

DOI 10.36074/grail-of-science.02.04.2021.087

## SOME CRITERIA OF PROFESSIONAL TEACHING

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**Summary.** Lesson is the main form of organization of the educational process. At the same time, it is a mirror of the general pedagogical culture of a teacher, a measure of his intellectual wealth, an indicator of his worldview and erudition. In our article the key terms and definitions concerning questions of "lesson", "modern lesson", "professional teaching" as important pedagogical phenomena and key forms of the organization of educational process are presented. A description of possible criteria for professional teaching and recommendations for teachers on the organization, construction and conduct of effective training were analyzed. According to the evidence of empirical teaching research on the central characteristics of professional teaching, it can be argued that practical training remains a key form of organization and is the educational place where the very processes of learning, education and personal development take place.

**Keywords:** the educational process, lesson, modern lesson, professional teaching, education and personal development.

**Introduction.** A lesson is a logically complete, integral, limited by a certain framework segment of the educational process. Lesson is the main form of training. Unlike the traditional lesson, which met the requirements of education of the late XX – early XXI century, the modern lesson is, above all, a competency lesson, too. But the long tradition of understanding teaching in terms of teaching didactics must be broken. Even today, lessons are implemented in many places as teacher-oriented lessons, with the classic forms of „presenting, demonstrating, demonstrating“ playing a dominant role. They correspond to an understanding of learning that is aimed at the activities of storing information, reproductive (linguistic) reproduction of conveyed content and imitating given psychomotor skills.

This basic pattern is so self-evident that it shapes expectations on both sides: the teacher prepares the content to be conveyed and holds lessons; the learners get into a consumer stance. But the teaching-learning relationship is not a subject-object relationship, but a subject-subject relationship, where teaching and learning have to be organized differently. Mikhael Shrats calls for the „teaching side of the lesson“ perspective to be abandoned and the „learning side of the teaching“ perspective to be adopted: change of perspective [10].

Well-known pedagogues and psychologists as S. Bondarenko, G. Kirilova, B. Korotyaev, M. Makhmutov, I. Pidlasy, L. Sobolev, N. Yakovlev and others, investigated the lesson as a pedagogical phenomenon. According to M. Makhmutov,

a lesson is a dynamic and variable form of organization of the process of purposeful interaction (activity and communication) of a certain composition of teachers and students, which contains the content, forms, methods and means of teaching, and which is systematically used (in equal segments) time to solve problems of education, development and upbringing in the learning process [1].

Scholars and practitioners agree that the lesson is a holistic, logically complete, limited in time, regulated by the amount of educational material, the main element of the pedagogical process, which provides active and systematic educational and cognitive activities of a group of students of a certain age and level tasks [2].

**Main material.** In general, lessons are understood to mean didactic-pedagogical action by the teacher in planned teaching-learning processes, which mostly take place in the school. Or to put it another way: „Lessons are didactically planned and therefore thematically delimitable as well as sufficiently comprehensive sequences of teaching and learning in the context of educational institutions" [3]. It should be noted, that lessons are the focus of school learning and the core task of teachers. Basically, we can assume that lessons represent a time-limited, planned, systematic teaching and learning setting that is aligned with curricular learning goals and that is adapted to the respective requirements of the students. This means that in terms of teaching, it is a very specific form of teaching, namely highly formalized learning. The following features are essential:

- Lessons are a process of interaction between teachers and learners.
- Lessons are institutionally embedded and designed for a specific duration.
- Lessons are goal-oriented and according to plan.
- Lessons have a curricular and social order.
- Lessons serve not only to teach, but also to educate and impart skills (e.g. social and personal skills).
- Lessons require an educational environment (e.g. class).
- Lessons are carried out by qualified staff [7].

Designing meaningful lessons means reviewing one's own ideas of successful learning and one's didactic attitudes critically and ready for change, opening up learning opportunities on a case-by-case basis and related to the pupils, as well as supporting and ultimately evaluating the resulting processes in their progress. Andreas Gruschka formulates this question as follows: "How [...] would it be possible to teach that as many individual students as possible can be encountered in their educational movement?" [4]

However, good or successful teaching does not only depend on what is actually happening in the classroom; the professional learning development of learners is subject to further influencing factors such as the competence of the teacher and the individual requirements of the learner. The family, cultural and historical framework conditions, but also the class climate, exert a particularly strong influence in this regard. On the basis of numerous studies, Lipowsky came to the conclusion that a maximum of 30 percent of the learners' cognitive learning progress can be explained by the following three factors that directly influence the teaching: (1) the characteristics of the teacher, (2) the characteristics of the teaching and (3) the classroom composition. The possibilities of the teachers to actively influence the learners are thus limited, but this is precisely why the existing possibilities should be

used as optimally as possible [8].

