

PERSON-CENTERED APPROACH IN PRIMARY EDUCATION

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Abstract: The study deals with a qualitative analysis of the educational process of 8 elementary school teachers. We observed these teachers on the lessons and, using the microanalysis of the teaching units, we came up with findings that point to the predominance of teacher-centered education. This means that we continue to observe, within teacher communication, elements that are not in accordance with the humanist principles of a student-centered approach. A comparison of all 8 researched teachers has shown us that inappropriate pedagogic influence, especially in the level of communication, created passive, almost aggressive reactions by the pupils. On the contrary, we discovered that the teachers who implemented a mostly positive attitude during communication were a lot more successful in getting positive/desirable reactions, respectively, productive behavior of pupils.

Keywords: teacher-centered approach, pupil-centered approach, communication interactions, non-directivity, primary education, PCA

1 Introduction

1.1 Specifics of research

The paper deals with the research of teacher-student communication interactions and their open (non-directive) and closed (directive) behavior at the lesson. The aim of our study was to identify shortcomings in the communication of the primary education teacher through a qualitative analysis of the openness and closeness of the teacher's behavior in communication interactions. I.E. the research intent presupposes the identification of teacher-centered versus pupil-centered interaction in the classroom. The problematic areas that we have focused on assume that the humanistic approach to primary education is still only at the declarative level, so teachers in practice do not use this approach to the extent that it would be optimal. According to much of our research, the application of the PCA principles has become a common practice in the US where this humanist stream originated and gradually established itself not only in schools but also in various other areas of social life. The main mission of the school and research in pedagogical sciences is the improvement of educational processes. The analyzed problem was studied using a standardized research tool - an observation scheme to identify the nature of communication interactions from a teacher's perspective versus a pupil-centered approach.

1.2 Research Questions

1. Which deficiencies in student interactions can we identify within the primary education teacher during the pedagogical communication process?
2. What communication deficiencies appear the most often for a primary education teacher in the process of communication?
3. Which characteristics of the person-centered approach PCA does a teacher at the primary level of education apply most during communication with pupils?
4. Which characteristics of the person-centered approach PCA does a teacher at the primary level of education apply during communication with pupils the least?
5. What are the typical signs of an open and closed behavior of a teacher and a pupil in pedagogical communication?

1.3 Research Sample

Because the problem and objectives of the research are focused on the extent to which the teacher of the primary education applies the signs of the positive, respectively, humanistic-oriented (non-interactive) communication based on PCA principles in the current school, the selection of the research sample was subjected to the need to monitor the studied phenomena in further depth. Empirical research did not, therefore, require us to monitor several tens or hundreds of teachers on a lesson, as recommended by a quantitative approach. As we have chosen to use the way of mixed research, the selected sample of surveyed observers consists of 8 primary school teachers with varying years of experience from a beginner to an experienced teacher. We chose the participants in the research on a basis of deliberate selection. A more detailed specification of the choice of people has taken place gradually, i.e. how we responded to the current situation, and this choice was influenced by the willingness of the participants to participate in the research (Gavora, 2007, p. 60). As our research required more demanding data collection and analysis, it would be complicated to focus on the large number of subjects surveyed. When observing this sample of teachers, we quantified the phenomena examined, and we describe, analyze, evaluate and interpret them based on qualitative descriptions. Selected teachers and their communication were analyzed using video footage. The teacher and their teaching style are relatively stable, and their behavior is accompanied by steady features. It is therefore not necessary to observe teachers for a long period of time. For this reason, we observed each teacher in 2 lessons for 2 x 45 minutes. As a result, we analyzed 16 teaching units all together. The teaching subjects we observed were not homogeneous.

We assumed that the use of teacher communication always had the same style regardless of the type of teaching lesson, respectively, on the subject and the year in which we observe the communication. Based on this assumption, we observed teachers on various subjects including Slovak language, mathematics and homeland education, respectively, elementary teaching. Together, we watched 9 hours of Slovak language, 4 hours of mathematics, 2 hours of homeland education and 1 hour of elementary teaching, two in 1st year classes, three in 2nd year classes, two in 3rd year classes and one in a 4th year class. Six schools were involved in the research, five of which were from the Bratislava Region and one from the Galanta District. The selected sample of participants is shown in Table 1. The selection of the research sample was conditioned by the fact that one of the most formative periods of human life is entry into elementary school. In this period, from the transition from pre-primary to elementary education, the most important adaptation period is where the student is awaiting many changes. These changes are mainly influenced by the teacher's work and his/her access to the pupil in teaching.

