

Speech, Communication Styles and Classroom Management: A Case Study

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KLJUČNE BESEDE: Flandersova analiza, interakcija v razredu, slovenščina v osnovni šoli, komunikacija z učitelji, vodenje razreda, Wubbelsov model

POVZETEK – Članek predstavlja analizo strukture komunikacije v razredu v slovenskih osnovnih šolah s poudarkom na deležu neposrednega in posrednega govora, ki ga uporablja učitelj, komunikacijskih stilih ter odnosu med komunikacijo in vodenjem razreda. Z uporabo Flandersove jezikovne analize in Wubbelsovega modela komunikacijskih stilov je bila izvedena študija primera s slovensko učiteljico, ki poučuje učence osmega razreda. Študija je vključevala analizo posnetka učne ure in anketo, izvedeno z učenci, s katero je bil ocenjen učiteljičin komunikacijski stil. Rezultati kažejo, da učiteljica uporablja avtoritativni, a tudi delno demokratični stil. Učenci učiteljico dojemajo kot organizirano in kompetentno, hkrati pa jo vidijo kot strožjo in manj razumevajočo, kot se dojema sama. Raziskava potrjuje povezavo med komunikacijskim stilom in vodenjem razreda. Zaključki študije poudarjajo potrebo po dvosmerni komunikaciji, ki bi učencem omogočila večjo iniciativnost in aktivno sodelovanje v učnem procesu.

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ABSTRACT – The article presents an analysis of the structure of classroom communication in Slovenian primary schools, focusing on the proportion of direct and indirect speech used by the teacher, communication styles, and the relationship between communication and classroom management. Using Flanders' language analysis and Wubbels' model of communication styles, a case study was conducted on a Slovenian language teacher teaching eighth-grade students. The study included an analysis of a recording of a lesson and a student survey assessing the teacher's communication style. The results show that the teacher uses an authoritative but also partly democratic style. The students perceive the teacher as organised and competent, but regard her as stricter and less understanding than she perceives herself to be. The research confirms a link between communication style and classroom management. The conclusions of the study emphasise the need for two-way communication, which would allow students to take more initiative and actively participate in the learning process.

1 Introduction

The quality of relationships between teachers and students is a key factor in students' cognitive and non-cognitive processes, as it has a direct impact on their performance and overall school experience (Cornelius-White, 2007). Positive relationships strengthen the classroom climate and influence the behaviour and performance of students (Schutz & Lee, 2014; Spilt et al., 2011). Inappropriate communication with students, incorrect teaching style, inadequate preparation for lessons, etc. can be the cause of students' aggressive behaviour (Emmerová et al., 2023, p. 70). Den Brok et al. (2004) found that the quality of the relationship between teachers and students has a significant impact on students' academic performance, while Pianta et al. (2012) emphasise that the quality of interaction in the classroom influences students' motivation, learning

and development. Improving the quality of relationships between teachers and students is also associated with lower levels of behavioural problems (Maldonado-Carreño & Votruba-Drzal, 2011). A study by Krivec and Popovič (2020, p. 110) has shown that interaction is of extraordinary importance even at preschool age, as it influences the duration of focused attention.

Verbal interactions between teachers and students, or between students themselves, make up a large part of the activities in school classes. Over the past 50 years, the scientific study of verbal interaction has manifested itself in various conceptual, methodological and epistemological dimensions, and has gradually focused on the notion of classroom dialogue (e.g. Howe & Abedin, 2013; Mercer & Dawes, 2014; van der Veen & van Oers, 2017). Classroom dialogue can be understood as a productive communicative context, in which the interweaving of multiple perspectives promotes learning (Albornoz et al., 2021). This is particularly important, because although several studies have shown the benefits of promoting productive dialogue in the classroom through dialogic teaching, the most common practice is monologic teaching (Albornoz et al., 2021; Böheim et al., 2021; Howe & Abedin, 2013; Mercer & Dawes, 2014; van der Veen & van Oers, 2017). The proportion of teacher language is also high in the kindergarten (Skubic, 2004).

In the 1970s, experts intensively researched communication in the classroom and developed various instruments for analysing it. One of the most frequently used instruments for observing interaction in the classroom is the Flanders Interaction Analysis Scale or FIACS (Flanders, 1970). The FIACS and the Wubbels model of communication styles are well established in the study of classroom communication.

