that the beginning pedagogue usually comes into contradiction in these areas:

1. Contradiction between knowledge and experience
2. Contradiction between the personal aspirations and the interests of the organization
3. Contradiction between the current position of the employee and the perspective which opens in front of him/her.

One of the specific phenomena of the professional start of the teacher is the so called shock from the reality. R. Švaříček (2011, p. 254) thinks that it is caused by the contradiction between the idealistic visions acquired during the preparation for the profession and a different, unkind situation in the class or at school. According to S. Kariková (2004, p. 20), the process of adaptation to the profession can be influenced also by different life situations of the young person, such as setting up a family and a new social role connected with it. In case of woman teachers, the time of setting up a family and the birth of children can be significantly tiring emotionally and subsequently it has a negative influence on the adaptation to the profession.

- *The stage of professional stabilization*

After finishing the stage of professional adaptation, the teacher fluently comes into the stage of *professional stabilization*. It is a stage which is difficult to be defined with exact period, age or time duration. S. Kariková (2004) and J. Průcha (1997) define it with the life period between the ages from 31 to 40 years. A professional promotion is characteristic of this stage. From the

point of view of naming of this phase itself, it is a period where the key areas of performing the teaching profession are set in a stable way, or more precisely, B. Kasáčová (2004) is convinced that it is a period where the teacher applies stabilized and developed professional skills. By analogy with the ontogenetic psychology which considers this life period to be *“the top of physical, psychic and creative powers”* of the individual, we can suppose that the teacher in this period of performing the profession has his/her teaching style firmly established. It is characterized by the rich and integrated set of knowledge which is evident in dominant ways of his/her attitude towards the majority of pedagogical situations and it is based on the pedagogical experience the teacher has already gained. According to M. Píšová (2010, p. 52), the teacher, by the author marked as the teacher - expert, has the following abilities in this stage of the professional development:

- the ability to analyse and interpret the course of events happening in the class
- the ability to identify really important educational phenomena and to take them into account in his/her own decisions,
- the ability to improvise in the unpredictable pedagogical situations which is based on the automatised patterns of behaviour
- the ability to formulate the principle reasons of his/her acting with regard to the analysis and interpretations of educational phenomena, and to connect them with his/her teaching style.
- *The stage of professional burning-out*

This is the last stage of the professional career of the teacher. The teacher in this stage of profession usually stays in his/her routine and proven ways of work, he/she loses the interest in the course

of events at school, he/she is not interested in any kind of self-perfection and self-development. The teacher is significantly endangered by the syndrome of burning-out which is affecting the cognitive, emotional, social and physical level of the teacher's personality. One of other negative phenomena which is closely related to the process of burning-out and not enough attention is paid to it, is the phenomenon usually appearing in the performance of the teacher at the end of the term or at the end of the school year and it is the so called fatigue debt. The teacher is no longer able to eliminate the fatigue with relaxing nor with enough long sleeping and therefore he is working as if by using his/her own reserves. It is usually reflected in the teacher's mood and his/her behaviour to the pupils. The teacher reacts in an inadequately irritated way also to small unkind situations, pupils get irritated as well what has a negative impact on the course and results of teaching. In prevention against the syndrome of burning-out, a very important role is played by endogenous determinants such as the personal and character features of the teacher, cognitive assumptions but also social skills, mainly the level of assertiveness, congruence, the ability to deal with conflict situations, etc.

## **2.2 Teaching style of the teacher**

The concept of style comes from the Latin word "*stillus*" (*stylus, essay*) and it was originally used for marking the characteristic handwriting. Nowadays, it is a used concept in the common spoken communication. The most frequently it is

used to mark the way of life as a lifestyle, it is also used in art as an artistic style which is characteristic with its typical features of the wider context when the work originated. The sentence "it is/ it is not my style" is a very frequent expression. In relation to the personality, the concept of a style is in its widest perception understood as a typical expression of behaving, acting, thinking or expressing of an individual or a group. These perceptions evoke a thought that the style is invariable. It is something typical of an individual, a group or a work. However, it is necessary to mark that in spite of being a set of typical and characteristic expressions and signs, the style is subject to maturing and changing due to the influence of outer situations.

The concept of a style started to be used in the most general level by the psychologists in the 20's of the 20th century in order to name the style of life, individual reacting of an individual to his/her surroundings. G. Allport (1937) introduced this concept into the psychological terminology as a means identifying different types of man's personality and behaviour (in Ruisel, I. 2006, p. 77). A. Adler (in Šimonová, I., 2010, p. 11) denominated with this concept individual particularities of the life journey of a man. J. Mareš (1998, p. 75) marks with the concept of a style an individually different and internally unified way of choosing and combining partial components and proceedings. He understands the style as a certain regularity in the way of acting, as a consistent human activity (compact for an individual) which is transversal (it goes through several psychic levels) and integrating (it connects several psychic levels). If we apply these definitions to the understanding of a personality, so we understand the style as an expression of the individuality, an expression of the uniqueness. The specialized pedagogical literature deals with the uniqueness

and individuality in relation to the child, the pupil. They emphasize the need of respecting the uniqueness and singularity of the child by applying the individual access, the attention is paid to the questions of differentiation or diversity of the school environment. The researches are oriented on the diagnostics of the cognitive styles, styles of teaching but mainly with the focusing on the pupil. In connection to this fact, only sporadic attention is paid to the teacher. However, a metaphor used by I. Podmanický (2007, p. 105) points to the necessity to pay attention also to the style of the teacher which is typical of his/her behaviour: *“A sharp stylus leaves behind quite a deep trace on the wax board and therefore it is important what contents were recorded and how they were carved there”*. From the mentioned here, it is clear that also the teacher has his/her characteristic, individual and unique style as a typical expression of his/her acting, behaving and the external influences determined by endogenous and exogenous factors. As every teacher has his/her unique signature, so he/she has also his/her own unique style which is reflected in his/her acting in the class and at school. This unique expression of the teacher is reflected in everyday pedagogical situations. It is reflected in the way of communication with pupils, in the way of teaching, in organizing the course of events in the class, in the evaluation, in the reactions to pupils and also in the way how the teacher deals with the relationships with pupils and how he/she behaves in specific situations. And exactly these individual forms of the realization of teaching in the form of the teaching style leave behind a deep trace in the personality of the pupil.

The teaching style of the teacher is a pedagogical term which is quite frequently used in the specialized literature but usually in connection with other pedagogical phenomena and

very often without a more detailed definition of its contents. The authors of the pedagogical dictionary (Průcha, J., Walterová, E., Mareš, J., 2009, p. 356) define the teaching style of the teacher as *“a wilful way which is used by the teacher while teaching. It is wilful to the aim, with its structure and the sequence of used activities by the teacher, with its promptness and flexibility. It has a character of a meta-strategy which is above all used strategies.”*

J. Maňák and V. Švec (2003, p. 30) define the teaching style as the teacher's way of understanding a topic, a pupil, teaching methods, learning, teaching, communication with pupils, etc. It is reflected in a specific, personally determined access of the teacher to the pedagogical process. It is a complex characteristics of the teacher, his/her way of contemplating and thinking which is projected into the strategies of teaching and also into the general attitude to teaching. According to the authors, the basis of the teaching style is formed by pedagogical skills, personal competences and by the teacher's understanding of teaching. They overlap in the cognitive, affective and social-communicative part.

By analogy with the perception of the teaching style as a preferred way of attitude to teaching, J. Škoda and P. Doulík (2011, p. 68) also define the teaching style of the teacher. According to them, the teaching style is *“an individually specific way of teaching which is preferred by the teacher in a certain time and in a certain context.”* It is reflected in particular strategies and ways of guiding the learning activity of pupils, in the choice of organizational forms, teaching methods and sequences, in preferring certain types of didactic means and in the choice of basic communication schemes during the teaching.

P. Bohony (2005, p. 40) clarifies this term from a wider point of view. He is of the opinion that the teaching style is characteristic by teacher's general behaviour and verbal expressions at the lesson with a predictable educational influence. Similarly, A. Furman (in Švec, V., 1998, p. 132) perceives the teaching style as a set of activities of the teacher applied in the communication with pupils during the lessons.

K. Starý (2007, in Dytrtová, J., Kthutová, M. 2009, p.21) explains the teaching style of the teacher as *"something that comes out of the teacher's perception of teaching and it is manifested in the projecting (planning and preparing) of particular teaching lessons and also directly in the teaching - in the teacher's implicit thinking and in the teaching techniques as well."* Therefore the teaching style is a particular expression of the teacher's perception of the context of teaching.

G. D. Fenstermacher and J. F. Soltis (2008) offer a wide definition of this concept. They characterize the teaching style as a conception of teaching where the teacher reflects about the meaning of teaching and about the way the teaching process should develop. Particular teaching styles and attitudes of teachers differ from each other and they consider the teaching methods, characteristic features and needs of pupils, knowledge about topics, aims and intentions of teaching and the character of interactional relationships between the teacher and the pupil to be the most dominant parts of this difference in the teaching styles.

According to P. Gavora (2003, p. 52), the teaching style is a relatively permanent characteristic feature of the teacher which is representing him/her well. It is a stable quality which enables to pupils to foresee the reactions and the behaviour of their teacher and in this way to prepare for them to a certain level.