Communication is an important formatting process that creates interpersonal relationships. Interpersonal relationships acquire a certain character depending on whether the teacher applies or does not apply the principles of humanistically oriented communication. The nature of the research suggests that it's been focused on teachers of all primary education classes that we compared with each other. The on-site field research was conducted between November 2016 and January 2017. The recording of the classes was preceded by several hours of hospitalization, which helped the researchers adapt to the studied environment with the participants (pupils and teachers) of research. During these visits, a researcher became familiar with the class, its habits, and established closer contact with the research participants. Then the shooting itself was performed. We always shot two consecutive lessons. This way, we wanted to achieve the consistency of the teacher's educational activities with that class.

Tab.1: Research Sample

Teacher	School	Grade	Subject 1	Subject 2
T1	BA	2	Slovak language	Mathematics
T2	BA	4	Slovak language	Mathematics
T3	GA a	1	Slovak language	Mathematics
T4	GA b	3	Geography	Slovak language
T5	BA a	1	Slovak language	Slovak language
T6	BA b	2	Mathematics	Geography
T7	BA	2	Slovak language	Slovak language
T8	BA	3	Geography	Slovak language

2 Method of data evaluation

To record the categories, we chose the so-called natural coding. In this type of coding, the researcher will record each time the observed category occurs (Gavora, 1999, p. 88). Replicas of teachers and pupils contain specific items that we code according to how many times this phenomenon occurred in the observed unit for the teacher. Their occurrence (frequency) was recorded on the record sheet. The record sheet is preceded by a protocol from microanalysis of interaction units. The protocol served us to analyze the interaction units (phrases, responses, replicas, teacher and pupil questions) and to subsequently identify the items under review. This means that we made a transcript from a 16-hour video record of the teacher's replica data with pupil/pupils. We then searched for the following signs - categories. Each category has a positive, negative, or neutral value. Thus, each replica was given a positive, negative or neutral value, depending on whether it falls into the open sphere of teacher interactions - TOD or the closed sphere of teacher interactions - REOD, respectively, neutral sphere, and whether the replica of a pupil falls into the sphere of productive or reproductive responses. Supporting teacher traits and their interactions in teaching are also called Transaction-Oriented Decisions or decisions resulting from non-disciplinary. In this case, the teacher is an open, facilitating element that encourages pupils' productive responses. Conversely, a teacher who reacts rigidly, closed and directive is part of the sphere Role-expectancy Oriented Decisions. This means that the essence of looking at the role of teacher in the classroom as an authority is since he will behave and react from the position of the holder of formal power, superiority, that is, the conductor of the teaching process, where pupil replicas will have a more reproductive character. In the Role-expectancy Oriented Decisions sphere, the teacher's ability to respond openly - productively is limited and limits the variability of pupils' responses in communication.

Protocol 1: Excerpt from T6 teacher analysis

Teacher 6				Openness			
Directing 195				Total	675	161	
Replicas 945				Openness	16%	30%	
t	773	82%		Teacher		Pupil	
p	172	18%		+	-	+	-
				105	570	49	112
Rep.no	Role	Text	Note	Category	O/C	Category	O/C
109	p		<i>Pupil is reading task.</i>			Telling	-
110	t	Shh! Could you stop, please?		Reproving	-		
111	t	Exactly, I will show you in a while.		Affirming	-		
112	t	There are ladybird's Christmas excersisers.		Focusing	-		
113	t	You are supposed to fill in zeros into the snowflakes in order to build dozens.		Directing	-		
114	t	Keep in mind these snowflakes are all over the sheet.		Clarifying	+		
115	t	How to build ten from one?		Probing-Priming	-		
116	t	Who knows the answer? Raise your hand!		Monitoring	0		
117	p	We add a zero to create ten.				Reasoning based on giv	-
118	t	Well done!		Accepting	+		
119	t	Next exercise, how do I get ten from this number one?		Probing-Priming	-		
120	p	Should we write it down?				Exploring	+
121	t	No, wait.		Rejecting	-		
122	t	Vanessa?		Monitoring	0		
123	p	Zero.				Reasoning based on giv	-
124	t	Zero, and what we get?		Probing-Priming	-		
125	p	20.				Reasoning based on giv	-
126	t	20, well done.		Accepting	+		

