

CHALLENGES IN COMMUNICATION BETWEEN TEACHERS AND TEENAGER STUDENTS

Abstract: We live in a dynamic century, information technology has entered all spheres of life, and new professions have emerged, but let us not forget that educational institutions are and have been the engine of the past, present and future. Students in their teenage years are a challenge for the teachers as they bear the brunt of the “communication”. This is why I would like to shed some light and emphasize on the following points:

1. Communication – a necessity and a factor for joint activity.
2. The essence of Pedagogical footwear.
3. “Teenage age” – The challenge.
4. The role of the teacher and the challenges in communicating with students.

The importance of communication is invaluable not only as an activity between individuals, but also for society as a whole. The whole human culture is built and developed throughout communication.

Pedagogical communication is a specific type of social communication because it bears the marks of professional culture and purposeful creative activity. Pedagogical communication is an objective necessity for the realization of the goals and tasks of the pedagogical process, but it is also subjective, because each of the partners presents themselves through their knowledge, positions, views, beliefs and attitudes towards others around them.

The role of the teacher and the challenges in the communication with students – teaching is an art, art is as well communication. It requires not only a diploma, but professionalism, stable mentality, experience, wisdom, tolerance, ability to reach the heart of the student, empathy – to understand and sympathize, to give, to love, to be infinitely patient, because only one word can have dire consequences.

Democracy, pluralism, authenticity and honesty in the relationship between teachers and students can build strong bonds and enable learners to discover their potential in educational work.

A good pedagogue is a responsible person, convinced that with their activity and proper communication they contribute to the development of adolescents, to building their characters, to turning young people into worthy people.

Keywords: Challenges, Communication, Teachers, Students

The topic is interesting and in itself full of challenges. Communicating with whomever is a challenge, and with teenagers – even more. But the one who bears the brunt of the problem of “communication” is the teacher, so I will try to address the issues:

1. The professional image of the modern teacher
2. Communication – a necessity and a factor for joint activity
3. Pedagogical communication – essence
4. The trial called “adolescence”
5. The teacher’s role and challenges in communicating with students

The Professional Image of the Modern Teacher

The work of the teacher has always been a decisive factor for the improvement of the material and spiritual reproduction of society. The quality of pedagogical work and the level of pedagogical training in all its aspects are the basis of successful professional realization and performance. The presence of physical and mental comfort guarantees the teacher full fulfillment of relationships in the

sphere of communication with students, parents and in other types of activities. The problems of the professional characteristics of pedagogical work and the functions of the teaching profession have always been relevant due to their dynamic structure. This makes our scientists K. Petrov, T. Trifonov, St. Zhekova, E. Pencheva to work on the essence of the problems (1992: 42). According to Art. Zhekova and R. Valchev, the peculiarities of the pedagogical process are in the following directions:

“information explosion, requiring readiness not only for rational choice, but also for transformation and presentation of growing knowledge; increase in educational aspirations, primarily related to the democratization and massification of education; professional mobility, requiring the readiness of the pedagogical staff for substantive and technological variation with a view to directing students to different professional fields; increasing the role of science and technology, which means a break with the reproductive model of teacher training, training in innovative and alternative thinking, broad readiness to handle didactic techniques; acceleration processes affecting the multifaceted development of children; development of the mass media, which enter the unified and complicated system of influence on all; a break with the system – teacher training is not simply a reflection of schooling.” (2004 : 17)

In recent years, there have been some significant changes, both in the educational process and in the requirements for the teacher. He is a key participant in the educational process with all his professionalism, psychological and moral potential. Its advantages increase the quality of education, and its disadvantages are multiplied in the system. Professionally – the personal qualities important for the profession are important ingredients for the mental readiness of the pedagogical work.

The teacher must be involved in the educational process with all his individuality, but he has a particularly strong influence with his personal qualities. V. Naydenova notes that *“a good teacher is not just a collection of knowledge on the subject he teaches, plus knowledge and skills in didactics. The teacher combines in himself the wisdom of the time in which he lives, the kindness of the mother and the reason of the father, the charisma of the leader who inspires and the quality and efficiency of the enthralling, the sensitivity of the artist, the beauty of the ideal that goes beyond the educational content laid down in the program “. (2004 : 9)*

The quality and effectiveness of education largely depend on the competence, motivation and resourcefulness of teachers. The thesis is confirmed that professional-pedagogical training should be based primarily on the acquisition of certain educational content and certain competencies. V. Naydenova points out that the teacher’s professional competencies are: *“complex personality formations formed after mastering a certain set of knowledge, skills, experience and behavior”. (2004: 10)*

The successful professional implementation of the pedagogical activity is impossible without good psychophysical health and optimal functional and motor training. Only in the presence of health, the teacher can show his socially-personally and professionally significant qualities.