The teaching style can be understood only as a set of teaching methods which are applied by the teacher. Therefore the style of teaching has in this perception a character of a meta-strategy which is above particular teaching strategies. We hold the opinion that this understanding does not perceive this concept in a complex way. The set of teaching methods used by the teacher does not have to be unequivocally the expression of his/her style. It can be a consequence of the influence of different factors (the amount of topic, high number of pupils) or it can be simply a methodical routine.

I. Ištvan (2013, p. 77) clarifies the understanding of the concept of the teaching style in relation to the time context (a teaching lesson) and to the place context of teaching (a school classroom). Teaching takes place in certain time and place dimensions, however, we are convinced that the work of the teacher does not start with the ringing of the school bell for the lesson. Before coming into the classroom, the teacher thinks about teaching, he/she plans his/her own activities and the activities of the pupils. And subsequently, these considerations are reflected in the realization of teaching, in the application of specific didactic, methodical, organizational, diagnostic and other activities. At the same time, these activities are determined by a set of pedagogical experience which form a part of the teaching style as well.

Therefore we understand the teaching style of the teacher as a unique attitude of the teacher to teaching which is determined by cognitive, personal, professional, institutional and situational variables. It is an individually specific way of guiding, organizing and realizing of the teaching process. The teacher applies his/her teaching style in majority of the pedagogical situations. The teacher leads to the achieving of a

certain type of educational results and in this way he/she hinders the achieving of other results.

The teaching process is a system of mutual communication and interaction between the teacher and the learner. P. Gavora (2003, p. 52) mentions that *“by every teacher there are dominant certain elements or features of interaction which are repeated and manifested with its regularity”*. These elements represent the core of the interpersonal behaviour of the teacher which can be marked as an interactional style. According to M. Janíková (2010, p. 61), the behaviour of the teacher is defined by the teacher’s social role and, at the same time, it is determined by individual inner motives and reasons, normative aspects as well as by the teacher’s self-perception. The interactional style of the teacher is a relatively stable expression of the teacher’s personality and in this style there are reflected his/her personal qualities, pedagogical-didactic skills and pedagogical-psychological characteristic features. However, we understand this concept as a wider concept in relation to the teaching style and it is a superior concept to the concept of the teaching style.

Interpersonal characteristic features of the teacher’s personality are also reflected in the way of education and therefore there is used a concept of an educational style. This concept is used also for denoting the way of education which is applied, for example, by the parent or another individual who does not have to be a member of the pedagogical profession. In this context, we can understand the concept of the educational style as a wider concept, or more precisely, a superior concept to the concept of the teaching style. The authors of the pedagogical dictionary J. Průcha, J. Mareš, E. Walterová (2009, p. 347) define the educational style as *“a complex of intentional*

*and spontaneous ways of behaving of the educator to the educated one*". By explaining the concept of the educational style, G. Pintes (2004, p. 221) emphasizes the pedagogical skills of the pedagogue which are applied in solving of the educational situations. According to him, the educational style is an individual expression of the pedagogue and a way of dealing with solving of educational problems and tasks. M. Zelina (1995, p.39) characterizes the educational style as an assertion of invariable ways of actuation on the educated one which is more determined by the personality of the educator than by the situation itself. A. Dombi (1999, p. 14) understands the educational style of the teacher, unequivocally, as an outer expression of the personality where there is reflected the relationship of the pedagogue to the profession itself. From the given definitions, it is clear that it is a wider understanding of the concept in relation to the concept of the teaching style.

It is necessary to look at the given definitions and interpretations of the concepts of the interactional, teaching and educational style from the clearly theoretical point of view. The same as the concepts of formation and education are distinguished in the theoretical perception, they are mutually connected and determined processes in the practical level. Similarly, also the concepts specified by us are not possible to be understood isolatedly in the practical level. Also J. Škoda and P. Doufík (2010, p. 68) point out that it is not possible to equate the concepts of the educational and teaching styles, so it is not possible to equate formation and education as well.

## 2.2.1 Structure of the teaching style

It is possible to describe the teaching style of the teacher also from the point of view of its structure. The particular layers of the teaching style overlap and determine each other mutually. At the same time, they also demonstrate the bases of the attitude to its forming. The cognitive style, as the deepest layer, represents the way of receiving and processing the information and the preference of a certain kind of information. Regarding the fact that it comes out of the genetic base, it is hardly influenceable.

The way of contemplating and thinking of the teacher is reflected in his/her perception of teaching which is a basis of applied pedagogical strategies and we can call it as the pedagogical thinking of the teacher. And it is this pedagogical thinking of the teacher which forms the base for the ways of solving pedagogical situations. J. Mareš (1996, p. 17) thinks that deciding in real pedagogical situations can have an implicit or explicit character. While in the first case it is a quick, thoughtless deciding based on experience, in the second case this deciding is slower, more developed and more responsible. Quick decisions are emotionally charged, thoughtful decisions are the result of more rational thinking. The teaching style of the teacher can be changed, formed and influenced by means of pedagogical knowledge and experience. According to our opinion, the important source of its formation is in the experience gained by the social teaching or by the experiential teaching which can provide the confluence of the teaching process. The significant source of developing the teaching style of the teacher are the pedagogical experiences but only if they become a subject of the teacher's self-reflection (J. Maňák and J. Švec, 2003, p. 39).

It is obviously evident that the teacher's interpersonal behaviour is influenced by his/her thinking processes. However, in the history of the research of teachers which has been lasting for almost 120 years, the attention of the researchers has been oriented mostly on the analysis of his/her personality and personal qualities as a basic assumption for the effectiveness of teaching. Though many findings confirm that qualities and structure of the personality do not have a crucial influence on the learning results of pupils (more in detail: J. Průcha 2009). More decisive than the teacher's qualities is the fact what the teacher does in the class and how he/she does it. A complex system of his/her cognitive processes determines what the teacher is able to perform in the class and the way he/she applies to do it.

J. Mareš (1996, p. 10) organized all the concepts, which are used by different authors in relation to the teacher's thinking about teaching, into particular categories according to the general point of view. The most general category is formed by the concepts which understand the teacher as a participant of the teaching process with his/her own perception of the world and with his/her own philosophy. The author includes here concepts, such as the subjective world of the participant, participant's common philosophy, participant's conception of the world, participant's daily pedagogical philosophy. In the second, more specific category of concepts there he divides them into several files according to what dimension of the teacher's personality they are oriented on. The author distinguishes the concepts oriented on *the preceding part* (pedagogical thinking, teaching thinking, teacher's pedagogical-psychological thinking), *the cognitive part* (preconceived imaginations about teaching, subjective theories, private

pedagogical theories, implicit pedagogical theories), *the cognitive and value part* (pedagogical conscience of people), *the emotional part* (teacher's pedagogical position, teacher's pedagogical attitudes), *the cognitive - emotional part* (teacher's pedagogical orientation, teacher's pedagogical focusing, pedagogical approach, pedagogical principles of the teacher, teacher's individual conception of teaching, teacher's perception of teaching), *the part of acting, perceiving and evaluating of the pedagogical reality* (personal programmes of the teacher, teacher's mental script of teaching, teacher's practical pedagogical thinking), *the cognitive - action part* (teacher's style of pedagogical activity, teacher's teaching style and teaching strategy, teacher's practical or action theories) and finally *the perceptive part* of teacher's thinking about teaching (teacher's personal perspective of perceiving the teaching). The most specific category is represented by the concepts which are related to the particular aspects of teaching. These are the concepts expressing the teacher's understanding of goals, topics, methods and forms, learners and a class and of his/her own role and self - perception in teaching. At the same time, these concepts represent the so called teacher's pedagogical thinking which is understood by the author as the teacher's conception of teaching in its more detailed meaning.

J. Průcha (1997, s. 190) summarized all the concepts which are most frequently mentioned in relation with the concept of the pedagogical thinking and they are used as synonyms at the same time. These are the concepts such as:

1. teacher belief/beliefs,
2. teacher ethos,
3. teacher thinking, teacher thought,

4. teacher cognition,
5. teacher subjective theory.

It is possible to define the pedagogical thinking of the teacher as *“a complex of professional ideas, attitudes, expectations, wishes and prejudices which form the cognitive base for teacher’s acting, perceiving and realizing of the educational processes”* (Průcha, J., Mareš, J., Walterová, E., 2009, p. 327). The part of the pedagogical thinking of the teacher is a set of knowledge */knowledge base for teaching - according to the translation of the Czech authors/*, which represents his/her thinking processes. One of the theories dealing with the structure of the teacher’s knowledge is the theory of L. S. Schulman (1987). According to this theory, the structure of the teacher’s knowledge consists of the following contents:

1. Content knowledge,
2. General pedagogical knowledge,
3. Curriculum knowledge,
4. Pedagogical content knowledge
5. Knowledge of learners and their characteristics
6. Knowledge of the educational context
7. Knowledge of the educational ends, purposes and values (in Falus, I., 2001, p. 25).

However, I. Falus (2001, p. 23) points out that understanding of this framework only as a set of knowledge and experience is very simplified. It is necessary to understand these particular areas of professional, expert knowledge as a comprehensive structure of knowledge, skills and experience which are, at the same time, filled with the attitudes and values of the teacher.