On the contrary, a teacher whose communication falls within the scope of the Transaction-Oriented Decisions is open to understanding the broader frame of reference of the pupils' personality and thus encouraging them to respond to the variability of reactions to teaching. We have defined the replica as any statement of the teacher or pupil that has been evaluated

based on the categorical system of the analytical scheme. However, the replica did not necessarily have to be just one whole sentence separated by a dot. The replica must have significant consistency, i.e. that we marked something as a replica many times as either a part of a sentence or several consecutive phrases that have been meaningfully linked to each other. If the sentence had more characteristics, we split it into the required number of replicas and assigned the appropriate category to them. If several phrases were meaningfully related to the same communication situation, and during the teacher or pupil's communication the significance of these sentences did not change, then we identified them as one whole replica and assigned the appropriate category to it. In the extract from Protocol 6 we demonstrate the evaluation.

As we can see from the log on the left-hand side, we can see the total number of replicas by both the teacher and the pupil together - i.e. 945 replicas, as well as the total number of replicas by the teacher - 773 and the total pupil replicas - 172, and the ratio of the pupil/teacher's reactions during teaching (82% to 18%). In addition, we see the most commonly applied replica of a teacher included in the Directing category - used in 195 cases. Next, we see the replica sequence number 109-126, also the interaction partner of T - teacher, P - pupil, and the comment column used to specify the situation from the video. On the right of the protocol, we see a column for categorizing teacher replicas and categorizing pupil replica and the assigned +, - or 0 value depending on whether we identified an open, closed, or neutral category in the replica. We see that the teacher has been allocated 105 plus codes and 570 minus codes, which together make up 675 replicas. We did not consider neutral replicas to the full extent of „openness“ the degree of open communication, since this replica was assigned a zero value. The full extent of openness in T6 was 16%. The pupil received 49 plus and 112 minus codes, which together make up 161 replicas, and the overall productivity (openness) is 30%. We realize that there are a lot of factors influencing the teaching process and we will never be able to isolate and then observe the ideal conditions that would promise generally valid conclusions. However, we note that pedagogical communication is such a complex and ambiguous process that it can be grasped especially with individual cases. If we wanted to prove the generality of these laws, we would have to expand the research. Nevertheless, the interaction diagrams of communication are so steadily characterized that we can assume the high degree of relevance of the research findings to a narrow sample of the research participants.

3 Research results and interpretation

In this chapter we describe 8 teachers and their typical features in communication based on the indicators of openness (non-directivity) and closeness (directivity) of a humanistic-oriented teacher and their approach in pedagogical communication with pupils at the primary level of education. We interpret each teacher through established research questions. Individual analyzes contain the short characteristics of the teacher and the description of the lessons we have followed. Although our observations have assumed that the age, the number of years of practice, the achieved education, the subject or the type of lesson are not related to the teacher's communication schemes (this conclusion follows from L. Alberty, 2002), we provide further details for the completeness of the information, which relate to the observed educational process. Research findings are based on 16 micro educational analyzes. In empirical research we operate the basic concept of "openness" or "open communication rate". This term tells us how much the teacher has used positive replicas in his pedagogical communication, and thus has worked on student productivity. As we mentioned, 16 units were analyzed by observation. The chosen method of structured observation was used to analyze educational processes from the point of view of teachers, respectively, the pupil-centered approach in communication through micro-analysis of individual lessons. According to Zelina (2006, p. 71) in the microanalysis "... it is an analysis of small units, activities, communication acts but also movements, gestures, behaviors that occur at the lesson, ... it looks at the details, specifically micro-facts, from which a deduction is done, the quality of the teacher's work is determined, as well as the behavior of the pupils." The origin of the method described is the creative-humanistic theory of education. THV Theory "... seeks to resolve the dispute between quantitative and qualitative analysis of educational phenomena." (Zelinová, 2004, p. 81). Microanalysis can detect and describe different psychological manifestations and personality, behavior, directivity or non-directness of the teacher, etc. For eight teachers and their pupils, we analyzed approximately 850 statements - replicas of two 45-minute lessons. This together consisted of approximately 6,500 replicas.

