

Annales Universitatis Paedagogicae Cracoviensis

Studia Technica VI (2013)

*Marzena Kiełbasa, Aleksandra Knych,
Tomasz Nesterak, Henryk Noga*

Selected aspects of the competence of an elementary and junior high school technology teacher

A teaching profession, as most of other professions, requires previous theoretical and practical preparation and training, as well as proper didactic and educational – tutelary competence. A teacher has the task to teach but also, or perhaps first of all, to protect his pupils, to take care of their upbringing and shaping appropriate attitudes in them. All these kinds of competence complement one another constituting the whole.

Competence as an indication of axiological actualization of the subject

Being a technology teacher and a tutor at the same time is in some way ‘value-creating’. Pupils who observe their teacher’s behavior, listen to him and follow his instructions, are likely to copy his habits, values and opinions. It has been known for a long time now that a teacher’s personality, his attitude to life and people, as well as his opinions strongly influence his pupils’ personalities, conduct and attitudes. It is particularly noticeable in elementary school classes, where a teacher has a considerable standing among his pupils. When pupils grow up, they get familiar with new social groups, gain more and more information, become more self-reliant, and a teacher stops being an authority for them. A competent teacher then is someone who has suitable qualifications to make certain decisions and to express his opinions. There are basically 3 types of competence distinguished: pedagogical, axiological and psychological. To some extent, axiological competence results in teaching about moral values. Unfortunately, we live in a world in which disasters, unemployment, pathology, depression and a feeling of being lost in the abundance of information are becoming more and more natural. Many people find it extremely difficult to find their place in the surrounding reality. The process of adjustment can be even more complicated in the case of children. The significance and value of man is often evaluated not according to his moral qualities but according to how well off he or she is. Where have all those values disappeared? Not only technology teachers, but all teachers without an exception, have plenty to do to change the situation. School is a place where a young person is not only educated but also brought up. Education cannot take place without ‘a meeting’ – ‘a meeting’ of a very special kind. Both sides

have to want to work together, for if there is only a teacher who is willing to cooperate, he will not be able to communicate with his pupils. Therefore, it seems vital to recall axiological competence of a teacher, the kind of competence which is often avoided or even forgotten.

Regardless of the age group, a technology teacher is not a moral authority. The results are quite surprising, particularly in an elementary school, where 98% of pupils do not want to be like their teacher.

The analysis of the above situation allows to conclude that a technology teacher is an entire stranger - someone who teaches and is demanding - for most of his pupils. What is particularly disagreeable here is the fact that only 20% of an elementary school pupils and 18% of a junior high school pupils perceive their technology teacher to be a real enthusiast who tries to awake his pupils' interest and curiosity.

The result shown above indicate that the way in which a teacher handles a difficult complicated situation during the lesson varies depending on the age group. In an elementary school a teacher behaves in a way one could expect – he listens to the arguments of both sides involved in the conflict and only then he solves the problem and states which side was right. The results in a junior high school differ and show that a technology teacher is perceived as a person who ends up the conflict quickly, and is not interested in looking for its reasons.

The majority of 5th grade pupils of an elementary school and 3rd grade of a junior high school concur that their teacher has the same attitude towards all of them. Those who express a different opinion point out that a teacher:

- treats girls better than boys;
- favours the pupils who learn better and know more;
- prefers pupils who behave better during the lesson and do not disturb others.

The above result suggest that generally speaking the relationships between teacher and his pupils are average, both in elementary and junior high schools. The second most common choice was 'very good' (20% and 34%). The smallest number of pupils – 10% in an elementary school and 4% in a junior high school – described their relationship with a teacher as poor.

The course of a technology lesson and the way in which a teacher shares his knowledge with pupils differ significantly in elementary and junior high schools, which can be observed in the above charts. Most elementary school pupils points to activation through questioning as the most common method of teaching. They also think that a teacher pays much attention to the benefits of modern technology, and that he is able to listen to his pupils carefully with no interruption. He also appreciates pupils' self-reliance and initiative and encourages and praises their active participation in the lessons. A teacher uses study aids, connects theory and practice or explains doubts, but in a lesser degree.