The American author G. Leinhardt (1986, in Nóbik, A.) has a different opinion about the contents of the pedagogical thinking. According to her, it is possible to distinguish two levels in the teacher's thinking:

- a) knowledge of the lesson structure
- b) knowledge of the subject matter

The first level represents the thinking of the teacher about the ways of how to structure and realize the teaching of the particular subject matter and the second level is formed by the knowledge of the scientific specialization , i.e. knowledge of the subject matter.

F. Elbaz (1983, in Nóbik, A.) describes the knowledge of the teacher in a wider context and she includes the knowledge of the teacher about himself/herself in the basic areas of thinking processes oriented on teaching. To a certain degree, it is possible to understand this area of knowledge as the teacher's personally perceived proficiency. The author describes the following contents of knowledge:

- the knowledge of oneself
- the knowledge of the milieu of teaching
- the didactic knowledge of the subject matter
- the knowledge of the curriculum development
- the knowledge of instruction

The mentioned areas represent a complex system of information, experience, skills, attitudes and values which differ by particular teachers with their complexity, structure and they form the core of the teacher's pedagogical thinking.

The pedagogical thinking of the teacher as the base of teacher's thinking about the pedagogical reality and, at the same time, as the underlying principle of his/her pedagogical

acting is defined by J. Mareš (1996) as the teacher's understanding of teaching. It is a kind of inner variable which expresses a specific focusing on a particular pedagogical situation. It is understood as *"a set of teacher's opinions, beliefs, attitudes and arguments by which the teacher gives reasons to his/her teaching"* (Obst, O. 2002, p. 110). The teacher's understanding of teaching is directly projected in his/her way of teaching, in his/her teaching style and it forms its relatively stable layer at the same time.

Some authors, e.g. J. Průcha (2009, p. 194) are convinced that the pedagogical thinking of the teacher starts to be formed already during the preparation for the teaching profession. However, every candidate for the teaching profession, a future teacher, coming to the university, already has a certain set of opinions and attitudes related to the profession of a teacher which are based on the personal experience and they are determined by the value orientation. These are mostly opinions related to the processes of learning and teaching, learners, the teaching subject, etc. In a simplified way, we can denote this set of opinions as a subjective theory. Therefore we consider these subjective theories to be a kind of a starting point and a base of the pedagogical thinking. Subjective theories are a result of psychic maturing of the individual which is influenced by experience. Based on the experience, our knowledge is subsequently organized into a certain structure which can be compared to a scientific theory. Subjective theories *"include elements of knowledge (concepts of contents) which are in certain mutual relations (formal relations) and therefore it is possible to deduce consequences from them (statements of a type: when - so)"* (Dann, H. D., 2000, in Janík, T. 2005, s. 18). The subjective theory is formed and improved during the

preparation for the profession and also during the subsequent professional development of the teacher. According to I. Stuchlíková (2005, p.15), the subjective theory fulfils two basic functions during the preparation for the profession:

- It acts as a filter which helps to pay the attention, to organize the knowledge and it helps to the processes of remembering by learning how to teach correctly,
- It influences decisions and acting, the way of interaction with learners and also the feelings of professional and emotional satisfaction.

Therefore it is possible to understand the subjective theory as a set of implicit pedagogical knowledge which is not consciously realized and it is verbalizable in a problematic way but, at the same time, it forms the core of the teacher's professionalism. The subjective theories guide the acting of the teacher and they help him/her to manage everyday pedagogical situations.

Subjective theories are created and formed in the process of professionalization. However, it is necessary to understand the concept of forming as a relative one because subjective theories are implicit areas of the teacher's personality, externally unidentifiable and exigently measurable, but they represent a significantly stable core of his/her pedagogical acting. It means that they are resistant against criticism and changes. T. Janík (2003) says that it is possible to understand this fact in a positive and also negative way. According to him, the positive side is the fact that the stability of the teacher's subjective theory provides to the teacher a relatively non-problematic orientation in different pedagogical situations. He sees the negative side in the fact that

this stability of subjective theories can be a hindrance in forming and creating of the pedagogical thinking and acting by the teacher trainees.

The style is mostly understood as a relatively stable and exigently changeable characteristic feature of the teacher's actuation but it is possible to access to its formation through its particular layers. It is also modified during the course of the teacher's professional improvement. We agree with the opinion of J. Škoda and P.Douřík (2011, p.68) that the teacher should be able to modify his/her style in specific pedagogical situations in such a way so that it is suitable for learners and, at the same time, it can form the basis of effective teaching.

The pedagogical thinking of the teacher is externally manifested in his/her teaching style. The researches aimed on the analysis and study of the core of the pedagogical thinking offer us a possibility to understand better the difference between the beginning teacher and the teacher - professional. I. Stuchlíková (2005, p.14) points out in this context that the preparation of teachers should help to transform the subjective theories of teachers into objectively reasonable and sophisticated theories. One of the ways to this aim is represented by a permanent self - reflection of teachers.

From the stated above it is clear that the teaching style of the teacher is characterized by the following features:

- it is a preferred way of the teacher to perform didactic activities,
- it is an expression of the cognitive, affective and social - communicative dimension of the teacher's personality,
- in spite of the fact that it has its inherent basis in the cognitive style, during the course of life it is formed and

changed due to the influence of maturing and development of the personality and also due to the influence of the improvement of the professionalism,

- it is characteristic with its motivating ability, structure, depth, stability or flexibility,
- it is applied by the teacher in majority of the pedagogical situations,
- it is partially dependent on the character of the subject matter and also on the type of the teaching subject.

## **2.2.2 Theoretical attitudes to the typology of the teaching style**

Maybe one of the most known classifications, which can become a starting point for the categorization of the teaching style of the teacher, is a division of teachers in directive, semi - directive and non - directive teachers. This division is related to the researches of N. Flanders. The measure of directiveness or non - directiveness is expressed by the proportion of directive and non - directive categories of the interactional expression of the teacher. According to the recorded interactional units, it is possible to calculate the index of directiveness and the index of motivation by particular teachers. Flanders found out that up to 80% of teachers were directive in more than a half of their expressions. In this context there is known his rule of two thirds. According to this rule, somebody speaks during two thirds of the lesson, and of that time it is the teacher who speaks during two thirds and he/she uses directive interactions during two thirds of that time.

We can describe categories of the teaching style of the teacher based on the psychological approaches. They think that the basic distinguishing feature is formed by the interpersonal expressions of the teacher which are manifested in the interaction and communication with pupils in the context of the teaching process.

One of such approaches is the approach based on the theory of interpersonal behaviour of T. Leary. According to him, a man behaves in the same way in similar situations. This steadiness of expressions of the behaviour is determined by the need to reduce the fear and to keep the self - esteem. The Leary's theory was subsequently applied on the behaviour of the teacher by Dutch authors Wubbels, Brekelamns, Créton, Hoomayers (in Gavora, s. 2003, p.3). They made a questionnaire identifying the interactional type of the teacher's behaviour based on this theory (the so called QTI questionnaire). It is possible to depict the model of the interpersonal behaviour of the teacher on two intersecting axes. The endpoints of the vertical axis are the dominance and submissiveness and on the horizontal line there are refusing and openness. From this basic model of the interpersonal behaviour is derived the classification system with eight sectors expressing the preferred way of behaving of the teacher to his learners. We can illustrate the particular dimensions with an octagon where the neighbouring dimensions represent a similar expression of the teacher's behaviour and the dimensions opposite to each other express the opposing qualities of the teacher. According to the dominant dimension in the interactional expression of the teacher, we can describe several types of styles reflected in the way of teaching: *an organizer of the lesson, helping to the*

*learners, understanding, leading to the responsibility, insecure, unsatisfied, reproachful, strict.* Every teacher fills more or less all dimensions with his/her behaviour but in a different measure. Subsequently, the dominant style of interaction is reflected in the influence of the teacher on the particular areas of the personality of his pupils, it determines the approach and relation of the pupils to the subject and to the teacher as well.

Another approach to the categorization of the teaching style of the teacher is the approach of American authors G. D. Fenstermacher and J. F. Soltis (2008) who analysed, and evaluated the teaching style of the teacher based on the qualitative approach. They categorized the teaching styles after comparing particular attitudes to teaching. The base of their comparing became a common framework which is formed by basic components of teaching: the teaching methods, qualities and needs of learners, knowledge of the subject matter, aims and purposes of teaching and the character of interactional relationships between the teacher and the learner. The basic distinguishing feature of particular styles is the dominance of one of the important parts of teaching in the specific approach of the teacher. Subsequently, the authors distinguish: *The managerial (executive) style* – the teacher is focusing mostly on the teaching methods and topics. The main source of the teacher - manager is the usage of the teaching methods so that his/her learners gain as much knowledge as possible. The methodical activity of this teacher is characterized by managing the time at the lesson, the orientation of the pupil in the topics, the feedback, the structured teaching programme and by the precise control of the results of teaching. According to the teacher - manager, the learner comes to school with minimal or no knowledge and therefore the basic task of the teacher is

transmissive transferring of the knowledge to the learners. The teacher with this teaching style pays less attention to the aims of teaching, to the survey of interests and needs of his/her pupils and to the mutual interaction with them as well. *The facilitating style* - it is characteristic of the teacher who focuses his/her attention mainly on the individual development of the personality of his/her learners. He respects the knowledge and experience which the pupil brings to school and, at the same time, he/she tries to connect it with the new knowledge gained at school. The perception of the needs and interests of learners is on the first position in this teaching style and it determines also the work with the educational aims and the character of mutual interactions which are connected with the understanding of the pupil as a unique personality. *The liberal (pragmatic) style* - it is typical of the teacher who preferentially focuses on the educational aims and knowledge of the subject matter. The teacher with this style aims on achieving certain knowledge and skills in connection with their application in the practical life. Due to this reason this style is often called also as pragmatic style. According to the authors, this applied style is open to the criticizing and assessment, acceptance and refusal and also to the subsequent modification.

