

# STRENGTHENING THE EDUCATIONAL WORK OF THE TEACHER USING THE MEANS OF ENCOURAGING

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## **Abstract**

The teacher teaches classes and teach students how to learn , with both educational and acts on them . To achieve better results in modern teaching in their educational work he needs to apply a range of educational methods including the encouragement which directs their behavior in a positive direction with the acquisition of knowledge , abilities , skills , values and attitudes .In modern teaching building of the interaction between the teacher and the student receives meaningful encouragement. The student is reversible informed of their progress in class by the teacher in a way that leads to further success . If the student is on track in the process of learning that is encouraged by the teacher and continues in order to achieve new success . The teacher through several types of signs and means of encouraging the student to lead the realization of the objectives of the class. But students often encounter obstacles and in these moments the teacher should be supportive to overcome them and achieve success. The assets and signs to encourage modern teaching are numerous and richer because this teaching method stems from the view that the student is an active subject in acquisition of knowledge and skills, and not just an passive receiver of information's. According to this, our goal on this research is: to observe the view and frequency in applying the encouragement in general and the special means in the educational work, meaning, discovering who they are, how much they are foreseen and divided by the teachers in primary education. The given results should be used as discovering and overcoming the observed flaw in the educational work by teachers from the encouragement-applying aspect.

**Keywords:** *teacher, student, encouraging, signs of encouragement and encouragement means.*

## **Introduction**

In contemporary teaching with building interaction between teacher and student, the instigating gains importance. The student is reversible informed for his progress in class by the teacher in a way which will lead him to a further success. The teacher role is very important in the creation and realization of the activity and the consequently outcome of the very realization. For achieving positive effects in upbringing-educational work of the teacher he mainly needs to be a professional, a good tutor and a democratic oriented person with positive attitude of ethical values. For there to be successful realization of upbringing-educational work the teacher needs to build interactive relations with the students and to respect them as a person. Furthermore it needs to be created an advantageous ambience in every class as a base for successful upbringing-educational activity. The teacher trough some types and signs of inceptive

means, leads the student to the realization of the objectives in the class. Very often the students encounter unbridgeable difficulties and in those moments the teacher needs to give them support to overcome the same and to achieve success. The tools and types of incentive in contemporary teaching are numerous and more content because this teaching starts with the attitude that the student is an active subject in gaining knowledge and not just a passive receiver of information. With this research is made an attempt to perceive the application of incentive as an educational method and the types of instigating and their frequency in class in primary school.

### **Instigating as a method and its application in class**

Instigating as an educational method relies on pedagogical optimism of the teacher that with a proper organization of the upbringing-educational process will be achieved instigating results for students with maximum development of psycho-physical possibilities. "This method needs to be implemented when we want to motivate the student for achieving better results in his behavior, or just to keep the wanted success. (D. Emerlahu 1998, page 84). This method is also connected with the emotions so through tools it acts on deeply experiencing of success in teaching and behavior of students. Therefore "it's necessary constantly to inform the students for their achieved results throughout the school year" (Kostova, M., 2004 page 107). Since ancient times, the famous pedagogue M.F. Quintilian has mentioned that the students are divided in two types: extroverted and introverted. Notably he emphasized the necessity according the type to adjust pedagogue influence. Extroverted students are open and communicative persons and with them we should be cautious when they are complimented or supported wherein if the praises are exceeded there will be adverse effects. Also they should not be discouraged and ignored because it is possible for achieving adverse effect i.e. moral demotivation. By contrast introverted persons are persons who are withdrawn it needs to be complimented in order to gain confidence. When it comes time for instigating as a complex educational method it can not be determine a system of clear criteria for categorization of different types of encouraging. One of the divides which occurs in literature are the four general qualifications:

- Material encouraging;
- Instigating in the form of symbols;
- Social and verbal instigating;
- Instigating in the form of activities.

