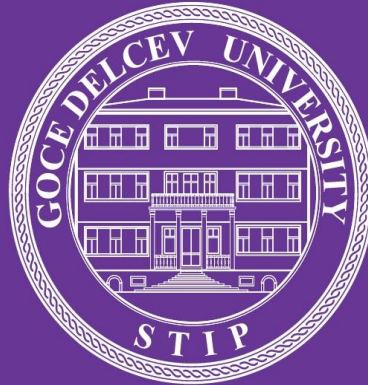


GOCE DELCEV UNIVERSITY - STIP, R.MACEDONIA
FACULTY OF EDUCATIONAL SCIENCES

JOURNAL OF EDUCATIONAL SCIENCES THEORY AND PRACTICE



VOSPITANIE
ВОСПИТАНИЕ

FACULTY OF
EDUCATIONAL
SCIENCES

JOURNAL OF EDUCATIONAL SCIENCES THEORY AND PRACTICE
GOCE DELCEV UNIVERSITY - STIP, R.MACEDONIA



YEAR 2017/2018, VOLUME 10, NUMBER 14

YEAR 2017/2018

VOLUME 10

NUMBER 14

Goce Delcev University-Shtip, Faculty of Educational Sciences



VOSPITANIE

JOURNAL OF EDUCATIONAL SCIENCES, THEORY AND PRACTICE

Vol. 10, No.14

2017/2018

VOSPITANIE

JOURNAL OF EDUCATIONAL SCIENCES, THEORY AND PRACTICE

Published by:

„Goce Delcev“ University, Faculty of Educational Sciences,
Stip, Republic of Macedonia

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ETHICAL DIMENSIONS OF TEACHING IN INTERACTING RELATIONS TEACHER –STUDENT

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Abstract: Teaching as a process of interpersonal relationships between the teacher and the student contains ethical elements that are dimensioned in their mutual interaction. Given the fact that ethical dimensionality is very complex, we chose one aspect or one form and content of interaction between teachers and students, expressed in insults by teachers. The aim of the research in this paper was to examine the opinion of teachers and students about the frequency of criticism and insults and the forms of insults present in the interactive relationship. The study used questionnaires for teachers and students, and Flanders system of categories for analyzing verbal communication, on a sample of 572 students and 60 teachers from twelve primary schools in the eastern part of Macedonia. The results analysis shows that teachers do not start from the student in terms of understanding and respect of his personality, which results in criticism and insults by teachers occurring in various forms. This reduces and levels the professional ethics of teachers in teaching and once again makes current the issue of the ethical dimension of the teaching process.

Keywords: Teaching , Interaction, Ethical parameters, Ccommunication.

1. Introduction

Teaching as an organized process of upbringing and education is essentially an institutionalized interaction activity which includes a number of objective and subjective factors. In this sense we speak about communicativity in teaching that is clearly expressed primarily in the pursuit of a specific purpose, establishing clearly defined relations governed by clearly defined rules and roles and based on specific content. Therefore teaching as a process of interaction which at the same time is a process of communication of relatively free participants, should be studied neither in the area of a teacher's consciousness, nor in the area of a student's consciousness, but in the dialectical communication practice what is "between" them, expressed in interpersonal relations. Interpersonal relations in teaching are complex by nature and they have been the subject of numerous studies. For us it is especially interesting what they are like now in teaching, what their content is, and in this sense they refer to the model of communication in teaching and the relationship between teacher and student in it. On the other hand, the principles of democracy that are absolutely dominant in broader community promote the principle of respect between people, which is regulated by a number of documents. One of the main didactic principles of teaching is also the principle of individualization and socialization, which indicates the basic rules of organizing instruction tailored to each individual. Nevertheless, relations between direct participants in teaching are regulated by ethical norms and values that adduce not only the ethics of the teaching profession but also the ethics in teacher's relationships and behavior. Having the role of a dominant figure in the teaching process, the teacher does not only create and implement the process of teaching, but by his/her personality, style, and etiquette models the character of the student. Hence to talk about the ethical dimension of teaching

expressed in interpersonal relationships between the teacher and the student today is also especially relevant because of growing impatience and lack of tolerance, so the seeming "false" democracy in the relations in teaching creates an inaccurate picture of its positive ethical orientation. Ethical dimensionality of teaching is a complicated and complex issue; therefore this paper presents only one part of a larger research, and nuances of ethical color are examined through the frequency and type of insults and criticism in teaching directed by the teacher.