Communication – a Necessity and a Factor for Joint Activity

The formation and development of every personality and human community are the result of communication. Psychologists have long concluded that in the historical development of mankind the most important factor is the purposeful activity of people, which is called work, but for the course of their individual lives the most essential are the processes of interpersonal communication. It is thanks to these processes that the continuity between the different generations exists, that joint activity between people takes place, and that their social way of life is realized and regulated.

Communication is a necessity, a condition and a decisive factor for the realization of people’s joint activity – it is necessary to exchange ideas, feelings, attitudes, evaluations, feedback, etc. between the participants. It is crucial for the effectiveness of activity, both of small and large groups of people. Without interacting with each other, humans could not survive as a biological species

in the struggle against the elements of nature and the multitude of stronger and more adapted to independent living predators.

The importance of communication is invaluable not only as an activity between individuals, but for society as a whole. All human culture is built and developed through communication.

Essence and Characteristics of Pedagogical Communication

Pedagogical communication is a specific type of social communication. By its characteristics it is professional and bears the marks of professional culture and purposeful creative activity. It is characterized by purposefulness, systematicity, regulation and is secondary to the everyday, domestic communication of the individual, pursues the realization of a number of specific tasks.

A. A. Leontyev considers that “pedagogical communication is the professional communication of the teacher with the students in the lesson or outside it in the process of training and education/having certain pedagogical functions and aimed/if it is full and optimal/to create a favorable mental climate, optimization of the learning activity and the relationship between the teacher and students in the student collective”. The author considers that the requirements of the teacher as an organizer of the socio-pedagogical interaction with his/her partners are at the forefront.

In Bulgaria Mrs. St. Zhekova presents in a synthesized form the features of pedagogical communication:

- It is a lasting intellectual-emotional impact;
- It has as a general regulator the ultimate goal of the educational process – the formation of the child’s personality;
- Pedagogical communication is active, multifaceted, dynamic and transformative;
- There are obligatory feedback and forms of realization;
- It is comprehensive and continuous;
- It is an important factor in the construction of the child’s personality;
- Pedagogical communication is socially oriented and purposeful. It is aimed at solving pedagogical goals and tasks that are socially determined;
- It has a deeply subjective character. Each of the participants in pedagogical communication has an equal place.

For me, pedagogical communication is an objective necessity for the realization of the goals and objectives of the pedagogical process, but it also has a subjective character, because each of the partners presents himself through his knowledge, positions, views, beliefs and attitudes towards others around him.

The Trial Called “Adolescence”

An age that comes on like a whirlwind-suddenly and with a rush. The previously meek and calm girl or boy suddenly changes, becomes unrecognizable, as if with a magic wand changes his character. He becomes closed, does not trust anyone, communicates only with peers, wants to prove himself, does not want advice, does not tolerate objections, does not need prohibitions, needs freedom, but at the same time the students want love, support, understanding.

This is the age of puberty, and often temperament plays a role, and depression and aggression can be fatal. Boys become more rambunctious and may try to replace depression with stealing, lying, fighting, drugs, cigarettes, or other antisocial activities.

Girls may become shy, withdrawn, brooding, or indulge in another extreme – promiscuous sex that can end with severe consequences and low self-esteem.

Adolescence is a crisis period in a person’s development that occurs to change something-to bring a storm to the inner world of a child who has been doing what his parents wanted him to do and the way his parents told him to do it. However, the period has arrived when the adolescent has

taken in enough information and emotion from the outside world with various examples from everyday life and living, and the question “Who am I?”, “What am I?”, “What makes me important and significant?”, “Am I really important and significant?” or “What if I don’t like my parents’ opinion?” is confronted with poignancy. A process of trying out, a process of testing adult resilience, personal maturity, growth. But at the same time, parents are afraid lest their child make a mistake, veer into the “wrong path,” ruin his life. They want to protect him from mistakes, but often in their quest for good, they can cause irreparable harm if they struggle to obsess over their offspring. It is as if they have forgotten that behind the mistakes is also the experience that one grows with the mistakes. They discover a new path, give birth to new ideas and truths. Understanding and support are most important and necessary at this age.

