**Lecture12**

 **Higher School Lecturer, Student Relations and their Research Activity**

**Purpose:** Theoretical education on higher school lecturer’s relationship and his research activity

**Plan:**

3.2.1 Peculiarities of teacher and student’s relations

3.2.2 Typology of scientific research. Methods of pedagogical research

**Basic concepts:** professional qualities, pedagogical influence, psychophysiological quality, didactic ability, academic ability, perceptual ability, communicative ability scientific researches, typology, research methods, theoretical research method, empirical research, experiment, pedagogical experiment, etc.

3.2.1 Peculiarities of the student-teacher relationship

3.2.2 Typology of scientific research. Methods of pedagogical research

**Main concepts:** professionally important qualities, pedagogical influence, psychophysiological quality, didactic ability, academic ability, perceptual ability, communicative ability, scientific research, typology, research methods, methods of theoretical research, methods of empirical research, experiment, pedagogical experiment, etc.

**3.2.1 Peculiarities of the student-teacher relationship**

One of the main qualities of a teacher of a higher educational institution is the scientific preparation of a teacher. It consists of the level of knowledge of the subject, the level of scientific training in related fields, outlook, erudition, the level of knowledge of the methodology of the subject, the level of familiarity with general didactic methods. In addition, it is important to have talent, which consists of pedagogical tolerance, pedagogical individuality and pedagogical art.

In addition to pedagogical properties, teacher needs human qualities such as honesty, accuracy, responsiveness, perseverance, restraint, poise, etc.

The main directions of pedagogical influence are education, development and upbringing, and the main functions of the teacher are to manage the processes of education, upbringing, development and formation.

The teacher of higher education should no longer teach, but give direction to learning, motivate to creative search, manage the process of education. If teacher understands his role well, he will create opportunities for independent work, development, activity of students.

Pedagogical functions consist of the following structural components:

1) psychophysiological qualities of the individual;

2) ability;

3) own qualities, including purposefulness;

4) professional-pedagogical and subject knowledge, skill, professional fitness.

The following psychophysiological indicators affect the subjective service of the teacher: sensitivity, speed, activity, extraversion, introversion, nervousness, analytical and synthetic perception, temperament.

To successfully perform their work, the teacher should have general and special abilities. Common abilities are those that help to achieve success as a person, and special abilities are those that help to achieve success as an educator. The teacher should have didactic, academic, oratorical, organizational, managerial, communicative, etc. ability.

Pedagogical abilities are very important, but the presence of only pedagogical qualities is not enough. The teacher should have such qualities: diligence, discipline, responsibility, dedication, accuracy, perseverance, the desire for development, the constant search for knowledge.

The most obligatory quality of the teacher is humanism. A humane attitude consists of attention, empathy, helping the students, respecting the views and outlook of the students, caring. Trained at the sight of such qualities begin to imitate the teacher involuntarily, in the end they acquire these qualities and experience of humanism.

Restraint of the teacher can be viewed from several sides:

1. Narrator model ("Mont Blanc") - the teacher is suspended from the trainees, he hovers over them, being in the realm of knowledge. The students are just a faceless mass of listeners. No personal interaction. Pedagogical functions are reduced to an information message. The consequence is the absence of psychological contact, initiative and passivity of the trainees.

2. The non-contact model ("The Chinese Wall") is very close in its psychological content to the first one. The difference is that between the teacher and the trainees there is a weak feedback due to an arbitrarily or inadvertently erected communication barrier. In the role of such a barrier, there can be a lack of desire for cooperation from any side, an informational rather than interactive nature of the activity, an involuntary underlining of the teacher's status, an indulgent attitude towards the trainees. Consequence - a weak interaction with the trainees, and on their part - an indifferent attitude to the teacher .

3. The model of differential attention ("locator") is based on selective relations with trainees. The teacher is not focused on the whole audience, but only on a part, for example, on talented or, on the contrary, weak, leaders or outsiders. In communication, it seems to put them in the position of distinctive key signs, which focuses on the mood of the collective, concentrates their attention on them. One of the reasons for this model of communication in the classroom can be the inability to combine the individualization of instruction with the frontal approach. Consequence: the integrity of the act of interaction in the "teacher-team" system is violated, it is replaced by the fragmentation of situational contacts.