Resume

The majority of junior high school pupils states that a teacher appreciates their self-reliance and initiative and listens to them carefully. Also, a teacher encourages them to be active, to ask questions. He shows the benefits of modern technology and explains any doubts that his pupils have. On a much smaller scale, as it was in the

case of an elementary school, a teacher uses study aids and connects theory with practice.

The main objective of the research was the analysis and comparison of the competence of a technology teacher in an elementary and junior high school. Both teachers' and pupils' opinions were included in the research.

Bibliography

- [1] Hudy W., *Cyberuzależnienie a zdrowie*, [w:] *Cyberuzależnienie. Przeciwdziałanie uzależnieniom od komputera i Internetu*, Kraków 2007, s. 167–173
- [2] Noga H., *Czy nowoczesność niweczy trud wychowania?* „Wychowawca” 1998, nr 5, p. 38–41.
- [3] Noga H., *Zagrożenie wolności przez programy komputerowe*, „Studia nad Rodziną” 1998, nr 2, p. 175–182.
- [4] Pytel K., *Wpływ Internetu na rozwój i zachowanie dzieci i młodzieży*, [w:] *Konferencja naukowa Cyberuzależnienia, 9 Oct.2006*. Wydż. Pedagogiczny Akademii Pedagogicznej w Krakowie, red. E. Mastalerz; AP im. KEN w Krakowie, Kraków 2006, s. 77–83.
- [5] Pytel K., *Wybrane przykłady wykorzystania hybrydowych układów pozyskiwania energii odnawialnej*, Ogólnopolskie Forum Odnawialnych Źródeł Energii 2004, Warszawa, 29–31 March 2004.
- [6] Sałata E., Ubysz A., *Samoocena pracy nauczyciela jako element jakości nauczania*, „Pedagogika Pracy” nr 37, s. 30–36;
- [7] Sałata E., *Realizacja funkcji dydaktycznej przez młodych nauczycieli*, [w:] *Kształcenie nauczycieli a reforma systemu edukacji w Polsce*, red. F. Szloska, Radom 2000, s. 114–121.
- [8] Vargová M., *Inovačné a alternatívne koncepcie vzdelávania v technickej výchove*, Dizertačná práca, Nitra 2005, p. 144.
- [9] Vargová M., Depešová, J., *Poznámky k niektorým pojmom technickej terminológie*, [w:] *Vplyv technickej výchovy na rozvoj osobnosti žiaka*, Zborník 1, vyd. Nitra PF UKF, 2000, p. 107–110.
- [10] Vargová M., Tomková, V., *Pracovné vyučovanie v súvislosti s prácou s počítačom*, [w:] *Zborník Vplyv technickej výchovy na rozvoj osobnosti žiaka*, Nitra PF UKF, 2002, p. 167–170.

Selected aspects of the competence of an elementary and junior high school technology teacher

Abstract

To be a competent technological subjects teacher means to have certain moral, axiological and cognitive features as well as particular personal qualities. All that is connected with the ability to perceive important information and communication technology achievements, and the ability to be innovative as regards the choice and use of technological solutions in teaching the subject. The competence of a technological subjects teacher must vary depending on the level of education. Some different features are necessary in pre-school and elementary education, some others seem crucial on further levels. Regardless of the level, it is essential for a teacher to realize that there is always the necessity and possibility of choosing appropriate didactic means. No matter which means a teacher chooses, it is always crucial to have an individual approach towards each pupil and his personal development, which means that a teacher has to take into consideration each pupil's psychophysical abilities to make use of technological solutions, also in learning.

Key words: education, competence, technology teacher

Marzenia Kielbasa, Aleksandra Knych, Tomasz Nesterak
PWSZ – Nowy Sącz
Instytut Pedagogiczny

Henryk Noga
UP – Kraków
Instytut Techniki