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PERSONALITY AND COMPETENCE OF PE TEACHERS IN TRADITIONAL AND HUMANISTIC TEACHING, DIRECTED TOWARD LEARNING PROGRAMS AND OUTCOMES

Summary

In this work the importance and role of PE teacher in the work with children and adolescents have been pointed out. Some additional characteristics each PE teacher should possess have been mentioned, as well. Three very important factors of educational process management have been discussed. Those are: intellectual abilities, professional knowledge and professional orientation.

The tables, at the end of this work, show the competences of the PE teachers in traditional and humanistic teaching, directed towards learning programs and outcomes.

KEY WORDS: personality / personality of a teacher / PE teacher (pedagogue) competences / teaching needs

PERSONALITY AND COMPETENCE OF PE TEACHERS IN TRADITIONAL AND HUMANISTIC TEACHING, DIRECTED TOWARD LEARNING PROGRAMS AND OUTCOMES

A PE teacher works in an institution for education of children and young people. He/she, above all, loves his/her job, loves children and young people he /she works with. For this he/she possesses characteristics of an adult person, for, after finishing this kind of studies he/she has to know what makes codex of PE teachers. In theory, and practice there are a lot of cases when students identify themselves with a PE teacher. It can be stimulation during working age.

We should mention and remember words of H.Jubrano, Arab poet: „Your children, are not your children. They are but fired arrows...” Even more interesting are the words of Milovan Danojlic: „A child is my teacher“, and out of many other writers: Dositej, N V Gogolj, Vasko Popa, Ljubivoje Rsumovic, and H.Ginott ¹ says how important personality, selection and work of a teacher are: „I have come to a terrifying conclusion that I am the decisive element in classroom. My personal attitude creates climate. My daily mood creates weather. As a teacher, I possess a huge power to make a child's life miserable or happy. I can be a tool for torturing or an instrument. I can humiliate or cheer up, hurt or heal. In all situations, my response decides on increase or decrease of critical situation, and whether it will be harmonized or not.“

¹ Djakovic P., Democracy in classroom, Foundations of democratic school management, CES Finnish project, Sarajevo, 2006, p465-484.

Here are the lines about children, by Dusko Radovic“

„ How children think?
Children think only when they make a mistake,
They make a mistake and think,
Make a mistake, make a mistake,
Think, think,
and, they learn to think.“

In this case, teacher's personality is of crucial importance, because it leaves trace in students he/she teaches. Since PE is a part of education, a teacher has to be“ clear, understandable, simple for students. He/she, also, takes care about tradition and surroundings he/she is living and working in. Way of content presentation (methodical interpretation) and attitudes for life he/she transfers to his/her students. In the frame of his/her work, he/she has to follow, direct, and motivate children and young people. Surely, he/she cannot ask students anything they are not mentally, physically able or ready to accept or perform. Working „step by step“, a teacher gains guarantees for a successful work, he/she „...learns while walking, but looks into the ages...“ that is why a teacher, in all of his/her educational requests, has to be insistent and consistent. It is inevitable, besides good characteristics, to take into teaching subjective weaknesses, that PE teacher tends to diminish. Likewise, his/her approach is quite specialized- according to content, ambience, agreed upon way of work in primary, as well as, high school age. In exercising with students, one should have a lot of patience, principles, be decisive, undisturbed and tidy, not to make distinctions among students. To be initiator (animator), always decent in his/her requests with talented and with those with difficulties in development. With such way of work, a teacher will have influence and more worthy in the minds of children and young people.

It is very important, in PE teaching, that teacher educates will, moral and ethic values (of good), because without them, one cannot gain real things and progress in PE teaching. Sometimes, it is necessary to talk with a student „in private“, and sometimes, do it in front of the whole class. It would be quite desirable to create long lasting working and moving habits, habits to exercise with children. It is also necessary, that teacher every day, emphasises good students, examples, actions, etc., because they have always been and will be present in school and life. Communication with students in a gym and dressing-room, special and private issues should not be told to others (that is why PE teacher is „the closest“ and trustworthy person for the students). It is not good to give qualifications just like that, and say insulting words, even give nicknames to students. That is why a teacher should take care about mental characteristics, senses of inferiority, problems, to take into consideration all circumstances and write them down in his/her „notebook“. Such an information, an indication (psychologists would say-item, symptom), can be a reason and foundation for more subtle and qualitative education. It is especially important for the purpose of prevention.

Expressing attitude or decision, in a short period of time, creating and estimation on the basis of first impression about something or somebody, is undesirable, and especially to speak out and around. Such decisions might be incalculable negative in working with young people. That is why a PE teacher has to: know foundations of developing and pedagogical psychology, have ability to make predictions, be tactical, experienced, in order to prevent certain situations that might end up with accidents or even fatal results. Of course, a teacher is appropriate in his/her manners and open and cooperative in contacts with parents and in his/her work and engagement in school (with all

colleagues), as well as outside school. He/she has always to promote codex of PE teachers. To err is human, but one has got to accept and acknowledge his/her mistakes, no matter what the issue is about.