The Flanders system is an observation tool used to classify the verbal behaviour of teachers and students in classroom interactions. Flanders classified classroom communication into ten categories, seven of which are used when the teacher is speaking (teacher talk) and two when the student is speaking (student talk), while the tenth category is silence or confusion. The teacher's speech is divided into two categories: indirect speech, which includes accepting emotions, praising or encouraging, accepting or using students' ideas and asking questions; and direct speech, which includes lecturing, giving instructions and criticising or justifying authority.

Flanders (1970) explains that the FIACS system is designed for the observation of verbal behaviour, because it can be observed reliably, whereas non-verbal behaviour is more difficult to record systematically. However, teachers with poor classroom management skills are more likely to create a less organised classroom structure and a less emotionally supportive environment, which can lead to more conflict and inappropriate behaviour (Chow et al., 2020; Varghese et al., 2019).

Wubbels et al. (1993) developed a model that describes the communication between teachers and students through two dimensions of communication style. The first is influence, which reflects the teacher's degree of control, ranging from dominant (rule-setting and directive) to submissive (student-centred and flexible). The second is closeness, which indicates the degree of co-operation: oppositional teachers maintain distance and criticise, while co-operative teachers promote an inclusive, participative environment. Based on the Wubbels model, Brekelmans et al. (1993) defined eight communication styles: (1) directive (dominant and rather unkind), where the teacher strictly guides the

students and sets rules; (2) authoritative (dominant and kind), where the teacher is in control but also supports the students and builds a good relationship; (3) tolerant and authoritative (very close and moderately dominant), where the teacher guides the students but also encourages their freedom and independence; (4) tolerant (kind and less dominant), where the teacher gives the students a lot of freedom and support; (5) insecure and tolerant (low dominance, high closeness), where the teacher lacks confidence in his/her leadership skills but endeavours to be friendly; (6) insecure and aggressive (low dominance, low closeness), where the teacher shows insecurity but is also somewhat critical and unfriendly; (7) repressive (high dominance and low closeness), where the teacher strictly controls the class, is not friendly or does not support the students; (8) difficult (low dominance and low closeness), where the teacher does not exert control and does not build a positive relationship.

Quality classroom management encompasses a range of skills that teachers need to acquire and is characterised by positive and proactive schedules, support and strategies that promote effective teaching and learning, as well as student motivation, engagement and success (Sprick et al., 2021). Studies show that classroom management characterised by positive behavioural support can create a high-quality, warm and positive environment for students, increase instructional time, and improve student-teacher relationships and academic achievement (Chow et al., 2023; Mitchell & Bradshaw, 2013).

2 Method

In the first part of the present study, we used a qualitative research method in which we recorded the participating teacher's lesson and applied Flanders' method of observing classroom interaction (Flanders, 1970), while in the second part, we used a quantitative research method in which we collected and analysed numerical data from questionnaires based on Wubbels' model of teachers' interpersonal behaviour.

Aims and research questions

In the study, we wanted to determine the proportion of teacher and student speech in Slovenian lessons in relation to the overall learning process. We were also interested in which speech (indirect/direct) dominates in teacher speech, and how the individual speech of teachers is represented in Slovenian lessons. By observing the teacher's language, we used a case study of a Slovenian language teacher to determine the teacher's communication style and consequently the style of classroom management. We sought to investigate what the students and the teacher think about the teacher's communication style and how it influences classroom management.

Five research questions were addressed:

- RV 1: What is the structure of classroom interaction in Slovenian lessons?
- RV 2: What is the proportion of direct and indirect speech used by the teacher in Slovenian lessons?
- RV 3: Which communication styles dominate among the Slovenian teachers?
- RV 4: How does the participating Slovenian teacher perceive her own communication style in comparison to the perception of her students?

- RV 5: Is there a connection between the teacher's communication style and classroom management?

Sample

The case study involved a 43-year-old Slovenian and history teacher with 14 years of experience. The questionnaire was distributed to 17 eighth-grade students who participated in the teacher's Slovenian lessons.

Instrument and process of data collection

In the first part, the teacher recorded her lesson with a portable audio recorder. The recording was later transcribed and processed according to the Flanders analysis. In the second part of the study, the teacher distributed questionnaires to the children who had received parental consent to participate in the study.