2. Theoretical background of the research

2.1. About teaching as a process of communication

Although in literature numerous definitions of the term teaching can be found, in the context of our subject of research we decided on the definition by Jelavic. In determining teaching, the author points out that it is the entirety of knowingly targeted and coordinated curricular activities of students and teachers aimed at achieving curriculum goals or planned developmental achievements of the students. The student and his/her activities is at the core of the teaching process, both in relation to the teaching contents presented in different ways, on the one hand, and in terms of the teacher and other students, i.e. social interaction, on the other hand. If the teaching contents and the way students, with their activity, use the teaching contents adapted to them, and if the social interaction of students with the social environment (the teacher and other students) is qualitative, it will release the potentials of the student-individual and the desired development will be achieved. From this we can see that the teacher will assist the students in finding their way only if quality communication is established, i.e. social interaction, and if the learning of the teaching contents takes place in freedom. Thus, concludes the author, "the fourth important entity of the teaching process is communication or interaction which is established among its subjects"[1] (p. 65). And the subjects in teaching - direct participants are the teacher and the student who are found in certain interactive personal relationships which in turn determine the effectiveness of teaching.

2.2. Interaction aspect of teaching

Teaching as a field of interpersonal relationships involves interaction among its actors - teacher and student. In this sense we are going to try to define the term interaction. There are a number of definitions in literature. This section will present a brief overview of attempts to determine the notion of interaction. Namely, interaction covers the relations of elements in the structure that determine the relation aspect of communication. The word interaction is a compound made of inter (lat. inter-between) and action (lat. actio, action, activity). In its formal meaning, the term interaction is directed towards the process of mutual action, the interaction between two or more variables. Analogously, social interaction is mutual action of living beings, people. N. Rot [2] (p.15), defines interaction as "an active relationship between two or more entities where one individual affects the behavior of other individuals". Interaction is a process in which there is a relationship of two or more persons whose experience or behavior is mutually conditioned and dependent. The interdependence is seen in the fact that the behavior of one person or group is a reaction to the action of the other – as pointed out the Pedagogical Encyclopedia [3] (p. 282). Interaction means mutual action of people when they take attitudes towards each other and determine behavior among themselves [4] (p.76). Interaction is collaboration, joint action, and it is an integral part of communication, as pointed out by Vilotijevic [5] (p 350). Interaction includes components that are associated with mutual action between people and the organization of these actions. It is a reciprocal process in which bilaterality can be clearly seen, typical of human relationships, based on the principle of giving-taking, mutual exchange of achievements of one and the other. Determinations of the term interaction show that:

- interaction is related to communication through human relationships that are not conditioned by temporal and spatial proximity. Namely, the relationships between humans represent a complex and dynamic process that is influenced by the interface in their behavior. This shows that every human individual can be studied only in the interactive relationship with other people. On the other hand, the interactive process could not function without interpersonal relations;

- the social aspect of interaction shows that activity among people takes place in a particular relationship. That is, if there is to be action among people, they should and must be in some relationship, mutual relation. In that regard, action between people flows in two directions, which is a sufficient argument for circular movement of influence among people;

- the interaction process, based on a two-way relationship and mutual activity, results in changes in the attitudes of the participants in this relationship, and in forming certain views. Thus reciprocity becomes a characteristic attribute of the interaction in terms of changing the positions of the participants, confrontation and dialogue;

Quite clear is the notion that refers to the connection between social interaction and people. But, we should not lose sight of the fact that a man is an individual within whom consciousness and the "unconscious" act as his integral part that affects the reaction towards other people, without even setting foot on the threshold of consciousness.