Teachers are constantly in the crossroads of teaching and decision making. The way they think and manage their dilemmas shows their success and success of their students. Dealing with and managing dilemmas is the key factor in PE teachers development. In order to take away and adequately and timely manage certain dilemmas that exist and in new situations appear, one should have in mind three factors: professional knowledge, intellectual abilities and professional orientation.

Professional is, in this context, not only to know the primary issues, prioritized, but how to act as well.

Necessary intellectual abilities imply monitoring and understanding relations, deriving certain conclusions and direct actions. Teachers, in such thinking chain, have to be enabled and ready to confront certain dilemmas that will be formed, estimated and possible solutions found, measures undertaken and circumstances produced.

Orientation in profession requires PE teachers to work in accordance with the highest values of the profession (mission). To solve the dilemmas, it is necessary to know four values. First, teacher directs his/her attention exclusively onto students, because they are in the center of his/her thinking. Without this directing, teaching becomes more like concern for teachers' actions than for students' accomplishments. Second, teachers have to be trained and able to accept uncertainty that „produce dilemmas in education“. In such circumstances, teachers develop self-criticism, seeking and analysing. Personal professional and general education can be seen as necessary and continuous process, that is continuum of learning of teaching. With this thought of teacher as impeccable professionalist is rejected and readiness that teachers are managers and students is accepted. Third, human being alone can do nothing, that is why PE teachers regard their work as a group(collective) work, a cooperation that includes other subjects teachers as well as school leadership(management). Fourth, teachers take care about social consequences at school level, and always for the benefit of more righteous society from their best humane and moral personal beliefs, values and conscience.

The most important thing is to be dedicated in work and introduce innovations and apply new teaching aids. A teacher should be creative in his work and to build his/her authority and competences in organizations out of schools, non-working days, to know „trends“, experiences and way of work, to attend professional conferences of all sorts – advisory meetings. Seminars, round tables, symposiums, congress,... and take an active part in them. It is specially important that he/she works and builds up his/her skills: in other compatible scientific fields- children's rights, health insurance, taking care about health with other teachers in school and school leadership(management), and out of school, ecology, sport, art, culture, children and general literature, etc., always bearing in mind that he/she is working in a multidisciplinary field.

What does it mean to teach students? What do PE teachers have to and should know in order to teach students in a qualitative way and in a way suggested by pedagogical and other standards

Firstly, they have to: 1) know their subject – PE, accepting that it is a part of education, know how to connect ideas through fields with everyday life, 2) have got a pedagogical competence about student, what is the best way he/she learns, his/her motivation, and what demoralises him/her. 3) understand motivation of PE exercising which is very important for understanding of teaching, 4) competence of learning (learning for recognition) and competence for different sorts of application, 5) know to construct and use different aids and ways of students' accomplishments estimate, 6) know about PE curriculum aids and technologies of work, 7) cooperate and support cooperation between students 8) analyse and make reviews of their work and practice and 9) know elements of PE

teachers efficiency (efficiency and effectiveness), which makes competence about „subject“, student's learning and development. Teaching methods and skills developed by professional management.

Our famous social psychologist, N. Havelka, PhD pointed out: „ A child, at the end of primary school, has to gain responsibility and independence“, which refers among all teachers to PE teachers..

Blessed is the person who remembers, with joy, his/her PE teacher.

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1. Annex: COMPARISON OF BASIC CHARACTERISTICS OF TRADITIONAL AND HUMANISTIC CONCEPTION OF PE TEACHERS

TRADITIONAL TEACHING (SCHOOL)	HUMANISTIC TEACHING (SCHOOL)
Management from above (through offer)	Management from below (through request)
Financing school from budget	Financing school from budget but from school payments, membership fees, cheques, donations
Forced school , teachers, content and activities selection	Free school, teachers, content and activities selection
Uniformity of learning uniformity of state shools	Pluralistic school (compatibility of learning, models and forms of education)
Overburden by regulations, orders, dependancy from certain institutions and bodies	De-regulation, independence (free, examplary, experimantal, cooperative schools)
Educational institution	Workshops of creativity
Iroducing, forcing changes	Permaent creation and affirmative changes inside school(school style and image)
One curriculum for all students	Differentiated programs for regular, talented, and children with difficulties in development
Exercising force	Teaching without force
Management: giving orders, authoritarian,	Management: anticipative, democratic
<ul style="list-style-type: none"> - Says "I" - Forces to work - Knows how - Creates fear - Uses power - Authority, competition - Creates displeasure - Blaims - Improvements of conditions of no concern for him, - States problems - Increases rules and exercises them strictly - Expects others to solve problems 	<ul style="list-style-type: none"> - Says "We" - Leads during the work - Shows how, what for and purpose - Creates trust - Uses cooperation, exchange of experience - Initiates enthusiasm - Clears away mistakes, points out cause-effect - Creates conditions for work, initiates others to find solutions - Initiates, creates and introduces self-rules - Takes part in decrease of number and solving problems
Main concerns: requests, power, formal implementation of program	Main concern: quality of education, students' accomplishments
Gives orders, criticises	Gives advises, recognitions,
Argues	Tolerant during conversation
Threats, punishes,	Supports, praises
Mainly talks	Mainly watches and listens
Tis down, frustrates, limits	Empathise, makes free, offers selection
Goes away, Places himself above the student	Approaches, places himself on the level of student
Mono-side assessing	All round assessing with students