#### ***a) Instigating signs***

Instigating tools and signs belong to instigating as a method, which represents another attempt for qualification of this educational method, which from an aspect of application is quite acceptable. In contemporary teaching, which is realized in primary school, mostly are implemented verbal signs in a function of encouraging. These include words and short sentences given by the teacher, and which are related to the student achievements in class. Those are mostly few words or short affirmative sentences which the teacher directs to students when he wants to announce that he has been following, but also that he has positive thinking for their demonstrated knowledge, skills, etc. From the nonverbal signs which are applied by the teacher, most

commonly used is body movement expressed through head movement and the smile, as a sign of approval for the demonstrated knowledge or positive behavior of the student. Verbal and nonverbal signs in a form of instigating represent general reaction of the teacher which mostly is a kind of simple affirmation of the student answer or behavior. This kind of instigating mostly refers to:

- General words (yes, good ...);
- Short sentences (You did well, you'll proceed ...);
- Nonverbal facial signs (smile);
- Body movement (head movement).

The main characteristics of verbal and nonverbal signs are that they do not give description details of the students completed tasks. They also do not give full information for students result in a process of learning or behavior. But with them is still providing contact of the student and the teacher which correspond to bidirectional communication. Through these signs the teacher directs and maintains communication with the students and gives them affirmative message which are confirmation that the teacher follows their classroom activities. In order to achieve free and voluntary cooperation of the reintegrated student the tutor needs to explain, elaborate and to argue the procedures. (Kostova, M., 2004 page 107). The student always needs to be notified for his results in studying. "The notification of result needs to be more precisely, more specific and not general and indefinite. (Lazaroski J. 1980, page 230). In addition the teacher needs to use words that are clear and unequivocal, motivating and adequate to the age of the students and the situation.

### ***b) Instigating needs***

Since ancient times till today the most frequently used tools for instigating are: assurance, experience of success, giving acknowledgment, promise, support, compliment, reward, competition, personal example of the teacher, etc. Every tool has its own purpose and all outcomes applied leads through achievement of better results in the area of personal progress and teaching. Combination of instigating needs and tools leads towards proper and successful application of encouraging. The word and gesture combined with any of the instigating tools, directs and motivate the student; it keeps his concentration and success.

### **Research methodology**

**Research hypothesis:** The teachers in primary school in order to encourage the students in class, they mainly applied stereotypical signs and tools of instigating (word, short sentences and uncoordinated speech and gesture)

### ***The purpose of the research:***

- a) To perceive the type and frequency in the application of instigating as an educational method in general and its individual signs and tools in educational work by the teachers.

- b) To perceive the way of application of certain signs and tools for instigating i.e. revealing who are the, how well are conceived and reasoned by the teachers.

### ***Methods that are used for this research***

**Descriptive method** (in instigating description and types of instigating tools by the teacher), **comparative method** (while performing comparisons of the data for the type of instigating with their occurrence), **conclusion method** (while settling the data in table and their interpretation), **analysis of the obtained data** during their settling.

**Techniques:** **technique of immediate systematic observation** of behavior, in this case the teacher.

**Tools:** **protocol** that includes record, analyzing and estimating of instigating and types of tools in encouraging, their number and frequency during class in school subjects. Namely, all signs and tools for instigating used from the teacher towards students have been written. They are:

### **Signs:**

- Words: (yes, good, keep going, proceed and excellent);
- Sentences: (That is good, Just keep going, you are on the right track, it is OK, and you proceed);
- Body movement: nodding and smile.

**Means:** encouragement, compliment, reward, evaluation, and positive example.

**Variables:** Independent variable (age of students) and dependent variable (type of instigating tools by the teacher during class time. The level of frequency of instigating tools used by the teacher during class time.

### ***Research sample***

In this research have been covered total 120 students all fifth grades from primary school "Bratstvo Migjeni" Tetovo with Macedonian and Albanian language teaching. Expressed as a percentage that is approximately 80 percent form total population of students. The choice have been made considering the fact that is a period of transition from elementary into primary (upper classes) teaching and in the same time is period of adaptation of teachers and students. They were included all 8 teachers which perform teaching in native language, English language, Biology and Mathematic in four classes in fifth grades teaching Macedonian and Albanian language. Namely one teacher performs teaching in fifth grade of course on a level of native language teaching. With that is provided veracity of the gained data on a level of a class. Teachers have been visited in class equally for processing the new educational content as in class for establishing; in total were visited 16 classes or 2 classes by teacher (one for processing the new educational content and one for establishing).