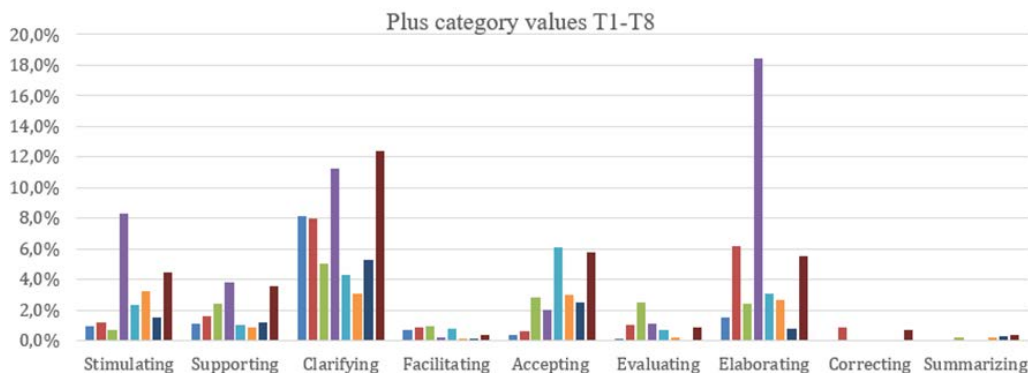
3.1 Research findings

In this subchapter, we summarize the research findings of all 8 teachers together because these analyzes are too extensive and unrealistic to re-publish them as a full version. For teachers T1 to T8, we identified their strongest and weakest aspects in pedagogical communication in the T-P interaction. We identified positive - open, respectively, non-directional communication and conversely, the negative - closed, respectively directive communication and their occurrence among individual teachers. These features have been linked to humanistically-oriented

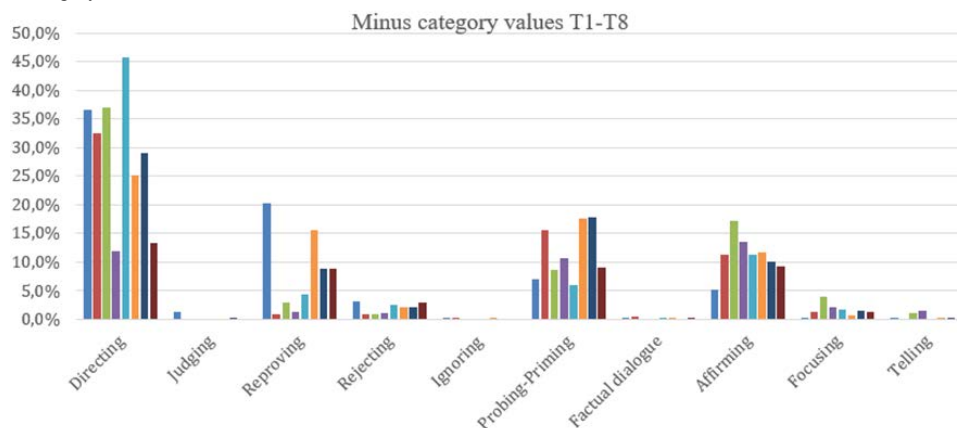
communication a communication that expresses a person-centered approach (PCA) based on the theory of C. Rogers. We used an observation system to analyze the collected research data - individual replicas of teachers and pupils - to find out the classification of teacher's verbal behavior in teaching (in the original Classification of Verbal Behavior in the Classroom, B. Macdonald and E. Zaret, 1964). We have described each case of T1 to T8 separately. With the use of quantitative measurement, we got the absolute values of the open and closed replicas of the teacher and the productive and reproductive replicas of pupils. By qualitative descriptions, we have interpreted these results based on identified research questions. We then selected teachers who fall into the category of Transaction-Oriented Decisions (decisions that are formed from non-directivity) or the Role-expectancy Oriented Decisions (a teacher who reacts rigidly, closed, defectively). The research revealed that two teachers from eight were classed as dominant TOD and four other teachers as the dominant REOD. In this subchapter we present the teachers' summary results and conclusions.