By means of the qualitative analysis of the teacher's behaviour in the process of the longitudinal research, also the American author A. F. Grasha (2002) describes the particular categories of the teaching style of the teacher. Based on the interaction of the teacher with his/her learners, he distinguishes the following styles: *A teacher - expert* - for this teacher is characteristic the role of a transmitter or a transferer of knowledge. There are mostly traditional teaching methods based on the direct mediation of knowledge in the methodical

repertoire of this teacher. He is a teacher - logotrop who is focused preferentially on his/her teaching subject and expertness. *A teacher with a formal authority* - this teacher determines the criteria and acceptable ways of work. He/she takes heed of the positive mutual relationships among learners. The teacher feels a high level of responsibility for the contents he/she requires from the learners. *A personal model* is a teacher who uses mostly the demonstrative ways of work. By means of these methods the teacher models and explains everything he/she expects from the pupils. At the same time, the teacher acts as an assistant and a guide of applying these skills. This style of work encourages the participation of learners in the processing of the subject matter. *A teacher - facilitator* encourages his/her learners, he/she applies activating and group teaching methods which enable the mutual cooperation of pupils and their activity. The responsibility for the achieved results lies on the learners. *A teacher - delegate* often requires from his/her learners to suggest and implement complex learning projects and ways and he/she acts only in the role of a counsellor. This style of work leads the pupils to the independence, it supports the ability of cooperation and work in groups. The control and responsibility for the achieved results lies on the individual or the group.

Once again it is necessary to point out here that this is not about the so called "clean" style because in the expression of every teacher there it is possible to identify all described types of styles. However, one of them is dominant almost in all educational activities. The author continued in his researches and he identified six types of teaching styles based on their frequency of repetition. Subsequently, he connected the learning styles of learners and the teaching styles of teachers into relatively

compatible combinations, the so called clusters or compatible connections contributing to the effectivity of the teaching process. He also recommends specific teaching methods and techniques to these particular clusters. However, nowadays there does not exist one unambiguous viewpoint confirmed by empirical data in the area of the compatibility of the teaching style of the teacher and the learning styles of his/her learners. It is a current area of the psycho - didactics and there are many unanswered questions in connection with this subject field.

Another possible classification of the teaching styles is the typology derived from the theory of H.A. Witkin (in Škoda, J., Doulík, P., 2011, p. 69) and it distinguishes a global and an analytical teaching style. The basic difference in the approaches of teachers lies in the perception of the teaching situation. The teacher with the global style understands the teaching process in a complex way in the context of the given situation whereas the analytical type of the teacher perceives the components separately from the situation.

Based on two relatively different models of teaching and learning, A. Tomengová (2011, p. 9) differentiates a traditional and constructivist teaching style of the teacher. In the traditional teaching style, which has been dominant in the present school conditions until now, the teacher mediates complete knowledge, and he/she uses traditional teaching methods trying to achieve the transmission of the current system of knowledge and values. Instructions and orders are frequently used in guiding the activity of learners. From the point of view of developing the competences of pupils, the constructivist teaching style is more effective. According to the authors J. Škoda and P. Doulík (2011, p.148) the current teachers are not sufficiently prepared for its application. This

teaching style is characterized by the activities of the teacher which facilitate to the learners the construction of their own system of knowledge. The teacher uses activating teaching methods which stimulate the processes of active learning and critical thinking of the pupils.

It is necessary to emphasize that the current pedeutology does not prefer any of the mentioned typologies of the teaching style. The mentioned ones and also the other typologies do not serve as a way of classifying teachers into categories according to specified conditions or to their labelling. Their meaning is in their description and schematization in order to achieve a more effective approach to their formation and influence and, at the same time, they represent theoretical bases of the empirical understanding of this studied area.

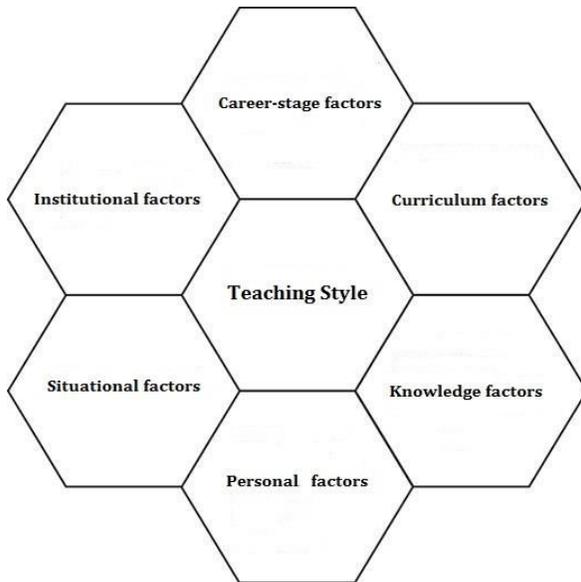
### **2.2.3 Factors influencing the teaching style of a teacher**

As we talk about the diversity of the population of learners, in the same way we can also observe a variety in the attitudes of particular teachers. This variety is determined by a complex of factors which give a characteristic trait to the teacher's expression in their mutual interaction.

M. Sirotová (2000, p. 118) is convinced that the application of a specific style of the teacher is determined also by social - historical conditions of education. It means that higher requirements of the society laid upon the behaviour of the teacher to pupils or parents are reflected in the interpersonal behaviour of the teacher and also in his/her

applied style of teaching. They are indirectly projected in the organization of teaching (e.g. differences in the approaches of teachers in the alternative and traditional schools, the traditional and constructivist model of teaching, the pedeutologic and pedocentric model of teaching etc.), in the choice of teaching strategies ( e.g. there changed opinions about the suitability of specific teaching methods in the historical context) and also in the general attitude to the personality of the learner. M. Zelina (1993, p.31) includes the personality of the pedagogue, the personalities of learners in the class and the character of the specific situation in the factors determining the application of the teaching style.

G. Díaz-Maggioli (2004, p. 7) offers a more complex view at the determinants influencing the teaching style of the teacher. The author thinks that the concept of the teaching style itself is related to the ways of behaving of the teacher in the class. They are the result of the concurrence of the personal, institutional, knowledge, career and curriculum factors. We have adapted the original scheme of the author and we have completed there the situational variables or the context of the social situation itself where the behaviour of the teacher takes place.



*Factors influencing the teaching style of the teacher ( taken and adapted according to G. Díaz-Maggioli, 2004, p. 7)*

It is possible to include the climate of the educational - formative institution in the ***institutional factors*** influencing the teaching style of the teacher. The teaching style and the climate are in the feedback relationship, in the mutual interaction because the teacher with his/her style significantly influences the climate of the school and the class and, at the same time, the climate of the school and the class creates conditions for the application of the specific style or of its dominant feature. In connection with the concept of the climate of school environment it is necessary to distinguish the concepts of the climate of the school and the climate of the class. The climate of the school is strongly influenced by its culture - a complex of values, norms, plans and aims of the

school which are reflected in the philosophy of the school itself. Therefore we understand the climate of the school as a part of its culture. It is formed by interpersonal relationships among all the participating people. The administration of the school and the teaching staff create the climate of the school in a very significant way. A. Hargreaves (in G. Diaz-Maggioli 2004, p. 9) states that the culture of many schools is influenced by a relatively long tradition of isolationism which has been caused by the fact that teachers actuate in “an isolated way” in their classes. He suggests a collegial, collaborating culture where the teachers could cooperate, share their personal experience and in this way they could enrich each other mutually. The teacher with his/her teaching style directly creates the class and learning climate. In this case, the smallest unit is the lesson climate which is typical of the specific subject and the specific teacher. The teacher creates this type of the climate with his/her didactic approach (applied methods and forms), personal approach (the personality of the teacher, his/her present psychic state of being) and by his/her organizational approach (the structure and type of the lesson). The teacher creates a specific climate in the class with his/her interpersonal behaviour. J. Průcha (2002, s. 53) even holds the opinion that the climate in the class created by the teacher is the most precise marker of the quality of his/her work. Several authors, e.g. E. Petlák (2006), J. Lašek (1994), Grecmanová (2006) mention typologies of teachers based on the type of the climate they create in the class with their interpersonal expression. The climate created by the teacher is not dependent on the composition of the class he/she teaches but it is determined by his/her own access or style of teaching what was also confirmed in the researches of J. Lašek (2001, in

Průcha, J., 2002, p. 60). At the same time, there are projected the proper contents of the lesson and the character of the teaching subject. These factors determine the way of perceiving the specific lesson by the learner. It is evident that some elements of the climate are, so to speak, out of the reach of the teacher and therefore he/she does not have any direct influence on them (the character of the teaching subject or its subject matter). His/her professionalism is manifested in the ability to make use of didactic, personal and organizational elements in order to create the positive emotional climate. The pupils themselves and the relationships among them participate in creating the climate of the specific class. H. Grecmanová (2003, p. 20) points out that the class climate is not only the result of different lesson climates but the class climate is significantly formed also during the breaks, school trips or during other more or less formal events.