4. The model of hyporeflexive ("black grouse") is that the teacher in communication is closed to himself: his speech is mostly monologic, while saying that he hears only himself and does not react to listeners at all. In dialogue, the opponent is useless to try to insert a cue, it just will not be perceived. Even in today's work, such a teacher is absorbed in his ideas and shows emotional deafness to others. Consequence: there is practically no interaction between the trainees and the instructor, and around him a field of psychological vacuum is formed. The parties to the communication process exist separately from each other, the educational and educational impact is presented formally.

5. The hyperreflexive model ("Hamlet") is opposite in the psychological outline of the previous one. The teacher is concerned not so much with the content side of interaction, as with the way it is perceived by others. Interpersonal relations are elevated to him in the absolute, acquiring a dominant meaning for him. He constantly doubts the effectiveness of his arguments, the correctness of his actions, he reacts sharply to the nuances of the psychological atmosphere of the trainees, taking them at his own expense. Such a teacher is like a naked nerve. Consequence: heightened socio-psychological sensitivity of the teacher, leading to his inadequate responses to the cues and actions of the audience. In such a model of behavior, it is possible that the reins of government will be in the hands of the trainees, and the educator will take the lead position in the relationship.

6. The model of inflexible response ("robot") - the relationship of the teacher with the trainees is built according to a rigid program, where the goals and objectives of the lesson are strictly maintained, the methodical methods are didactically justified, there is an irreproachable logic of presentation and argumentation of facts, facial expressions and gestures are polished, but the teacher is not has a feeling of constantly changing situations of communication. They do not take into account the pedagogical reality, composition and mental state of the trainees, their age and ethnic characteristics. Ideally planned and methodically practiced occupation breaks down on the reefs of socio-psychological reality, not achieving its goal. Consequence: low effect of pedagogical interaction.

7. The authoritarian model ("I am myself") - the learning process is entirely focused on the teacher. He is the main and only actor. Questions and answers, judgments and arguments emanate from him. Virtually there is no creative interaction between him and the audience. The unilateral activity of the teacher suppresses any personal initiative on the part of the trainees, and they realize themselves only as performers, waiting for instructions for action. To a minimum their cognitive and social activity decreases. Consequence: the instinctiveness of the trainees is raised, the creative character of instruction is lost, the motivational sphere of cognitive activity is distorted.

8. The model of active interaction ("union") - the teacher is constantly in dialogue with trainees, keeps them in a positive mood, encourages initiative, easily grasps changes in the psychological climate of the team and reacts flexibly to them. The style of friendly interaction prevails with the preservation of the role distance. The emerging educational, organizational and ethical problems are creatively solved by joint efforts. This model is the most productive.

**3.2.2** **Typology of scientific research. Methods of pedagogical research**

 Pedagogical research is carried out to understand and explain the objective pedagogical reality. Research in the field of pedagogy is the process and result of scientific activity aimed at obtaining new knowledge about the laws of education, upbringing, their structure and mechanism, content, principles and technologies. It is designed to explain and predict pedagogical facts and phenomena.

Pedagogical research can be theoretical and practical. Pedagogical studies on their orientation can be divided into fundamental, applied or methodical.

The main results of the research are pedagogical-theoretical and practical conclusions that suggest models for improving pedagogical systems.

Applied research is a work aimed at in-depth study of certain aspects of the pedagogical process, the disclosure of the laws of pedagogical practice; the disclosure of specific scientific and practical recommendations based on the already well-known theoretical propositions.

When conducting pedagogical research, the following principles should be guided:

- proceed from the objectivity and conditionality of pedagogical phenomena: they exist and develop due to the effect of internal objective laws, contradictions, cause-effect relationships;

- provide a holistic approach to the study of pedagogical phenomena and processes;

- to study the phenomenon in its development;

- to study this phenomenon in its connections and interaction with other phenomena;

- when choosing research methods, proceed from the fact that not one but a set of complementary methods is used to solve any scientific problem;

- research methods should be adequate to the essence of the studied subject;

- consider the development process as self-movement and self-development, conditioned by inherent internal contradictions, acting as a driving force and source of development;

- it is not allowed to carry out an experiment that is contrary to the moral norms that can harm the subject, the educational and upbringing process.