### 3. Analysis and interpretation of the results

#### *Frequency of application of instigating measures*

In the interest of the paper we will enclose only a small part of the results obtained through the conducted research. As a first step of the analysis of the obtained data with systematic observation it was a confirmation in which measures the instigating applied in teaching and expressed through global categories (verbal and nonverbal signs as well as instigating tools). In the protocol were recorded words and sentences used by the teachers as encouragement for the student which are in fact verbal signs. There were also noticed body movements which are instigating nonverbal signs used by the teachers and directed for the student. Furthermore there were noticed instigating tools as: encouragement, compliment, reward and positive example given by the teachers and the students. There were calculated average values of the frequency of occurrence in each of the categories (verbal and nonverbal), and thereafter is calculated their arithmetic mean which refers to the total number of used signs by all teachers, in all teaching subjects and in both teaching languages. From the data imported in the table number 1 it can be ascertained that the teachers mostly are using words as a tools for verbal encouraging. Words such as words which they have been used are very stereotype and often insufficiently motivating for students while they do not give explained feedback information. Less used are body movement and least sentences even though the sentences give better description for the student progress than the word or the body movement.

**Table 1.** Average frequency of verbal and nonverbal signs during classes

<i>Signs</i>	<i>Total number of used words in all classes</i>	<i>M By teacher</i>
<i>Words</i>	64	8
<i>Sentences</i>	23	2.87
<i>Body movements</i>	35	4.37

In addition we will enclose a part of the results obtained through observation of the average frequency of instigating tools by the teachers that teach in primary school. From the data imported in table number 2 it can be ascertained that mostly used is encouragement and least the reward. Almost approximately the praise and positive example have been used.

**Table 2.** Average frequency of instigating tools

<i>Instigating tools</i>	<i>Total number of use in every classes</i>	<i>M By teacher</i>
<i>Encouragement</i>	33	4,125
<i>Praise</i>	18	2,25
<i>Reward</i>	9	1,125
<i>Positive example</i>	16	2
<i>Grading</i>	5	0,625

**From** the data it can be concluded that instigating is used at most and the grading at least. Encouragement and positive example have been used roughly the same. The most used ways of instigating of students were an understanding and accepting of student knowledge, all that with an intention that the student is on a right track and should proceed that way. Instigating must be given on time otherwise “if instigating does not give result that tools that a wrong moment has been used” (Pandiloska S. 2008 page 68). Instigating by the teachers very often was in a way of positive statement given for the student progress. They were given praises for the correct answers. The teachers evaluated some of the students and the grades were positive. But except that they were told that it is good, a very little has been explained why the student got that grade. Except grade other type of reward by the teacher for the achieved success of the students was in a type of involvement in various school activities. Positive example was given only in few cases and in the form of statements and activities. They indicated of the expected behavior of the students and that behavior was a consequence of positive examples which demonstrated the teachers or the students.

### **Conclusion**

The research proves that the teachers in primary education for instigating the students in classes mostly use quite stereotype educational steps and instigating tools. Teachers in classes’ mostly use words as an instigating tools for students, and least sentences even tough they were using short sentences. The teachers further applied or verbal or nonverbal signs and less often combination of the both. As mostly used instigating tools was encouragement and its use was very often with words and sentences at least, even tough the sentences give better feedback information to the student. The use of reward was very rarely and it often was trough evaluating the students with a positive grade. This is due to the fact that the teachers rarely recognize situation when the reward is beneficial for the progress of the student. The use of positive example is also very rarely used whether it is by teacher or by student. On neither of the visited classes we did not notice giving an acknowledgement and promise, there wasn’t a competition in any form. Intention is these results to be presented in front of the teachers in order to revive the need for more content use of instigating as an educational measure in teaching.

From all these which we previously elaborate we can conclude that the teachers in future needs to be educate and motivate to apply more instigating signs and tools and to combine both of them. Also the instigating tools needs to be more represented and explained in classes by the teachers.

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