2.3. Ethical dimensions of teaching

Interpersonal relations between teacher and student in teaching are a reflection of a certain ethical context, expressed in the utterances of both subjects – teacher and student. At the same time, social interaction in teaching determined by interpersonal relations between teacher and student, among other things is based on fundamental ethical qualities such as ethical values and principles expressed in the following categories: good-bad, honest-dishonest, fair-unfair, earnestness, consistency, respect... And it is here we should look for the causes of inconsistencies, conflicts, misunderstandings, inefficiency, and ineffectiveness of the teaching process. Through their participation in social interaction teachers and students build social and critical thinking, adopt ethical norms of behavior and build a system of ethical values. The ethical dimension of teaching is not expressed fully through the teaching contents. While in school curricula contents form ethics as a compulsory subject are represented, we consider that the ethical dimension of teaching is clearly expressed in interpersonal relations between teacher and student. In fact, ethical dimensionality of teaching is determined through the act of communication in class, where we can determine the behavior of teacher and students, representation of activities of both the teacher and students, and the type and content of the activities. Acceptance of students' ideas and suggestions by the teacher speaks about respect for the individualities of students, collaborative relations and mutual respect. It reduces criticism and insults, and the distribution of activities is equal between the teacher and the students during class. We should certainly not exclude the fact that the modeling of interpersonal relationships is affected by teaching contents, students' age and their knowledge and experience. The ethical dimension of teaching expressed in interpersonal relations is evident in the form of communication between teacher and student in teaching. Verbal, one-way asymmetric and directive communication talks about the dominance of the teacher over the student, which increases the likelihood of directivity, authoritarianism and dominance.

3. Materials and Methods

3.1. Subject of research

The subject of our research are respective parameters of the ethical dimensions of interpersonal relationships between the teacher and the student in the classroom. The object of research is discussed based on the analysis of communication between teacher and student during class, through direct observation of classes, and in terms of teachers' and students' views of the issue of the frequency of criticism and insults by the teacher directed to students.

3.2. Purpose and objective of the research

The objective of the study is the representation of respective ethical parameters in interpersonal relations in teaching between teacher and student, i.e. representation criticism and insults directed by the teacher to the students. The research started from the premise that teachers often use criticism and insults in the relationship with their students. Hence our task was to analyze the content of verbal communication in the classroom between the teacher and students in the context of criticism and insults directed by the teacher to students, and

to examine the views and opinions of teachers and students about the frequency of offending in their relationship. We set the following research objectives: to analyze communication in class in terms of representation of criticisms and insults in verbal communication and to examine whether there are differences in the opinions of teachers and students about the frequency of criticisms and insults in their interpersonal relations in verbal communication in teaching.

3.3. Research hypotheses

The basic premise was that in the interpersonal relationships between the teacher and the student there are sufficient positive ethical parameters. As auxiliary hypotheses we have differentiated the following:

- during classes, insults and criticisms are present in the interpersonal relationships between the teacher and the student;
- there are no statistically significant differences in the opinion of teachers and students regarding the frequency of criticisms and insults in their interpersonal relationships in the classroom.