 Methods of pedagogical research are ways of obtaining scientific information in order to establish regular links, relationships, dependencies and the construction of scientific theories. In Pedagogy, both pedagogical methods proper and methods drawn from other sciences are widely used: psychology, sociology, physiology, mathematics, etc. Pedagogical research uses general theoretical methods: analysis, synthesis, comparison, induction, deduction, abstraction, generalization, specification, modeling; sociological methods: questioning, interviewing, rating; socio-psychological methods: sociometry, testing, training; mathematical methods: ranging, scaling, correlation.

**Analysis -** the mental decomposition of the whole into components, the isolation of individual characteristics and qualities of the phenomenon.

**Synthesis** is a mental combination of signs, properties of a phenomenon into a semantic (abstract) whole.

**Comparison** is the establishment of similarities and differences between the phenomena under consideration. When comparing, it is first of all necessary to determine the basis of comparison - the criterion. In order to compare certain phenomena with each other, it is necessary to distinguish known signs in them and to establish how they are represented in the compared objects.

**Abstraction** is the mental abstraction of any property or feature of an object from its other attributes, properties, connections.

**Concretization-** mental reconstruction, the reconstruction of the subject on the basis of abstracted abstractions (in its logical nature is the opposite of abstraction).

**Generalization** is the identification in the processes and phenomena of common features, that is, the generalization of the subject.

**Modeling** is the study of processes and phenomena using their real or ideal models.

**Induction and deduction** are logical methods of generalization of data obtained empirically. The inductive method presupposes the movement of thought from particular judgments to a general conclusion, deductive from general judgment to a particular conclusion.

 The empirical (practical) methods of research include: methods of collecting and accumulating data (observation, conversation, questioning, testing, etc.); methods of control and measurement (scaling, slices, tests); methods of data processing (mathematical, statistical, graphical, tabular); methods of assessment (self-assessment, rating, pedagogical consultation); methods of introducing research results into pedagogical practice (experiment, pilot training, large-scale implementation), etc.

**Observation** is a purposeful, systematic study of a specific pedagogical phenomenon. Observation is widely used in pedagogical science. It can be both the main method of accumulating scientific material, and the auxiliary, which forms part of some more general methodology. Observation along with introspection is the oldest research method.

Pedagogical experiment - deliberate introduction of changes in the pedagogical process, deep qualitative analysis and quantitative measurement of the results of the process change.

Like observation, pedagogical experiment is considered as the main research method. But if, under observation, the researcher passively waits for the manifestation of the processes of interest, then in the experiment he himself creates the necessary conditions to cause these processes.

There are two types of experiment: laboratory and natural. A laboratory experiment is an experiment that is conducted in artificial, laboratory conditions.

A natural experiment is conducted in the usual environment for the test situation. He excludes the tension that arises in the subject, who knows that he is being experimented on.

A special group consists of mathematical methods and methods of statistical processing of research material. Mathematical and statistical methods in pedagogy are used to process data obtained by survey and experiment methods, and also to establish quantitative relationships between the phenomena studied. They help to evaluate the results of the experiment, increase the reliability of conclusions, give grounds for theoretical generalizations. The processing of the obtained results by mathematical methods using special formulas allows us to visually display the revealed dependencies in the form of graphs, tables, diagrams.

These are the most important methods of research used in pedagogy. It should be said that each of these methods fulfills its specific role and helps to study only certain aspects of the pedagogical process. For a comprehensive study, research methods are used in aggregate.

**Control questions:**

1. Peculiarities of the student-teacher relationship?

2. What is the essence of the research activity of the teacher?

3. What are the peculiarities of methods of pedagogical research?

4. Theoretical research methods?

5. Empirical research methods?

6. What is a pedagogical experiment?