The questionnaire for students and teachers contains 47 statements that evaluate the teacher's communication style in Slovenian lessons. The students answered on a scale from 0 (never) to 4 (always). The questionnaire covers various aspects of the teacher's behaviour, such as enthusiasm and confidence when teaching, trust and understanding shown to the students, consistency and patience, etc. The questionnaire is based on an adaptation of Wubbels' model of teachers' communication styles, which analyses the interaction between teachers and students (Wubbels et al., 1993, pp. 24–27).

The teacher also completed the questionnaire herself, as if she were a student in her class, in order to assess her perception of her own communication style and to determine any discrepancies with regard to the students' perceptions of her communication style.

Data processing

A combination of descriptive statistics, comparative analysis, correlation analysis and data visualisation was used to gain a comprehensive insight into the teacher's communication style and the students' perceptions. For each question, the arithmetic mean was calculated in order to determine the students' overall perception of the teacher. In addition to the average ratings, the most frequent response of the students and the teacher was calculated for each question.

The average student ratings were then subtracted from the teacher ratings to determine the discrepancies in perception, enabling us to determine whether the teacher perceives herself differently than the students. The teacher's self-assessment was placed in the context of an authoritative, directive, permissive or other communication style.

3 Results

Analysing the content of the lesson

1. Introduction and organisation: The teacher begins with the daily tasks. She focuses on distributing books and checking who will borrow which books. She also discusses library-related duties and sets deadlines for students to pick up books.

2. Questions and repetition of tasks: The teacher reminds the students of the tasks that have already been set. The students repeat the rules for writing an apology, which they had to write the previous week.
3. A lecture on Maria Theresa: The teacher talks about the 250th anniversary of education in Slovenia. She emphasises Maria Theresa, her reforms and her influence on the school system.
4. Explanation of the writing of apologies: The teacher returns to the apology assignment that the students had to write. She discusses what a formal apology should contain.
5. Explanation of an official letter: The teacher explains what an official letter is. She points out important elements, such as the sender's and recipient's address, the date and the salutation.
6. Discussion about the past and technological changes: Finally, the teacher presents anecdotes from the past, when post was still an important means of communication, and tells how people chose their correspondents via teletext.

The lesson focused on learning formal writing skills, such as an apology, and understanding historical changes in education and communication. An interactive teaching method was used, in which the teacher combined formal education with stories and real-life examples to capture the students' attention and motivate them to learn.

Analyzing the text according to the Flanders analysis and determining the teacher's classroom management

The student statements are presented according to the categories of the Flanders analysis.

1. Acceptance of emotions: "Oh, bravo. Congratulations. Great."
2. Praise and encouragement: "That's a really interesting idea."
3. Entering into a discussion: "How can we improve this?"
4. Questions: "What did you have to pay attention to when writing the apology?"
5. Explanation: "Every official letter must therefore have a return address."
6. Commanding: "Distribute these sheets, please."
7. Criticise or exercise authority: "We can't just leave it like that. Fix the mistake."
8. Activities of the students (answering the teacher's question): "Because they were rich."
9. Silence or pause that encourages reflection: "..."

Commentary

The teacher uses a combination of authoritative and democratic classroom management, encouraging students (praise, questions), while providing structure (asking and explaining questions) and order (commands and discipline). Her approach includes a mix of support and guidance that encourages active student participation with clear expectations and rules. The teacher spends most of the time explaining and asking questions, but at the same time allows students to participate actively with answers and reflections. This approach builds student confidence and encourages creativity and reflection, while maintaining order and a clear structure.

Analysis of the survey results

A total of 17 students, aged 13 or 14, completed the questionnaire, which contained 47 questions rating the teacher's communication style on a scale from 0 (never) to 4 (always). By calculating the students' average scores, we were able to determine which dimensions of the teacher's behaviour were most pronounced. The questionnaire yielded high scores on items testing leadership (the students see the teacher as an organised and clear leader), helpfulness/kindness (the students perceive the teacher's support and care for them) and understanding (the teacher shows empathy and openness), while low scores were achieved on items assessing indecisiveness (the students do not see the teacher as indecisive or assertive) and dissatisfaction (the students do not see the teacher as constantly dissatisfied or unfriendly), and medium scores were attained on items assessing strictness (the teacher maintains discipline but is not overly repressive) and admonishment (the teacher corrects the students but does not punish them excessively).