3.4. Population and sample

The selection of the sample was carried out in several stages. The first phase included the selection of schools, classes, subjects, students and teachers. The starting criterion in the selection of schools is their territorial affiliation, i.e. location. On that basis, 6 towns in the eastern part of the Republic of Macedonia were chosen and as many villages in their immediate vicinity. For our research we chose students of fourth and eighth grade, because these students already have a formed idea of the relationship with the teacher or teachers in different subjects. In the curriculum for primary education teaching materials in natural and social sciences are provided. Taking this into account, as well as the number of classes anticipated by the curriculum, the research also included classes of Macedonian language and mathematics in both grades, Nature studies in the fourth and biology in the eighth grade, as well as society, and history respectively. The sample of students was stratified according to the success in the previous year in the subjects covered by the survey, and an equal number of students from both areas, urban and rural was taken. So, one class was taken in each school of fourth grade and one class of eighth grade, i.e. 12 classes from both grades. The sample of teachers consisted of class teachers of the classes covered by the survey and subject teachers in the subjects also covered in the survey. So, the survey covered 572 students from fourth and eighth grade and 60 teachers from twelve primary schools in the eastern part of Macedonia. Observation was realized during one school half year and covered around 40% of classes in the school subjects provided in the curriculum, in two classes of fourth and eighth grade, in two schools, respecting the principle of economy.

3.5. Research methods, techniques and instruments

The research uses a method of theoretical analysis and descriptive method. The method of theoretical analysis is applied in the analysis and theoretical presentation of different aspects of the problem of communication between teacher and student, in teaching in primary school. Descriptive method is used in the analysis of the curricula and the current pedagogical practice, Macedonian language, Mathematics, Nature, Society, History and Biology. During the research, in order to implement the set tasks and to test the hypotheses, the procedures of content analysis, survey, and systematic observation were applied. Content analysis was applied in order to provide reliable and objective data for schools, teachers, students, and teaching in general. For surveying teachers' and students' attitudes, the technique of scaling was used and, in order to see the real picture in the classroom, the technique of systematic observation was used. The technique of systematic observation was used for classes in Macedonian language, Mathematics, Nature, Society, Biology and History. As for instruments, a questionnaire and Flanders' system of categories were used for analyzing verbal communication. Given the fact that the sample covers two categories of students, two types of questionnaires were used for the purposes of research. The teacher questionnaire was intended to class teachers and subject teachers in Macedonian language, Mathematics, Biology and History. The questionnaire for students contained the same questions for the purpose of comparative analysis required in the research.

3.6. Research organization

The survey was conducted in the first half of the academic year 2015/2016. In that period all subjects making up the sample of teachers and students included in the research were surveyed. The questionnaires were delivered directly to the respondents and were anonymous in order to ensure greater objectivity in the answers, regardless of the location of schools and the number of respondents. On the other hand, observation was carried out at the elementary school "Vanco Prke" (Stip) and elementary school "Strasho Pindzur" (v. Karbinici). The object of observation were the students in grade IV and VIII and their teachers of subjects covered in the survey. The researcher had the role of the observer. For greater objectivity, in addition to the protocol of systematic observation technical aids were also used.

3.7. Data processing

The obtained data were processed quantitatively and qualitatively. First they were sorted, grouped, tabulated and ranked. Cumulative groupings were performed by distributing data, according to their frequency. Specific groupings were performed by calculating the percentage for obtaining average results. For greater clarity, they were tabulated in simple and summary tables. Some of the data, obtained during the evaluation of certain categories, with a score of 1 to 5, were calculated by multiplying the given grade with the number of responses. The statistical data processing was performed with the chi-square test (χ^2), S coefficient, rank of correlation. The qualitative data analysis was performed with the procedures of comparison and differentiation.

4. Results

The first task of our research was to perform an analysis of communication between the teacher and the student during class in terms of representation of criticisms and insults in interpersonal communication. In this direction we have set the hypothesis which states: insults and criticism in interpersonal relations between teacher and student are present in during teaching lessons. To test the hypothesis we used Flanders' system of categories for analyzing verbal communication. We did the analysis gradually, through several steps: with the first step we determined the representation of certain forms of communication in class; the second step relates to the determination of the structure of teacher's activities; in the third step we determined the structure of students' activities; representation of the category of emotional behavior of the teacher; representation of the category praise and encouragement; representation of the category which relates to the acceptance of students' ideas by the teacher; representation of the category guidance and instruction by the teacher; representation of the category - criticism of the students; representation of the category - student's initiative.