From Graph 1 we see all eight teachers and their results in the plus categories. Teacher T1 dominated mainly in the Clarifying category. In other categories, he did not show significant results. Teacher T2 also dominates in the Clarifying, or Elaborating category, which binds itself to the first category. Teacher T3 does not show a significant frequency of plus values in communication. All we can mention is the Clarifying category, where we see the highest measured value for the T3 teacher. Teacher T4 is distinctive compared to other teachers in the categories Stimulating, also Supporting, quite dominant in the Clarifying category and the most dominant in the Elaborating category. Teacher T5 has the most significant results among plus categories in the Accepting category. Teacher T6 does not dominate any of the plus categories. Teacher T7, like the previous teacher, does not dominate any of the plus categories. Finally, the T8 teacher's plus replicas predominate in the categories Stimulating, Supporting, Clarifying, Accepting, and Elaborating. The above-mentioned categories, which fall within the sphere of open teacher communication, should be applied in the field as often as possible. Interactions in which teachers rarely apply the signs of open communication can be identified as problematic. The T4 and T8 teachers who demonstrated best in our research had the ability to stimulate pupils. Pupils had the opportunity to discuss, express their opinion, get the most space to express themselves. Conversely, teachers who have proven to be inadequate in communication mostly demanded simple answer to reproduce facts from their pupils. The learning activities were also oriented in this direction - to practice and remember. In the next graph 2, we describe the mistakes and shortcomings of T1 to T8 teachers used most often in their communication.

Graph 1: Plus category values T1-T8



Graph 2: Minus category values T1-T8 1



Graph 2 tells us that teacher T1 has the greatest shortcomings in the categories of Directing and Reproving. Compared to other teachers, they mainly dominate in scolding pupils. Teaching of T1 was this way throughout the time of observation. Their verbal expression was characteristic by constantly patronizing, reproaching and criticizing pupils. Most of the time, pupils did not respect teacher T1, they were incredibly bored at the class, which was probably the cause of their bad discipline. Some individuals often ignored the teacher, did not engage in activities, and when they got involved, they were usually reproached by the teacher because they did not cooperate. Of course, each teacher works with a certain unrepeatable and unique class, but the teacher's job is to set the rules and conditions that would eliminate as much as possible of such a similar negative behavior. Changing the teacher's approach could be remedied, but this is a prerequisite for another, rather longitudinal, type of research. The teacher's personality, as pointed out by some of the researches mentioned in the theoretical part of the thesis, is the determinant of the teaching process. A teacher who gains experience from their university studies all the way to years of professional practice must draw attention to the essential aspects of their communication with pupils, thus acting not only on their own development, but rather on the cultivation of the pupils' personalities. Self-reflection of one's own abilities leads to the development of pedagogical competencies.

Communication is one of the most important areas of cultivation of human behavior. The teacher must not forget about it. As far as teacher T2 is concerned, we see their shortcomings in frequent guidance and management of teaching by putting in place convergent and closed questions. We also observed good organization skills for teaching. Pupils engaged in the teaching process and did not have a problem with discipline. According to the teacher T2, the pupils were studying difficult material, and this could have also influenced the character of the T-P interactions. Nevertheless, we note that they had used typical features of traditionally designed teaching. Teacher T3 also has high values in teaching and learning management. We note that the personality of the teacher was predominantly dominant, and this gave character to the whole course of teaching. Teaching activities on the lesson often changed, and in a short period of time, it was possible to take over or practice a greater amount of curriculum. What, however, can be said from the observation is that the teacher T3 has often instructed the pupils? The frequency of her replica was high, and therefore very fast. Step by step she told the pupils what to do and how they should do it. While teacher T3 has years of pedagogical experience, her teaching has been traditionally focused. At T4 we observed a