The application of a certain way of teaching is determined also by ***situational factors***, or more precisely, by the character of the so called micro-situation or micro-situations which can occur during the lessons. It is possible to distinguish these situations and the teacher's subsequent reactions to them according to the fact if it is a usual everyday situation or a rare situation. They can be also distinguished according to their emotional character - a positively or negatively tuned situation, a problematic situation, etc. I. Falus (2001, p. 18) thinks that the teacher's deciding in specific situations is based on certain schemes of acting which are created during the course of the pedagogical practice. Consequently, these schemes allow him/her almost automatic deciding. They are formed by different generally valid structures and, basically, they are cognitive structures

applicable in almost all typical situations based on stereotypes. These patterns of behaviour are subsequently embedded in the teaching style of the teacher. B. Kosová (2005, p. 105) is convinced that the experienced teacher creates for every situation and every case his/her own theory of a unique case and he/she is able to differentiate between a typical and non-typical situation. Then she mentions that *“the experienced practitioner owns intuitive, omitted knowledge though he/she looks like a non-thinking individual”*. This knowledge is formed during the course of the pedagogical practice and it is possible to reveal and improve it by means of reflection. We include in the situational variables influencing the way of teacher’s reactions also the time variable – whether the situation requires an immediate reaction or the teacher has a possibility and time to think over his/her reactions or to prepare to them. Another element of the situational variables can be the number of people participating in the given situation – whether the interaction occurs between four eyes or in front of other pupils in the class, parents, colleagues, etc. And finally, the behaviour of the teacher in the specific situation is also influenced by events which were preceding to it.

As we mention it above in the text, we understand the teaching style as an external expression of the personality. Therefore we can say that **personal factors** are the most significant determinants of the applied teaching style. What kind of the teaching style the teacher uses, depends mainly on the structure, dynamics and maturing of his/her personality. From the point of view of the structure of personality, there are types of the temperament, dominant features of the personality reflected in the character qualities and the level of general, emotional and social intelligence. A very important component

of the personal structure of the teacher is also his/her cognitive style and meta-cognitive skills. The dynamics of the teacher's personality is determined mostly by the needs projected in the motivation and aspirations. Subsequently, they act as driving forces in the development of the teacher's professionalism or as the motives for the self - perfection and self - formation. In addition to the mentioned components, the personality of the teacher is also formed by a set of attitudes, values and norms which determine the character of his/her interpersonal expressions. The effectivity of the applied teaching style is also influenced by the level of development of personal competences. We think mainly about the social competences which determine the success of dealing with interpersonal situations.

We talk about the structure of the *knowledge factors* above. Along with the set of professional ideas, opinions and attitudes, the pedagogical thinking of the teacher is also focused on the process of transformation of specialized knowledge into the form of topics. Based on this ability, we can differ the expert (e.g. a scientist) from the pedagogue. They both have knowledge of the given subject field but in a different form, a different measure and a different perspective. This aspect confirms the wrong idea of the mistaken viewpoint that the expert who knows his/her profession in a perfect way, is also able to teach it well.

In connection with the pedagogical thinking, it is also possible to clarify the influence of *the curriculum factors* on the style of the teacher. The above mentioned theory of L. S. Schulman (the theory of the knowledge base of teaching) significantly points out the influence of the contents of teaching on the teacher's acting. With his research, L. S. Schulman (in Janík, T., 2007, p. 42) emphasizes the ability of teachers to change

their style of teaching with regard to their learners, to the subject matter but also to themselves. He illustrates the ability of the teacher to adapt his/her style of work with a metaphor: „*Not only is the teacher able to conduct the orchestra from the stage, but he/she is also able to observe from the audience how well he/she performs there in a virtuosic way.*“ (in Janík, T., 2007, p. 42). Then T. Janík (2007, p. 45) mentions the research of Pouson (2001) who found out that the pedagogical content knowledge is a limiting factor for the teacher in some cases. The researches confirmed that if the teachers taught a topic they were not acquainted precisely with, they said more misconceptions, they asked questions to develop lower cognitive functions of their learners and they also had a longer spoken expression. The character of the subject influences the behaviour of the teacher at the lesson but its measure has not been clear until now. The American author S. Stodolsky (1988, in Průcha, J., 2002, p. 59) also mentioned this fact in her research. She showed the differences in the attitudes of the same teacher who taught mathematics and social science. In addition to the contents of topics and the character of the subject, the teaching style can be limited also by the type of the subject itself. For example, G. Diaz-Maggioli (2004, 9) says that in case of the main subject which is a part of the school - leaving exam or the monitor, it can demand from the teacher a primary orientation to the contents and therefore the teacher indirectly gets into the position of the transmitter. On the other side, in the context of a subject which enables the presentation of opinions and the discussion with learners, the teacher's style is more relaxed and more open to the interaction. Moreover, the character of the subject and the contents of the subject matter determine also the choice of the teaching methods and the didactic means of the teacher.

We include in the *career-stage factors* influencing the application of the teaching style also the influence of maturing and development of the teacher during his/her career promotion and the measure of the professional identity. We clarify the professional development of the teacher above (see the first chapter) and in this context we want to emphasize that the teaching style of the teacher is enriched mainly in the level of the pedagogical skills, abilities and knowledge (methodical, diagnostic knowledge, etc.) during the course of his/her professional improvement. According to B. Kosová (2011, p.255), the professional identity or the measure of the identification with one's role and organization is characterized *"by a high degree of self - perception, autonomy and self - control of the professional community during the performance of the profession and also by a high conscience and realizing one's membership in it"*. R. Švaříček, (2011, p. 255) is convinced that the professional identity does not start with the start of working but it is mainly the pregraduate preparation which has a very important influence on its formation.

Of all the particular layers of the teaching style which undergo changes during the professional course of the teacher, the most significantly enriched layer is definitely the layer of the teacher's knowledge, skills and pedagogical experience which upgrade and make more effective the ways of solving the pedagogical situations. These aspects are reflected in the interpersonal expressions of the teacher.

In addition to the mentioned determinants which we consider to be the key determinants, it is necessary to point out also other factors which can influence the teacher to a certain level. To these determinants definitely belong the specific features of a group of the teacher's learners. The basic specific

feature of such a group is mainly the age of learners. The application of a different guidance of a lesson and a different way of communication is required from the teacher at the primary grade of education and a completely different attitude is required from the teacher at higher secondary education, e.g. at the secondary vocational school.

The above mentioned facts indicate that we are proponents of the biological - psychological determination of the applied teaching style of the teacher. We are convinced that the way of teaching of the teacher is an individual characteristic feature which is subject to changes due to the influence of maturing and development.

## **2.2.4 The teaching style of the teacher and the learning style of the pupil**

The diversity in the learning processes of learners, in the ways of receiving and subsequent processing of information is a challenge for teachers to the incessant improving of their own teaching methods. It is a difficult task which requires from them a high level of diagnostic competences in order to identify the learning styles of learners as well as to take into account many factors which can influence the result of the educational process in a positive or negative way. The topic of the compatibility of teaching and learning styles is an area where the current pedagogy does not have a clear viewpoint. According to several authors (e.g. Škoda, J., Douřík, P., 2010, Mareš, J., 1998), the consequence of non-compatibility of the teaching and learning style can be seen in the low effectivity of teaching, the low level of

motivation of learners, the small interest at the lessons. In many cases there can also happen the acquiring of elements of the unsuitable way of teaching (e.g. from the point of view of the ontogenetic development, effectiveness, etc.) as the pupils try to adapt themselves to the requirements of their teacher. This discrepancy has a negative impact on the teacher as well in a form of the increased level of stress and negative emotional state of being. If we suppose that the learning style and the teaching style have their origin in the cognitive style of the individual so then the compatibility of styles will influence the process of receiving and processing information in a positive way. This fact was also confirmed in the research of D. Malá (2013) who found out a positive influence of correlation between the sensual preferences of learners and their teacher on the learning results of learners in mathematics. The opinions of the American author A. F. Grasha (1996, 2002) are derived from the similar context. According to him, the teacher can influence the learning styles of his/her learners with the correct choice of the teaching methods and with the adaptation of his/her teaching style to the learning styles of the pupils.

In spite of the fact that the compatibility of the teaching and learning techniques does not have to guarantee a better result automatically, the authors S. Messick a E. Cafferty (in Mareš, J., 1998) are convinced that teachers and learners with similar styles are closer to each other, they are able to communicate together more easily. The similarity of styles makes the pedagogical interaction more effective.

When thinking about the recommendations for the pedagogical practice, we can derive from the opinions of R. Polakovičová and J. Komora (2013, p. 66) who think that *“the current diversity of the school class demands from the teacher to*

*think over the possibilities to organize the lesson in such a way so that every pupil with his/her individual needs achieves a required learning performance together with the personal development".* According to H. Kasíková (2009, p. 26), the environment of the school class is the environment of high demands on all participants. Demands on the learners and also on the teachers. It is necessary so that every teacher knows his/her own style of teaching and he/she applies the self - reflection permanently trying to optimize his/her own interpersonal behaviour. The teacher should know and use the techniques of the feedback from his/her pupils effectively in order to achieve the objective self - evaluation. Also Z. Helus (2009, p. 173) is convinced that the personal approach to the man and the respecting of all his/her potential qualities encourages us not to be satisfied only with the current state of the man and his/her current abilities. It encourages us to take into consideration also the fact of how this man could be and what he/she would be able to do if he/she exerted the appropriate effort or we provided him/her the right conditions to do it.