The Teacher’s Role and Challenges in Communicating with Students

“When God decides to punish someone, he makes him a teacher.” When I read Socrates’ thought years ago, I was amused and smiled. Being a teacher of teenage students is not only challenging, it is heroic!

Teaching is an art, and communication is an art. It requires not just a degree, but professionalism, strong nerves – i.e. “ship ropes” nerves, a stable psyche, experience, wisdom, tolerance, ox patience... Very often problems in families become a “stumbling block” because children cannot or will not accept what is happening between the people they love, who are their parents. Separation/divorce may be a solution for adults, but children have a hard time accepting the fact. It is not rare for separated parents to create new families and the child is not wanted.

The teacher becomes a guardian, even a friend. Tactful, delicate, understanding should be the attitude towards the sufferer. He is obliged to find warm and reassuring words, to counsel, to comfort.

Trauma for life can leave adolescents with illness or death of a parent/parents, alcoholism or other addiction. In addition to friends to share with, students often cry and share their pain with a designated teacher if they felt they could confide. Again, the educator must find the strength to help, refer the middle school student to a psychologist, be interested in the progress of the problem or the opinion of the specialist.

In recent years, the teacher also faced the problem of Covid-19. Distance learning turned out to be a niche, but it cannot fill the voids of personal contact with the teacher, social contacts have become limited, stress and depression have increased, communication with peers is a minus for young people. In many places, teachers were forced to provide their graduates with paper media due to lack of computers, phones, laptops, internet.

And yet there is something good about working with young people, to see students change, grow, build character before your eyes. The perimeter of pedagogical communication expands. Students are interacting with more teachers, and attitudes are changing. Teens value in communication not only the professional, but also the person with whom they can share or from whom they can seek advice or help. They show themselves as active subjects, expressing, exchanging thoughts, views, evaluations. Communication with friends is increased, especially during leisure time. At high school age the intellectual potential is quite high. The position of the personal “I” vividly stands out. When interacting with educators value the ability to understand, responsiveness, professional competence, fairness in relations. In communication they wish to be equal partners, even giving way to student initiative, independence, creative expressions. Educational communication is good communication.

Democracy, pluralism, authenticity and honesty in the relationship between teachers and students enable learners to discover their potential in educational work.

The need for benevolent attention, cooperation and emotional support should not be thought to be unique to students. Teachers have similar needs. They also need different expressions of

support and empathy as do their students. This is not a paradox, but an expression of approval, joy, and sympathy on the part of students, who thus activate, excite, and delight their teachers. Teachers experience satisfaction in the way they interact with their pupils. Conversely, the manifestations of apathy, indifference and negativity on the part of students make teachers feel frustrated and disappointed. This can affect their professional performance and cause them to become indifferent to their teaching duties or stimulate them to seek more appropriate ways of understanding and interacting with each other.

The teaching-educational process is revealed first of all in the professional-pedagogical communication, which is the main “tool” with which the main goals of pedagogical activity are reached. The dialogue between those involved in the educational process is significant and relevant for the modern Bulgarian school. Good dialogic communication stimulates the development of the cognitive sphere of the personality of students, enables them to reveal their experiences, optimizes cooperation, builds spirituality, morality and orientation towards human values. It implies a principle of goodwill, tolerance and trust between the subjects of communication. Thanks to it, not only the cognitive abilities of students are enhanced, but their spiritual culture and personal development are enriched. They develop useful qualities and skills- observation, empathy, tolerance of other people’s opinions, skills of listening and understanding the partner ... that last a lifetime.

A good educator is a responsible person, convinced that his activity and proper communication contribute to the development of adolescents, to the building of their characters, to their becoming worthy citizens.

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THE CHALLENGES OF TANDEM TEACHING IN PHYSICAL AND HEALTH EDUCATION FROM THE ASPECT OF THE GRADE TEACHER

Abstract: In the last few years there has been a positive revolution in the organization of physical education and health education, in fact with the latest changes to the Law on Primary Education in Article 54 paragraph 5 it is clearly emphasized that for conducting physical education and health education from first to the fifth grade includes a teacher of physical and health education, ie together with the grade school teacher the class according to the Law will be realized together with a teacher of physical and health education. According to the initial knowledge, there are positive effects