But, considering the volume of data obtained in the survey, in this paper we will concentrate on a few categories as follows: - representation of the category relating to acceptance of the students' ideas by the teacher; - representation of the category - criticism of students, and representation of the category – student's initiative (asking questions, giving suggestions), for which we believe that they will give us a full picture of the ethical coloration in teaching expressed in interpersonal relations between the teacher and the student. In order to define to what extent these are represented, the results (153 600 codes) from 190 recorded lessons are presented in percentages. (Table 1).

No.	Form of communication	%	Class teachers	Subject teachers
	TEACHER'S REACTION			
1	Teacher's emotional behavior	1,67	2,35	0,99
2	Praise and encouragement	3,23	4,48	1,98

3	Acceptance of students' ideas	5,63	5,44	5,82
	TEACHER'S INITIATIVE			
4	Asking questions	12,24	12,88	11,60
5	Teaching	16,15	15,71	16,58
6	Guidance, giving instructions	5,69	6,21	5,16
7	Criticism	2,72	3,15	2,29
	STUDENT'S REACTION			
8	Answering questions	20,98	21,27	20,70
	STUDENT'S INITIATIVE			
9	Asking questions, suggesting	7,91	6,58	9,24
10	SILENCE, NOISE	23,78	21,93	25,64

Table.1 Representation of different forms of communication between teacher and student during class with class teachers and subject teachers

From Table 1 it can be seen that 47.33% of the overall verbal activity during class belongs to the teacher, and 28.89% to the student. This means that almost a half of all verbal activity in class belongs to the teacher. It can be rightfully concluded that the initiator and bearer of most of the activity in class is the teacher, which provides him/her with the place of dominance in teaching. On the other hand, about one third of the overall speech in class is distributed to all students in the class. Namely, the teacher guides and explains 5.69%. The activities of students in class, according to the data in the table, are reduced to answering questions or performing tasks set by the teacher. Generally, these are reactive statements. Of the total students' verbal activity during class, 72.62% the student answers teacher's questions. The rest is students' statements, referring to their initiative in terms of suggesting, expressing personal opinions and asking questions. Teacher's reaction of accepting students' ideas and suggestions is very small. This form, expressed in percentage, amounts to 5.63% of the total verbal activity in class, i.e. 11.89% of the overall teacher's verbal activity. Given the fact that our research covered students of different ages, i.e. different grades (IV and VIII) as well as class teachers and subject teachers, the table shows the frequency of respective forms of communication during class of these teachers. According to the table, it can be seen that 50.22% of the overall verbal activity in class belongs to the class teacher, while this percentage for subject teachers is slightly lower and amounts to 44.42%. If we compare the structure of the verbal activity of class and subject teachers we will observe consistency in certain categories, such as the category of acceptance of students' ideas (for class teachers it was 5.44% and 5.82% for subject teachers) which is a negligible difference. What is of concern in this paper – the category guidance, giving guidelines, for class teachers is 6.21% and for subject teachers 5.16%, which we presume is due to age, knowledge and experience of students. On the other hand, the criticism directed by class teachers (3.15%) is

greater than the percentage for subject teachers (2.29%), often rendered in a sharp tone, in order to emphasize the power of the teacher over the student. We are interested in the data concerning the category of student initiative. Proposals and suggestions expressed by the eighth graders (9.24%) are more accepted by subject teachers, so compared to class teachers this percentage is significantly higher. Students from class teaching propose and offer suggestions less (6.58%), or 23.62% of the total student verbal activity, while for the eighth-grade pupils this form amounts to 30.86% of the overall student verbal activity, which we assume is the result of factors such as students' age, knowledge, and experience. The analysis of the data obtained in the survey shows that the teacher leads the class and manages the overall activity, asks questions, by which he/she directs student thinking and makes communication uneven and one-way. The teacher rarely accepts students' ideas, so they are less motivated to ask, suggest and propose. With this communication gets the epithet of being asymmetric. The teacher also often directs and guides the students, thus determining the direction of the communication in class and directs the activity of the student. Such a form indicates that communication is performed by directive. On the other hand, the data indicated that the activity of students is very low. Each student was only 1% verbally active. In addition, the student's activity was reduced to answering questions asked by the teacher and carrying out activities, also set by the teacher. Based on the results, we can rightly conclude that the class is dominated by verbal, one-way, asymmetric and directive communication between teachers and students, thus confirming our first hypothesis: insults and criticism in interpersonal relations between teacher and student are present during teaching lessons. The second task that we set in the research was to examine whether there are differences in the opinions of teachers and students about the frequency of criticisms and insults in their interpersonal relations during verbal communication in teaching. In this direction we have set the hypothesis that there were no statistically significant differences in the teachers' and students' opinions regarding the frequency of criticisms and insults in their interpersonal relationships in the classroom. Teachers and students were asked the question about how often teachers behave negatively. The obtained data are shown in the tables that follow.