## **2.3 Professional efficacy of the teacher**

The way of teaching of the teacher is significantly influenced also by the way of how the teacher looks at himself/herself as the professional. In general, the self-perception is understood as the conscience of oneself, the look at oneself and it is a relatively permanent psychological construct. The opinion about oneself, the feelings related to

one's own performance and the perception of the work position and the role are denoted by B. Lazarová and V. Jůva (2010, p. 45) with the concept of the work perception.

H. Lukášová – Kantorková (2003, p. 93) clarifies the self-perception of the teacher as a complex inner variable of the personality and she defines it in several aspects:

- as the measure of identifying oneself with the expert requirements of the profession,
- as the perception of oneself in the role and the activity of the teacher,
- as one's own experiencing of the role and the activity of the teacher,
- as the self - knowing and thinking of the teacher about himself in the role and the activity of the teacher,
- as one's own deciding about oneself in the role and the activity of the teacher,
- as the understanding of oneself as a creator of social situations for the activities of his learners.

According to J. Čáp and J. Mareš (2001, p.266), a very important role in the process of realizing of one's own responsibility for the success and failure of the pupils is played by the teacher's attitude to his/her pupils, the motivation to the profession and also the personal qualities. P. Gavora (2009, p. 222) holds the opinion that the way of how the teacher applies his/her competences, is determined by the way of how he/she perceives himself/herself as a teacher. The author thinks that the conviction of the teacher about his/her own abilities is the mediating factor of applying particular competences. J. Čáp and J. Mareš (2001, p. 271) say that the negative self-evaluation of the teacher reflected in the doubts

about his/her own abilities, appearance and about the assumptions of managing educational situations worsens the psychosomatic state of the teacher, it increases his/her unsteadiness, it decreases his/her resistance to the load, it leads to the inadequate expressions of behaviour and in this way it worsens the general results of his/her work.

The ability of the teacher to plan and think about his/her teaching is an indispensable assumption of the quality of teaching. At the same time, a very important phenomenon influencing the general level of teaching is the teacher's opinion about his/her own ability, the teacher's conviction about his/her own potential qualities to plan and carry out the teaching process. We define this psychological construct as the perceived professional efficacy. It is an important characteristic feature of the teacher which influences the effectiveness and the results of his/her work.

The concept of the perceived professional efficacy is derived from the sociocognitive theory whose author is the Canadian psychologist A. Bandura. His theory characterizes the behaviour of the man in the triadic model of elements which influence each other mutually (the so called reciprocal determinism). The behaviour of the man, the outer environment and the personal qualities of the man influence each other reciprocally and in this way they determine the final effect of the man's activities. He emphasizes the judgement of the man of all the personal qualities and he denotes it with the concept of *self-efficacy*. It is a universal construct which affects every activity of the man. With regard to this fact, the success of the individual is based on two assumptions:

- The potential abilities and possibilities to carry out a certain activity (self - expectation),

- The conviction that a specific outcome will be achieved with the help of this activity (outcome expectancy)

It is possible to define the professional efficacy of the teacher (*teacher self efficacy*) as a conviction of the teacher about his/her abilities to plan , to carry out the lessons, to influence the learning and the results of his/her pupils. It is a regulator of his activities. We can understand the professional efficacy as the teacher's responsibility for the results of the educational process but only to a certain level because the perceived efficacy is a subjective variable, it is not a real level of the performed activities. However, it is a very strong and important subjective variable in the profession of the teacher because the level of perceiving his/her own qualities influences the results of his/her activities significantly. P. Gavora (2011, p.90) considers the professional self-efficacy to be the strongest auto-regulative element of the teacher's work. The way how the teacher evaluates his/her potential abilities and competences, crucially influences his/her approach to the development of the learner and the quality of the activities in the class. The author also emphasizes the fact that it is a strong motivating potential of the teacher which significantly influences the level of his/her exerted level of effort in order to achieve a success. Teachers with a high level of the perceived self-efficacy are able to exert more effort and overcome all the obstacles more flexibly.

The perceived professional self-efficacy of the teacher is related to the self-perception (self-control) and the self-esteem. However, both processes are more general when compared to the self-efficacy and they are the result of comparing oneself with the outer environment and the expectations of other people. The self-control is the result of the process of self-

evaluation and it can have an influence on how the individual evaluates himself/herself. In relation to the self-evaluation and the self-perception, the perceived professional self-efficacy is specific because the teacher does not evaluate himself/herself with regard to the outer expectations. The teacher evaluates his/her subjective potential abilities in a particular situation of teaching. He/she asks questions „What am I like?“ „How can I do it?“ in relation to the specific educational situation. The self-esteem expresses the emotional relationship of the man to himself/herself. The self-esteem is an affective variable while the self-efficacy is a cognitive evaluation of one's own abilities. In spite of this fact, the self-esteem is understood as a predictor of success of specific tasks (Gavora, P., 2012).

A very important component of the perceived professional self-efficacy is also the concept of locus of control. It is a process where the individual looks for the reason of success or failure of his/her activities. His/her thoughts are focused on two areas: 1. If the reason of his/her success or failure is he/she himself/herself or the reasons are beyond his/her reach; 2. If he/she is able to influence these reasons. Subsequently, we can differentiate the teachers according to the fact how they clarify also the results of their learners. There are teachers who ascribe the success or the failure of their pupils to themselves, the other ones look for the reasons in the pupils, parents, environment or in other non-influenceable variables. The topic of ascribing the success or failure to the internal or external factors is focused on the following areas in the researches of the professional self-efficacy:

1. The teacher's conviction about his/her own abilities (personal teaching efficacy) – it is a belief of the teacher in his/her abilities. If the pupil improves or achieves an excellent result, the teacher ascribes this fact to his/her own abilities,

2. The potential possibilities of teaching perceived by the teacher (general teaching efficacy) – it is a conviction of the teacher about the measure to which he/she can eliminate or overcome the unfavourable factors lying beyond his/her reach, e.g. the factors of the school or family environment.

The research of the professional self-efficacy of the teacher has been in the centre of attention for almost 30 years. The most frequent research tools are the scaled self-evaluating questionnaires where the scale represents the range from the lowest to the highest value. The bigger score the teacher gets, the higher is his/her self-efficacy. Many local and foreign researches prove the fact that every teacher has at least the minimal level of the perceived self-efficacy. They have come to the conclusion that teachers with the high level of professional self-efficacy are characterized by the following features:

- they choose more difficult teaching techniques,
- they are more resistant against the unfavourable influence of the environment,
- they have a tendency to assign harder learning tasks, they give more problem - solving tasks,
- they dedicate more time to the guidance of the learner to the correct answer,
- they use the group forms of work of their pupils more frequently,
- they approach to the inclusion of the learners more sensitively,
- they dedicate more time to weaker pupils,
- they usually set up higher educational aims,
- they have a tendency to take the full responsibility for the results of their pupils (Gavora, P., 2012, Ďurkovičová, P., 2012),

- they have better interpersonal relationships, they have less conflicts with the learners, parents and colleagues (B. Hamre 2008, in Gy. Szilágyi – E. Veres, 2010).

In the year 2013 we carried out a research aimed on the analysis of the professional self-efficacy of the teachers of the secondary education from the point of view of the gender, age, length of practice and type of school. The results showed that the teachers believed themselves sufficiently because the measured level of the professional self-efficacy was above the central line. We found out a difference between the professional self-efficacy of the woman teachers and the man teachers in favour of women, a higher level of the professional self-efficacy by teachers at primary schools and by teachers with the pedagogical practice longer than five years (Fenyvesiová, L., Kollárová, D., 2013). The area of the perceived professional self-efficacy of teachers is well-elaborated theoretically and saturated with empirical findings in the world provenience. In spite of this fact, there still appear new questions which would complete this topic. The self-efficacy of the teacher is a strong motivating construct of a very subjective character which can significantly influence the course of events in the class as well as the general quality of teaching.

## **2.4 Pedagogical interaction in the school environment**

The school environment is the basic socializing factor. It is a specific type of the social environment with a diverse structure of social relationships. In this environment there a learner acquires not only the new forms of the social behaviour but the school

significantly determines his/her assertion in the society. Every day the pupil and the teacher participate in manifold, more or less equivalent relationships. The teacher's social role in the class determines his/her dominant position because he/she is the one who determines the aims, organizes the lessons, evaluates and classifies. However, the current humanistic and constructivist perception of teaching moves this dominant position from the level of the competence interactions to the level of the cooperative interactions of the teacher with his/her learners.