phenomenon that was unusual in comparison with other teachers. The pupil-lesson teacher led the discussion, which led students from the analysis of concrete phenomena to generally valid conclusions. Such a form of discussion is a stimulating element in teaching. The activation methods are mainly applied in modern conceived education, and therefore, from the point of view of our research, we can label teacher T4 as a pedagogue with predominantly humanistic features of pedagogical communication. As we have already evaluated in the previous chapter, T4 teacher has been able to increase productive responses to 66% in pupils. The most problematic area for the T5 teacher in pedagogical communication was the inadequate application of instructions and management of the teaching process. The character of their communication was particularly marked by frequent instructions and guidance. For example, how pupils should sit, how to write, how they should not sit and how they should not write, what to do, and what not to do and vice versa. A similar behavior was observed with T3. The sixth interpreted teacher, T6, in her communication most often used examination and the study of learned and memorized facts. Her communication was characterized by convergent and closed questions. In the case of T7, a similar teaching style was evident. Teachers mostly focused on learning. These characters are indicative of traditional teaching. Finally, the T8 teacher and her communication have led to mostly productive communication among pupils. Their shortcomings were in scolding and reproaching. In the summary table 2 of all replicas of teachers, we see the sum of the most frequently used replicas used by teacher. We identified the following categories: Directing, Probing-Priming, and Affirming as the biggest deficiencies and mistakes in teacher interactions. The first mentioned category helps to increase the teacher's directive behavior. As we have mentioned in the interpretations of the research results, redundant directing of the teaching process is not in accordance with humanistic principles, and teachers should avoid this behavior as much as possible in communication.

In addition, as the greatest shortcoming of teachers, we have found frequent focus on asking closed and convergent questions. Research has shown that teachers examine a significant part of pupils' teaching, find out learned facts and memorized data. The Affirming category - pupil's confirmation to the teacher, we recommend turning it into teacher's full responses for valuation, feedback, or verbal evaluation that would have a greater impact on productive pupil behavior. Stimulating categories that primary teachers used in our research most often were Clarifying, Elaborating and Accepting. We have to say that the ratio of the plus categories to the minus category did not represent

Tab. 2: The most numerous plus and minus replicas in the T1-T8 categories

		T1	T2	T3	T4	T5	T6	T7	T8	Summary
Stimulating	+	5	8	6	37	20	25	10	25	136
Supporting	+	6	11	20	17	9	7	8	20	98

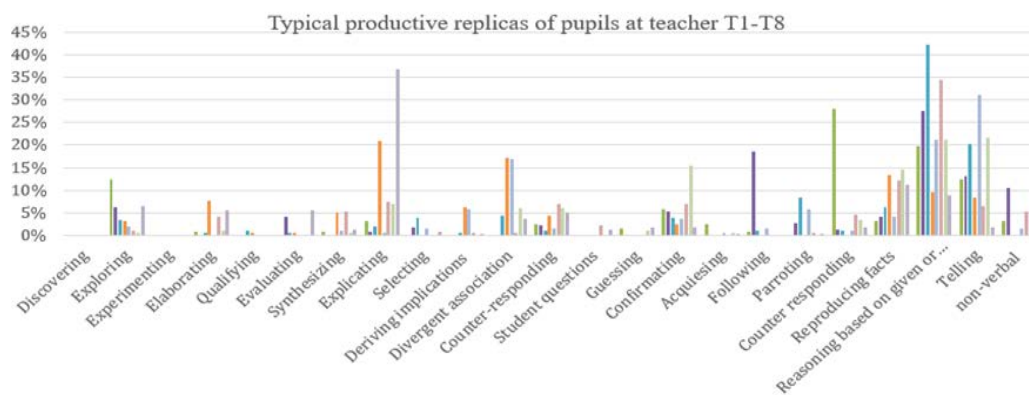
Clarifying	+	43	53	42	50	36	24	34	69	351
Facilitating	+	4	6	8	1	7	1	1	2	30
Accepting	+	2	4	24	9	51	23	16	32	161
Evaluating	+	1	7	21	5	6	2	0	5	47
Elaborating	+	8	41	20	82	26	21	5	31	234
Summarizing	+	0	0	2	0	0	2	2	2	8
Correcting	+	0	6	0	0	0	0	0	4	10
Directing	-	193	216	308	53	382	195	185	74	1606
Judging	-	7	0	0	0	0	0	1	0	8
Reproving	-	107	6	24	6	37	121	57	49	407
Rejecting	-	17	6	7	5	22	16	14	16	103
Ignoring	-	2	1	0	0	0	1	0	0	4
Probing-Priming	-	37	103	72	48	50	137	114	50	611
Factual dialogue	-	1	4	0	0	1	2	0	1	9
Affirming	-	28	75	144	60	94	91	64	52	608
Focusing	-	1	9	34	10	14	6	10	7	91
Telling	-	1	0	9	7	0	1	1	0	19