Category of answers	Teachers' answers		Students' answers	
	f	%	f	%
often	12	20,00	74	12,94
rarely	13	21,66	137	23,95
it doesn't exist	27	45,00	285	49,83
I don't know	8	13,33	76	13,28
Total	60	99,99	572	100

Table 2. Teachers' and students' opinions about how often teachers behave in a negative way

$$x^2_{ny} = 3,801 \text{ za } df=3; p=0,05$$

Most of the teachers (45%) and students (49.83%) believe that there is no negative behavior on the part of the teacher. When we compared class teachers' and fourth-graders' opinions we concluded that the differences are not statistically significant. Class teachers and eighth-graders do not have different opinions about how often teachers behave negatively. Teachers manifested negative behavior through different forms. Table 3 contains information regarding the forms through which teachers manifest their negative behavior.

Category of answers	Teachers' answers		Students answers	
	f	%	f	%
Gets angry and shouts	17	28,33	160	27,97
uses ugly words	3	5,00	149	26,05
makes critical remarks	16	26,66	105	18,35
uses ironic words	5	5,00	63	11,01
exercises corporal punishment	4	6,66	78	13,63
never does that	15	25,00	17	2,97
Total	60	99,98	572	99,98

Table 3. Teachers' and students' opinions about the forms through which teachers display their negative behavior

$$x^2 = 66,349 \quad df=4; p < 0,01 \quad C=0,31$$

From the table it can be seen that most of the teachers (28.33%) are most often angry and they shout. Their opinion is shared by the highest percentage of students (27.97%). 5% of teachers state that they use ugly words, but students do not share their opinion. As much as 26.05% of students consider that teachers use ugly words. Teachers and students have divided opinions in relation to critical remarks made by the teacher. Pupils at the lower rate. A lower percentage of students (18.35%) compared to teachers (26.66%) think that teachers manifest their negative behavior through making critical remarks. It is interesting that a significantly smaller percentage of teachers (6.66%) state that they apply corporal punishment, while 13.63% of the students are of the opinion that teachers apply corporal punishment. On the other hand, there is a huge difference in the last category of answers. Namely, only 2.97% of students chose this answer, in the sense that the teacher does not manifest negative behavior at all, for which in turn 25% of teachers believe that they do not manifest their negative behavior toward students. The calculated chi-square is statistically significant.

Category of answers	Teachers' answers		Students' answers	
	f	%	f	%
often	7	11,67	70	12,24
rarely	25	41,67	220	38,46
It doesn't happen	24	40,00	225	39,34
I don't know	4	6,66	57	9,96
Total	60	100	572	100

Table 4. Teachers' and students' opinions about how often the teacher insults the student

$$x^2 = 0,774 \quad df=3 \quad p=0,01$$

41,67% of teachers think that they rarely insult their students. Their opinion is not shared by the students. Thus, in the highest percentage (39.34%) students think that they have not been offended by the teacher so far. That insults by the teacher are frequent is thought by 11.67% of teachers and by an almost equal percentage of students (12.24%). The calculated chi square showed that teachers and students do not have different opinions about how often teachers insult students.