In the widest understanding the interaction is a mutual actuation of certain objects. If it happens in the social environment, it is called a social interaction. The man is a social being and therefore every contact of two or more people is a social interaction. In general, it is possible to characterize the social interaction as a mutual influencing of two or more individuals. This mutual influencing happens by means of transmitting, receiving and processing certain information and by the subsequent reactions of the participants of the relationship to these contents. According to J. Lukas (2005, p.370), the social interaction between the teacher and the pupil forms the basis of formation and education. However, interactions in everyday life do not always have a developing character. The fact that the man lives in the social environment, has a multiple meaning for him/her. From the point of view of the development of the personality of learners, J. Výrost and I. Slaměník (In M. Verešová, 2007, p. 128) summarized the importance of the interactional relationships in the following points:

- the social contacts provide to the learner possibilities of verifying his/her understanding of the social reality - the understanding of what is correct and what is wrong, what

he/she has in common with the others and where he/she differs from them,

- the presence of a certain close person the pupil can make friends with, intensifies the feelings of happiness and it gives a relief by the feelings of sadness and disappointment,
- the interaction creates a place for the learner to compare himself/herself with the others what can have a very important motivating effect for him/her,
- healthy relationships of the individual with his/her environment support his/her self-esteem,
- a social contact is an assumption for gaining a reward, acknowledgement and appraisal for the exerted effort,
- a positive impact on the personality of the child has also the feeling of satisfaction from the mutually achieved performance and cooperation,
- the interaction provides to the child a feeling of certainty and safety, the child knows who to ask for help. The confidence and mutual sharing of confidential information, similar opinions and attitudes evoke very pleasant feelings,
- healthy social relationships help to keep and improve the physical and emotional health.

From the above mentioned, it is clear that we can understand the social interaction mainly as a tool of the educational process which is influenced by its participants, the teacher and his/her learners, by the specific situation in the class and by many other situational variables. Under the concept of the interaction we understand a mutual exchange of information between two subjects in a specific social situation. At the same time, it is a mutual influencing of the people. If we

talk about the interaction between the teacher and the learner, we can denote it as a pedagogical interaction in a simplified way. The specific feature of the pedagogical interaction is its developing orientation - the actuation of the teacher on the learner with the aim to develop the learner's personality. An asymmetric relationship between the teacher and the pupil, which is established by the basic functions of the teacher in the class, is typical of the pedagogical interaction. To clarify the pedagogical interaction, we could use the thought of Z. Helus (2012, p.18) who understands teaching in this way "*....teaching is also a meeting, it is also a relationship of the participants of this event: the teacher and the pupil/ student as personalities meeting in a confidence and mutual relying. And it is never possible to professionalize it completely. It is a relationship between me and you which is binding both participants in a human way*".

J. Vašutová (2007, p.18) perceives the interaction in the school environment in a wider context. She understands it as an integral part of the culture of the educational institution and, subsequently, she describes the interpersonal interaction occurring between two participating subjects, the productively-pragmatic interaction which occurs between the particular educational phenomena and finally the personally-pragmatic interaction occurring between the people and the phenomena in the educational area.

During the lesson, the core of the interaction between the teacher and the learner is the educational subject matter or the topic and the ways of interaction are the teaching methods.

Under the influence of the pedagogical constructivism, the pedagogical interaction is currently understood as a process of mutual influencing of the participating subjects, i.e.

the teacher and the learner. From the teacher's side, the pedagogical interaction is filled by means of guiding, leading, communicating and reacting to the expressions of learners, helping them to construct the world of knowledge and influencing their development in a positive way. The teacher as a professional has a personal, moral, legal and professional responsibility for the course and results of interaction with pupils because he/she fills the communication and the relationships with pupils with contents - the topics and he/she directs all the course of this process.

According to Z. Helus (2007), the pedagogical interaction can have the following character:

- Personally blocking - it is characterized by making demands on the pupil from the side of the teacher, the usage of punishments,
- Oriented on the tasks - the teacher is dominant in the reactions, the primary orientation is on the subject matter, the equal access to all pupils,
- Personally developing - the reactions of the teacher are centred on the individual personal development of the pupil,
- Reactive - the reactions of the teacher are reactions to the current situation in the class without a specific aim.

The particular types of reactions of the teacher to his/her learners, which occur during the course of the didactic activities, form the core of the individually determined style of the teacher which influences not only the character of the pedagogical interaction but also its results. E. Petlák (2004, s. 19) says that the success of the pedagogical interactions is determined to a certain degree by the abilities and tendency of the teacher to think over

himself/herself and his/her pedagogical work. To analyse it, to see its positives and negatives, to remove those negatives intensively, to be able to generalize his/her own experience and to use the experience of other pedagogues creatively. According to Gunišová, D., Kozárová, N. (2016), the implementation of cognitive education in practice increases the motivation of pupils and their intelligence, assumptions of metacognitive processes and, last but not least, teaching capacity. The teacher should be able to create the educational process in such a way so that he/she provides a chance to be successful to all subjects what will be probably reflected in the increase of the acceptance and appreciation of the value of learners. This fact optimizes the interpersonal relationships in the class.

The core of the pedagogical interaction is the communication between the teacher and the pupil or among the pupils mutually. The learner should become an active co-creator of the lesson with his/her participation in the communication in the class. The pupil learns to be also responsible for his/her success and failure and for the general atmosphere in the class. One of the still dominant opinions about the measure of participation of the learner in the communication at the lesson is the so called Flanders' rule of two thirds where the teacher communicates during two thirds of the lesson and the pupil or pupils speak only during one third of the lesson.

The measure of learner's participation in the lesson is considered to be an important indicator of the general quality of communication at the lesson (Molinari, Mameli, 2013, in Šed'ová, K., Šalamounová, Z., 2015, p. 77). Good teaching encourages the pupils to the communication about the subject matter. Therefore it is possible to suppose that: the more the

learner is involved in the communication about the topics, the better results we can expect from him/her. The structure and quality of the teacher's communication with the learner and the subsequent participation of the learner are significantly influenced also by the teacher's expectations from the learner. The ability to participate productively in the communication with the teacher is not a stable characteristic feature of the pupil. It is the result of the interaction between the teacher and the pupil which is strongly influenced by the Pygmalion effect. Subsequently, the measure of participation of the pupil has an impact on his/her learning and the general success or failure at school (Šed'ová, K., Šalamounová, Z., 2015, p. 92).

The course and results of the interactional relationship are highly influenced by individual characteristic features of the participating subjects. The teacher and the learners enter into the mutual relationships with their specific personal qualities, attitudes, opinions, values, etc. The uniqueness of the pupil is determined by his/her biological, psychic, social, cultural and other characteristic features. T. Kollárik (1993, s. 40) is convinced that the place and position of the pupil in the class is determined by fulfilling "formal" tasks such as his/her study achievements, his/her evaluation from the teacher, but also by informal factors such as his/her personal qualities, his/her popularity or behaviour to other classmates. There can be formed formal and informal relationships among the learners. The formal or functional relationships are given by the organization in the class and they are established by the school order. The personal or selective relationships are formed at the background of sympathies and closeness. There are created many different subgroups in every class. The pupils usually create these subgroups based on the gender, abilities,

interests, attitudes, etc. (D. Fontata, 2003, p. 55). The membership in a certain group or a subgroup provides to the child a feeling of the prestige and a feeling of belonging somewhere what can be reflected in his/her success at school. The uniqueness of the teacher reflected in his/her interactions determines also his/her teaching style where is projected his/her specific style of communication, leading and organizing the lessons as well as his/her reactions to different pedagogical situations. Based on his researches, L. Alberty (2002, in Zelina, M., 2006, p. 123) confirms that up to 85% of all the interactions, variations in the behaviour of the teacher in the class are given by his/her personality and only 5% of interactions are determined by the learners, subject, type of school, education or the age of the teacher.

### **2.4.1 The attitudes of the teacher to the pupils in the process of socialization**

Following the family, the school is the second most important socializing environment for the learner. The way how the teacher perceives and evaluates the pupil plays a very important role in this environment. H. Lukášová (2015, p.62) emphasizes that the teacher should be a stable social model for children. Every day he/she presents different moral and social strategies which should respect the cultural values of the society. In this way he/she enables to his/her pupils to get acquainted with these values. In this context Z. Helus (2008, p. 228) describes two aspects of the socializing process, the socialization of adaptation and the self-developing socialization of the learner. The basis of the socialization of adaptation is that the teacher

applies certain social demands on his learners which are required from the school by the society mainly by means of the subject matter or topics. Therefore the teacher acts here as the representative of the society and he/she takes heed of the fulfilment of these social requirements. In the process of the self-developing socialization the teacher focuses his/her attention on the pupil as a unique personality, the teacher notices his/her inner sources of development, his/her effort to achieve the authenticity, self-realization and he/she takes into account the interests of the parents. With regard to these intentions, the teacher approaches to the pupil in an understanding and open way and he/she is willing to help him/her in the self-development. These two forms of the socializing process can complete each other and the sign of the teacher's professionalism should be the effort to support them at the lessons.

The course of the pedagogical interaction is significantly influenced by the level of the social perception of all participants, i.e. the teacher and the learners, the character of the running communication and by the level of their social behaviour. The perception is a process where the teacher creates a picture of the pupil and, at the same time, the pupil creates a picture of the teacher as well. Therefore the social perception has a strong impact on the course of the interaction because it determines the behaviour of its participants. Several factors influence the picture of the teacher about the pupil. For example, one of these factors is the teacher's interpersonal sensitivity, the ability to perceive and evaluate the social phenomena sensitively (M. Hupková, 2010, p. 101) as well as his/her subjective theory based on the personal experience and many other uncontrollable factors. To create a realistic, objective picture about the learner is the basis of the effective

cooperation. The result of the social perception is the attitude of the teacher to the learner which influences the teacher's subsequent forming of the expectations to this learner. The attitude to the other person is created mostly on the emotional basis where is dominant the emotional involvement, sympathies and antipathies.