even one third of replicas of the overall verbal expression of teachers in the classroom together. For pupils, this ratio was considerably higher, approaching a one-to-one ratio. Thus, pupils overall showed replica productivity in all examined classes of about 50%. The most successful plus category for pupils was Explicating. On the other hand, the weakest negative category for pupils was the category Reasoning based on given or remembered data.

In addition to the summary graphs of all teachers, we also provide summary charts for their pupils. As can be seen in graph 3, T1 has typical features, except in the Exploring category, where pupils were asking quite a lot of questions, compared to other teachers and their pupils, but otherwise showed no other significant values in the other productive categories of pupil replicas. For teacher T2, the Exploring category was also a bit more explored, but to a lesser extent. The Evaluating category is slightly more pronounced for T2 than for the others. The measured value indicates that the teacher provided a certain amount of teaching space for the pupils to evaluate each other. For T3, we didn't notice significantly higher scores in productive pupils' replicas either. The Selecting category can be mentioned where T3 gave the opportunity for a pupil to choose a volunteer by transferring some of their responsibility - in this case the teacher placed a pupil in the role of the teacher. In the case of teacher T4, we see significantly higher measured values in productive pupil categories, especially in the Explicating category. This value tells us that T4 pupils have been given a

disproportionately greater amount of space to talk about their studies than other pupils, except for T8, where we see an even further increase than other classes. We also tested this fact using the hypothesis H3. T4 teacher pupils also have higher values in the Elaborating category, which is related to the Explicating category, where learners have expanded their answers to new information when explaining them. In addition, we can mention the Divergent Association and Divergent Implications categories, when the pupils approached different tasks with creativity and answered in majority with productive - divergent replicas. For T5, we see higher values for the Divergent Association category. It means that the teacher gave the pupil questions and tasks that were related to the presentation of examples. We have explained this fact, which we have mentioned as divergent associations in the specific case of T5 analysis. The Deriving Implications category is similar to the previous one, but with the difference that the pupils had some more complicated thought processes. The T6 teacher in their productive category was only able to generate more activity in the Counter-Response category, where pupils could freely express current ideas or demands. In other categories, compared to the other teachers, they did not score any significant values. Teacher T7, like the T6 teacher, did not achieve significantly productive pupil replicas. Finally, at T8 we see that they were able to raise interest in pupils in the Explicating categories, i.e. explanation, which was their strongest side and very prominent in comparison to the other teachers. This is also evidenced by a considerably longer pupil's contribution to studying - an average of 10 words per pupil's conversation.

Graph 3: Typical productive replicas of pupils at teacher T1-T8



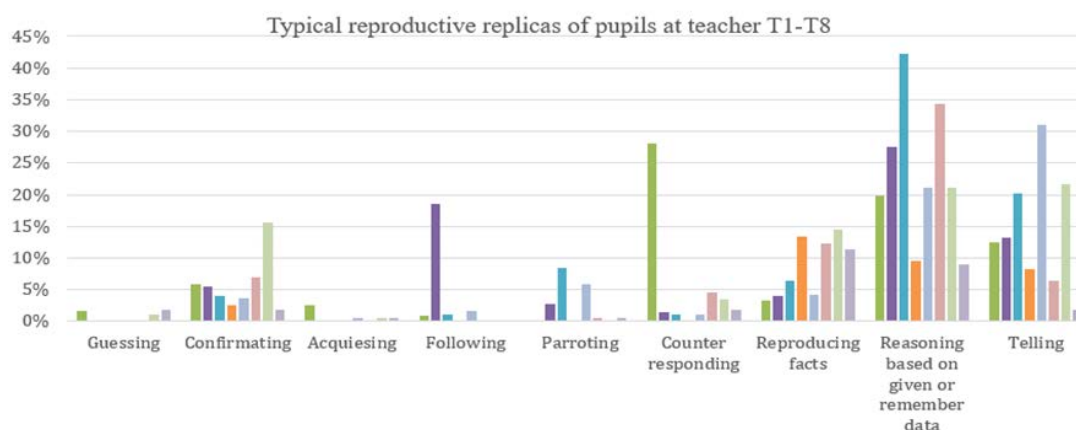
Conversely, Graph 4 shows teachers' weaknesses in their communication with the pupils. As we can see, in these categories, teachers strongly dominate the previous productive categories. On the chart we can also see replicas that the teacher awakened the most in their pupils. These are reproductive, closed replicas. The rate of open communication through high