category of answers	Teachers' answers	Students' answers
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	grade	%	rank	grade	%	rank
words-curses	46	26,59	3	1032	25,46	3
threatening and blackmailing words	57	32,95	2	1431	35,31	2
insults	70	40,46	1	1590	39,23	1
Total	173	100		4053	100	

Table 5. Teachers' and students' opinions about the type of verbal insult uttered by the teacher

$\rho = 1$

category of answers	Teachers' answers			S t u d e n t s , a n s w e r s	Students' answers		
	grade	%	rank		grade	%	rank
gestures	113	27,36	2	1189	19,66	4	
facial expressions	109	26,39	3	1747	28,89	2	
ironic look	138	33,41	1	1820	30,09	1	
corporal punishment	53	12,83	4	1291	21,35	3	
Total	413	99,99		6047	99,99		

Table 6. Teachers' and students' opinions about the type of non-verbal insult uttered by the teacher

$$\rho = 0,40$$

As for the type of verbal insult (Table 102), teachers and students are united in their grade. In this sense, the calculated value of the rank - correlation indicates a very high level of matching grades. Teachers most often insult students by using offensive words, less with statements that indicate threat and blackmail, and least by using words - curses. We found some differences in the teachers' and students' assessment of the kinds of non-verbal insults. Although they all agree in their grade about the most common form of non-verbal insults – teacher's ironical look, still greater differences occur in the first category of answers. Teachers' gestures as an expression of nonverbal offending directed to students, according to teachers' grading holds the second place in the ranking but the last place in students' opinion. And in terms of corporal punishment, teachers rank these last in their lists as the least used by teachers. Students have a different view and rank them as third in their list. The values obtained on correlation rank are on a moderate level. The analysis of the survey data showed that our assumption that there are no statistically significant differences in the opinions of teachers and students regarding the frequency of criticism and insults in their interpersonal relations in teaching has been confirmed.

5. Discussion

The analysis of communication between teachers and students in the class and the established forms of communication, has confirmed the dominance of the teacher (72.22% of the activities during class refers to verbal communication, out of which 47.33% are verbal activity of the teacher and 28.89% of verbal activity of all students in the class. The structural analysis of teachers' verbal activity showed that in 8.47% the teacher directly influences students through guidance, instruction, criticizing (about 3%). Through these forms of communication the teacher provides his/her dominance in class, directs and conducts the overall activity in the course of the class. A little more than 5% accepts students' ideas. These findings were confirmed by the structural analysis of students' verbal activity expressed in the category of asking questions and making suggestions (about 8%). Class teachers and subject teachers are united in their opinion about the frequency of their negative behavior - forms through which their negative behavior is manifested. The highest percentage (45%) believe that there is negative behavior in them, and if present, the highest percentage (28.33%) manifest it by getting angry and shouting and making critical remarks (26.67%). Ugly words (5.00%) are least used as well as applying corporal punishment (6.67%). Class and subject teachers have different opinions about how often they offend students. Thus, the highest percentage of class teachers consider that they do not offend students while the highest percentage of subject teachers rarely offend students. As for the type of offense, teachers are united in their opinion. The same percentage verbally insult students, while non-verbal insult is present in a higher percentage with class teachers, compared to subject teachers. For the type of verbal, i.e. non-verbal insult, class teachers and subject teachers give the same assessment. We also found unity in the grade in terms of frequency and type of corporal punishment. Namely, class and subject teachers in the highest percentage (86.66%) do not apply corporal punishment. The analysis of the results shows that teachers and students have identical opinions about the frequency of negative behavior on part of the teacher. They are of the opinion that the teacher never offends students, although the analysis of the communication in class showed that insults are still present in the form of criticism in the classroom. From here we can justly conclude that effective teaching covers the cultivation of positive interpersonal relationships between teachers and students in their ethical dimension that are essentially formal but critical in the development of a student's personality, both in the context of individuality and in the context of socialization.

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