J. Mareš (2013, p. 485) defines the attitude generally as an evaluating relationship where is reflected the teacher's rational thinking and evaluation, experience and emotional thinking. Externally it is manifested with a tendency to react to the thoughts, situations and people in a relatively stable way. During the course of his/her pedagogical career the teacher creates certain images about the pupils, certain attitudinal frameworks which are subsequently projected in the mutual interaction. The diversity of the class, from the point of view of manifold educational needs of learners and from the point of view of the variety of the individualities of learners, causes that the teacher creates several basic perceptive schemes and he/she perceives and evaluates his/her learners as similar ones according to these schemes (Hrabal, V – Pavelková, i., 2010, p. 76). In the process of judging and evaluating of the pupils, the teachers create their own system which is gradually becoming a stereotype and therefore we can mark this effect as *"the schematic typifying of pupils"* or *"labelling"* – marking of pupils.

There exist several typologies of the categorization of learners by the teachers. For example, J. Mareš (2013, p. 491) mentions four categories of learners which provoke different attitudes of the teachers:

1. Learners with a predominantly **positive attitude** of their teacher to them,

2. Learners with a **slightly positive attitude** of their teacher to them,
3. Learners with a predominantly **neutral attitude** of their teacher to them,
4. Learners with a **negative attitude** of their teacher to them.

V. Hrabal – I. Pavelková (2010, p. 76) define categories of pupils according to Petillon (1982) which are created by the teachers with regard to the evaluation of the performance and the conformity of particular learners:

1. The ideal learner - he/she is characterized by a high level of conformity and a high performance,
2. The independent learner - he/she is characterized by a non-conformity but a high level of performance,
3. The ignored learner - he/she is characterized by an average conformity and an average performance
4. The learner who is interesting for the teacher - he/she is characterized by a high level of conformity but a low performance,
5. The rejected learner - he/she is nonconforming and he/she has a low level of performance.

According to T. Slezáková (2012, p. 216), the teachers divide learners in the following categories based on their expressions of behaviour, learning results and supposed abilities:

1. *The exemplary learner* – with his/her behaviour this learner approaches to the expectations of the teacher the most;
2. *The average learner* – with his/her behaviour this learner fulfils the expectations of the teacher but sometimes there appear some deviations which the teacher is able to deal with;

3. *The handicapped learner* – a disadvantaged learner who is not able to fulfil the school requirements due to his/her disadvantage. The attitudes of the teachers to these learners vary from the excessive tolerance to the rejection;
4. *The problematic learner* – the behaviour of this learner is in conflict with the requirements of the teacher and the school.

Therefore the way of the teacher's approach to the learner or learners can be named as the preferential attitude of the teacher. It is *"the accentuated orientation of the teacher on certain learners in the class who become the object of the teacher's increased interest and they are more frequently overestimated or underestimated and it has an impact on their performance, their relationships to school, to the teacher and also to themselves."* (Průcha, J., 2005, p. 349). The preferential attitude of the teacher is an important predictor of the pupil's success. In this context J. Mareš (2013, p. 485) points at the "riskiness" of the preferential attitudes of the teacher. Subconsciously, the teacher restrains to decide again and again and therefore he/she prefers a more comfortable solution - the teacher takes his/her viewpoint for a longer period and sometimes forever. And this prevents him/her from seeing the changes of his/her pupils or from accepting the new arguments.

A similar phenomenon occurs also on the side of the pupils who evaluate and categorize the teacher according to his/her expressions. This evaluation of the teacher by the learners is very strongly influenced by the age of the learner. We know that pupils at the first grade of primary school approach to their teacher in a non-critical way. Everything what the teacher says or does is binding for them. The critical attitude to the

teacher and all the adults appears in the period of the preadolescence and this is reflected in the changed attitude to the teacher. The created picture about the teacher „helps“ the pupils to make their own rules of behaviour to the teacher.

During the pedagogical career every teacher creates a certain image about a successful and unsuccessful learner. V. Hrabal and I. Pavelková (2010, p. 71) are convinced that the key source of these images is the classifying order which describes the criteria of evaluating the success. We can explain it in a very simple way: successful is such a learner who achieves excellent results in mastering the prescribed topics, in the level of thinking, in the ability to apply the obtained knowledge, he/she is active, independent and creative. From the point of view of the socialization and general formation of the learner's personality, it is important to see how the image of the teacher about the learner approaches to the real situation. We can talk about a realistic image of the teacher about the learner when this image significantly coincides with:

- the learner's image about himself/herself,
- the images and evaluation of other teachers, parents and classmates,
- the information stated in the basic pedagogical documentation which informs about the learner (V. Hrabal – I., Pavelková, p. 117).

The teacher's expectations to the learner represent a very effective factor which influences the performance of the pupil. Z. Helus (2009, p. 220) is convinced these expectations have a strong impact on the intellectual abilities of the learner from the long - term aspect and they significantly influence his/her socialization.

*“The teacher’s expectation is based on the fact what has already been known about the learner and how the learner currently learns and behaves. With regard to his observation, judgement and rational reflection the teacher forms his/her estimation, a probable assumption of the learner’s behaviour and learning in the future.”* says J. Mareš (2013, p. 491). Therefore it is an assumption of the teacher about the learner and, subsequently, this assumption is reflected in the interactions of the teacher with the pupil.

The expectations of the teacher can be positive and negative as well. Generally we can call them as the *self-fulfilling prophecy*. The positive expectations from the learners are very well characterized by the Pygmalion and Galatea effect, the negative ones by the Golem effect.

- *Pygmalion effect* – it is an example of the positive self-fulfilling prophecy. They are inadequate expectations required from the pupils when the teacher ascribes them higher assumption than they really have. The teacher expects from the learner better results than he/she really has and the teacher also expects his/her improvement. The teacher supports these expectations systematically for longer time and he/she deals with the learner or the group of learners in such a way. Subsequently, the pupil increases his/her own expectations about himself/herself, he/she has a more positive attitude to learning and his/her performance improves as well. At the same time, this improvement strengthens the teacher’s conviction that his/her original image about the learner was correct.
- *Galatea effect* – it is also an example of positive expectations of the teacher to the learners. They influence the pupil in such a way that he/she gradually changes his/her expectations about himself/herself in the positive

direction, he/she starts to be more self-confident, the pupil tries harder and this change is reflected in the improvement of his/her learning results.

- *Golem effect* – it is an example of the negative self-fulfilling prophecy. The teacher expect from the learner inadequately low and bad results. He/she supports his/her expectations systematically and in the long term. Subsequently, the pupil decreases his/her own expectations, his/her performance gets worse and he/she acquires a negative attitude to learning. It support the teacher's conviction that his/her original image about the learner was correct.

Z. Helus (2007, p. 254) is convinced that the ability of the objective judging and evaluation of learners and the subsequent formation of the teacher's attitudes to them should be a part of the professional competences of the teacher. The basis of these processes is in the fact that the teacher is able to focus on:

- revealing the possibilities of changes in the behaviour, in the qualities and performance of the pupil, analysing the conditions which make the change possible;
- potential qualities and possibilities of every child. It is necessary to find, to create and to support such situations which encourage the optimal usage of the positive characteristic features of the pupil;
- accepting the conclusions that changes in the behaviour and in the performance represent a long-term process and it is necessary to be prepared for the recidivism, problems and complications. However, the teacher should be able to deal with them patiently;

- the coordinated influence of all factors which have an impact on the learner;
- the cooperation with other experts who act in the school environment (e.g. a school psychologist, an educational counsellor) who can come into contact with the pupil;
- the collaboration with the parents who can provide important information about the pupil to the teacher.

The pedagogical interaction is a complex process. The teacher's perception of the pupil is influenced by different factors during its course. However, the teacher must not have a rigid or even unchangeable attitude to the learner. As the teacher professionally develops, so the pupil and the school class change as well, they are subject to the process of maturing and developing. J. Mareš (2013, p. 490) mentions the basic rule for the teachers which is: to be open to the new experience.

# CONCLUSION

In the process of socialization and education the individual learns to live among people, to get on with them, to cooperate, to live in the social group, to perceive and respect the needs of the others, to adjust to the requirements and norms of the group and the society. In this process, the parents and teachers influence the child with their direct actuation but the social conditions of the given educational environment have an impact on the child as well. In addition to this fact, there is also running the mutual interaction and communication between the participating subjects in the education.

From many researches and practical experience it is clear that the family significantly influences the development and formation of the child's personality. "In spite of all changes which the family has come through during the course of history, the family remains to be the most important group which is the base of the social structure and the basic economic unit and its main function is the reproduction of the mankind and the education or socialization of its descendants as well as the transmission of the cultural patterns and keeping of the cultural development" (Havlík, R., In Havlík, R. – Kot'a, J., 2002, p. 67).

In the previous text there we have focused our attention on the fact that the closest surroundings and the school provide to the child the influence of wider environment, they influence the selection of information, their evaluation, acceptance or rejection. The school is not only an institution

which transmits to the child the social experience, knowledge and norms. At the same time, it is the place where the man meets with the man, the teacher with the children, where the social interaction and communication take place and the interpersonal relationships are formed.

From the mentioned above, there is also clear the common responsibility and educational task of the family and school whose aim is the education of the child's personality.

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