values in this area is significantly decreasing in pupils. The first teacher T1 dominates the pupils' replicas, which characterize the inappropriate, inadequate response. This is due to excessive scolding and reproaching. We also see excess values in the category Response based on the provided, respectively, memorized data, which relates to the low application of tasks of

higher cognitive processes. The second teacher T2 dominates in the category Following - teacher management and imitation, and in the same category as the previous T1 teacher, in over-assigning convergent tasks. In this area, the most dominant teacher is T3. Even though we see high values for the T4 teacher in the reproduction of facts, the other values are relatively low compared to the teachers who previously had closed communication. That's also true for the T8 teacher, which we will get to later. Teacher T4 shows much lower values in the categories where other teachers dominate, especially in the latter two categories - response based on the provided/memorized data and speaking - directive speech or reading. Teacher T5 has higher measured values in the last three categories, showing above average use of closed questions, research tasks, verification of memorized facts or reading, where the desired

creative thinking process in pupils does not occur. Teacher T6 has a dominant position in the categories of reproduction of facts and pupil's response based on the provided/memorized data where both categories have a certain connection. Thus, pupils mostly respond to closed and convergent types of tasks or questions. The T7 teacher fares similarly, except for the category of speaking - direct speech, reading, where the teacher also dominates via tasks to read texts and tasks from textbooks. The final T8 teacher and their communication is typical, because while she also dominates in the category of reproduction of facts, in the other reproductive categories we recorded only low values in their pupils, indicating a trend in the overall positive - open communication of the teacher and their pupils.

Graph 4: Typical reproductive replicas of pupils at teacher T1-T8



4 Conclusion

The role of the study was to systematically summarize the overall data of T1 to T8 teachers and their pupils and to identify the positive and negative aspects that arise from the approach used in the pedagogical communication of all surveyed participants of this research. Six of the eight teachers and their approach were identified as a teacher-centered and vice versa, we identified the principles of a pupil centered approach in only two observed teachers. The intention of the study was also to highlight the importance of the humanistic approach in education. Because the Slovak Republic refers to the humanistic tradition in its key documents on the definition of the initial goals for education and training, we consider it very important to pay attention to the study of this area, especially in the work of the teacher of primary education. Primary education is a period in a person's life, which is largely shaped by their personality both in the cognitive and affective spheres. Our attention has been drawn to the central element of educational relations - the primary education teacher and their approach to pedagogical communication. Positive interpersonal relationships are developed in the process of positive communication. The process of growth of a unique personality requires the creation of optimal educational conditions. The Person-Centered Approach (PCA) considers it necessary to create an environment of trust, positive reception, empathy, congruent behavior and valuation, in which human beings interact to discover their inner potentials. In such a relationship, understanding is an important factor through which the inner world of person comes to the surface and acts on the positive change of one's own personality. Through his lifetime work, Rogers has enriched his psychological, social and pedagogical and has helped to improve interpersonal relationships in different areas of human life. The research carried out was designed to examine teacher-pupil communication, to find the essence of these relationships based on theoretical analysis of humanistic theories of education and training, and finally to provide knowledge that would lead to the improvement of obsolete teaching techniques and the persistent directive approach of teachers at school. Educational strategies that focus on developing communication skills are also strategies

for developing all human-cognitive and non-cognitive characteristics of the personality. Communication is a means of cultivating the development of human personality. Only a happy and inwardly balanced personality can positively influence their surroundings, thereby enabling the formation of "new" better people for this world. Humanism is not just a pedagogical direction, it is the essence of a person and their life. It a path that should be the goal as well. Communicating means to humanize.

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