It is clear, however, that pedagogical innovations and a changed understanding of learning mean that teachers (have to) organize their lessons differently today than in the past. Hilbert Meyer defines good teaching as “teaching in which (1) within the framework of a democratic teaching culture (2) on the basis of the educational mandate (3) and with the aim of a successful working alliance (4) a meaningful order (5) and a contribution for the sustainable development of competencies of all students” [9].

He then formulates ten characteristics of good teaching:

1) *Clear structure*: clarity in processes, goals and content, role clarity, agreement of rules, rituals and free spaces.

2) *High proportion of real learning time*: achievable through good time management, through punctuality, through outsourcing of „organizational stuff” and through a rhythmic daily routine.

3) *A climate conducive to learning*: mutual respect, compliance with rules, acceptance of responsibility, justice and care.

4) *Clarity of content*: comprehensibility of the task, plausibility of the thematic course, clarity and binding nature of the result.

5) *Meaningful communication*: through participation in the planning, culture of discussion, meaning conferences, learning diaries and student feedback.

6) *Diversity of methods*: abundance of staging techniques, diversity of action patterns, variability of the course forms and balancing of the methodical large forms.

7) *Individual support*: through internal differentiation and integration, creating freedom, patience and time, through individual learning status analyzes and coordinated support plans.

8) *Intelligent practice*: through awareness of learning strategies, suitable exercise assignments, targeted assistance and appropriate framework conditions.

9) *Transparent performance expectations*: through a learning offer based on the guidelines (educational standards), corresponding to the performance of the students and through support-oriented feedback on learning progress.

10) *Prepared environment*: through appropriate order, functional equipment and useful learning tools [9].

There is now an abundance of evidence from empirical teaching research on the central characteristics of good teaching. Andreas Helmke formulates this as “thinking teaching from the perspective of learning” [6]. In this context, Mikhael Shrats speaks of „learning-based teaching” [10]. Andreas Grushka, in turn, defines teaching as a contradicting unity of didactics, upbringing and education. Teaching should be understood as a teaching process „that should achieve and shape the learning process” [4].

Apart from the large number of school pedagogical literature on the subject of teaching quality, some catalogs of criteria have been created in recent years by Hilbert Meyer, Andreas Helmke, Frank Lipowsky, and not least by John Hattie. These lists converge in some of *the criteria for professional teaching* cited in the majority of studies:

- a supportive learning climate that is characterized by positive expectations

towards the students and a respectful interaction with one another;

- dealing constructively with mistakes, which are considered to be important sources of information about the students' learning - in any case, students should not be afraid of making mistakes, but should be able to develop an attitude that helps them to learn from mistakes;

- structured content while at the same time being "open to surprise" as well as the willingness to respond to urgent student questions and to lesson planning;

- a high degree of real learning time and, in connection with this, the promotion of increasingly self-determined learning;

- clarity in the presentation of the matter, clarity in the language;

- transparency in the requirements and performance expectations;

- opportunities for deepening and practice, which are designed both to link with previous knowledge and to transfer what has been learned to new content;

- meaningful feedback that gives the learners concrete advice on how they are progressing in their learning process;

- a stimulating style of teaching that takes the interests of the students into account and enables various (cooperative) forms of teaching and learning [5, 6, 8, 9].

Effective lessons are characterized by the fact that in the end the students have the feeling that they have learned something, the lessons were not a waste of time and the students perceive the lessons as personal enrichment.

It has proven useful to summarize essential features of effective teaching in three basic dimensions as features of the so-called deep structures, namely class management, constructive support and cognitive activation. These three basic dimensions of good teaching apply both to face-to-face teaching and to distance learning – even if the emphasis is shifting, of course [9]. The three basic dimensions can help to develop your own teaching in general, but also specifically in Corona times. The basic dimensions apply to all forms of teaching, regardless of organizational forms, social forms and certain methods.

Therefore we have identified the main recommendations for teachers, which should be followed in the process of professional teaching and education of their students, namely it is necessary: to follow the stages of the lesson; to adhere to the distribution of time at different stages of the lesson; to pay more attention to motivation and actualization of the topic of the lesson; to use clarity; to emphasize the main issues of the topic in the content of the lecture; to encourage students to think, teach them to acquire knowledge independently; to adapt the content of education to the needs of the student; to provide scientific teaching of your subject; to work on raising not only the methodological but also the scientific level of one's knowledge, etc.

**Conclusions.** The modern lesson of both theoretical and practical training is far from a monotonous and unique structural and semantic scheme. The form of organization of the educational process chosen by the teacher is a way of organizing, constructing and conducting educational classes, in which the content of educational work, didactic tasks and teaching methods are realized. Therefore, each teacher determines for himself the forms of work that are most acceptable to him; correspond to the paradigm that he prefers to work. The lesson is the place where the very processes of learning, education and personal development take place.

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