Does not realize inventiveness and cooperation	Supports inventiveness and cooperation
Unstable, inconsistent, weak	Confident, consistent, stable
Tactless, distrustful, anxious	Polite, trustworthy, undisturbed
Strict, boring, frightful	Relaxed, interesting, funny, considerate
Inexplicit life and educational philosophy, no style	Explicit life and educational philosophy, has got style
Lack of accomplishment in school/teaching	Accomplishment in school/teaching, optimum of skills
Classes divided in 4 parts	Classes divided in 4 but in 3 and 2 parts, as well
No innovations	Innovations in teaching in different segments
No use of PC and IT, no tracks of continuous students' assessment	Application of IT effects control, "tools" of prof.team
The only relation: Teacher→student	Relationship and cooperation: teacher, child, parent, local community, clinics, socio-cultural milieu...
Partial information and professional development or there is none	Different ways of general – professional development

2. Annex: COMPETENCES OF PE TEACHERS
3. (TEACHERS' DEVASTATING AND SUPPORTING HABITS)

TEACHERS' ACTIVITIES WITH TWO APPROACHES	
ORIENTED TO PROGRAM	ORIENTED TO OUTCOMES
Key component of educational work is CONTENT	Educational work is designed and directed towards learning outcomes,
Educational goals are defined in ideal categories (declarative)	Goals implemented through outcomes, responsibility of school-teacher
Curriculum is document from Ministry and is obliging to anybody	Specific quality of conditions and needs of school and local community. School has got its curriculum
Teaching is implemented according to obliging and uniform curriculum and defin. content.	Teaching is in function of defined outcomes, integration with other subjects
School and teacher autonomy is limited	Autonomy with outcomes is supported
Emphasis in teaching is on teachers' activities	Emphasis in teaching is on students activities and process of learning of learning, communicational skills and motivation of learning for life.
Control of effectiveness is bound to quantity of curriculum implementation	Control of effects is made according to levels of concretization of defined outcomes.
Curriculum is implemented in class-subject-lesson forms of work	Curriculum is concretized by connecting RPC-forms of work and extracurricular classes
Learning through INSTRUCTIONS given by	Learning by discovering (child centredness)

<p>teacher</p> <p>Learning: of teaching content, different facts, teacher's style</p> <p>One methodics for everybody</p> <p>Traditional concept - commanding style of teacher</p> <p>Child – object in educational work, no signs</p> <p>Collective education – equal portions for everybody no matter of knowledge, needs and skills</p> <p>Assessment absolute and one sided (often by sports)</p> <p>Giving abstract results disregarding passing from general to specific regularities</p> <p>Aplication of only didactic forms of work</p>	<p>Learning: different approach – methods, algorithms, condition of implementation,</p> <p>More methodics (for a group or even indiv.)</p> <p>Humanistic conception – style (different styles of learning – control of students</p> <p>Child – subject in educational process with 5 bas. parametars</p> <p>Individual education, component, formattive in conformity with knowledge, needs and skills.</p> <p>Assessing is relative and all-round (in and out of school, by thematic areas)</p> <p>Points out the internal conditions and reveals specific notion of“absolute truths“– by thinking</p> <p>Aplication of previous and more complex methodical-organizational forms of work</p>
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DEVASTATING HABITS OF TEACHER	SUPPORTING HABITS OF TEACHER
<i>CRITICIZING</i>	<i>SUPPORTING</i>
<i>ACUSING</i>	<i>ENCOURAGING</i>
<i>SYMPATHY</i>	<i>LISTENING</i>
<i>NAGGING</i>	<i>ACCEPTING</i>
<i>THREATS</i>	<i>TRUST</i>
<i>PUNISHING</i>	<i>RESPECT</i>
<i>BRIBING</i>	<i>NEGOTIATING</i>
<i>APATHY</i>	<i>EMPATHY</i>
<i>IRONY</i>	<i>RECOGNITION</i>
<i>SICK HABITS</i>	<i>HEALTHY HABITS</i>
<i>WICKEDNESS</i>	<i>WELL-MEANING</i>
<i>PASSIVNESS</i>	<i>DEVELOPMENT OF WILL</i>
<i>PESIMISM</i>	<i>OPTIMISM</i>
<i>REPULSIVE</i>	<i>KINDNESS</i>