According to the analysis, it is clear that the teacher belongs to the authoritative style category, i.e. she is a strong leader, but is at the same time approachable and supportive towards the students.

Based on the analysis of the teacher's answers to the same questions, an interpretation of the teacher's communication style was created according to the Wubbels model, thus analysing the kind of communication style the teacher ascribes to herself.

Table 1

Teacher's self-assessment in various dimensions

<i>Dimension</i>	<i>What does it measure?</i>	<i>Teacher's assessment</i>	<i>Interpretation</i>
<i>Leadership qualities</i>	She sets clear rules, leads the class.	High (4/4)	The teacher sees herself as a strong leader.
<i>Help/Kindness</i>	She is approachable and helps the students.	High (4/4)	She is kind and helpful to the students.
<i>Understanding</i>	She takes the students' opinions into account.	Low (0/4)	She does not see herself as very understanding.
<i>Encourages responsibility</i>	The students have the freedom to learn.	Medium (2/4)	Structured lessons, but some freedom.
<i>Uncertainty</i>	She is indecisive, not self-confident.	Medium (3/4)	A little unsure, but not outspoken.
<i>Dissatisfaction</i>	She often expresses her dissatisfaction.	Medium (4/4)	Can sometimes be critical.
<i>Exhortation</i>	She often admonishes and corrects the students.	Low (0/4)	Does not see herself as very punitive.
<i>Rigour</i>	She emphasises discipline and rules.	Medium (2/4)	She maintains order, but is not very strict.

The visualisation of the teacher's communication style according to the Wubbels model shows her self-assessments in various dimensions. High values for leadership and friendliness indicate that she sees herself as organised and supportive, lower scores for understanding and admonishment indicate that she does not see herself as strict or punitive, and medium scores for insecurity and dissatisfaction indicate that she percei-

ves a certain insecurity, but that this is not dominant. Overall, her characteristics confirm the authoritarian style of communication that combines clear leadership and kindness.

Comparison between the perceptions of the students and the teacher

The teacher regards herself as more guiding and kind than her students, who see her as stricter and more rule-oriented. While both agree on the level of uncertainty and dissatisfaction, the biggest discrepancy is in the perceived level of understanding: the students perceive the teacher as less understanding and would like her to be more attentive and responsive to their needs.

Comparison between the results of the Flanders analysis and the questionnaire

The analysis of the teacher's speech according to the Flanders method and the evaluation of the questionnaire on communication style confirm that the teacher has an authoritative but partly democratic leadership style in the classroom. The main difference between the two analyses lies in the perception of the students' role in communication. While the Flanders analysis confirms that the teacher mainly leads the discussion and structures the lesson, the questionnaire results show that the students perceive her as approachable but somewhat more controlling than they might like.

4 Discussion

The results of the case study confirm the basic finding that the interaction in the classroom in the case studied is predominantly teacher-led, which is consistent with the findings of Flanders (1989) and Marentič Požarnik and Plut Pregelj (2009). Thus, it is possible to answer the first research question regarding the structure of classroom interaction, which follows an established question-answer pattern where the initiative is largely with the teacher. Students have only a limited role in shaping the discourse, although the teacher occasionally encourages them with praise and questions. Using the Flanders method, we found that the learning process follows the authoritative style that involves a clear structure, a high degree of organisation and emphasised discipline. However, elements of democratic leadership can also be recognised, particularly in the encouragement of collaboration and expression. This is confirmed by the second and fifth research questions: the relationship between communication style and classroom management is clear. Despite the presence of elements of openness, communication remains top-down, with the teacher setting the pace and flow of the lesson. The analysis of the QTI questionnaire (Wubbel's model) provided the answers to the third and fourth research questions. The students perceive the teacher as competent, consistent and organised, but somewhat stricter and less understanding than she perceives herself, while the greatest differences in both perceptions were found in the dimension of understanding and support. This discrepancy points to the importance of the teacher's self-assessment, which can significantly aid teachers in recognising their own communication habits (Dhillon & Kaur, 2021). The perceptions of students and teachers often differ. A study by Čelofiga (2024, p. 130) has shown that students emphasise intrinsic motivations when learning foreign languages, while teachers emphasise extrinsic ones.

Despite the occasional use of indirect forms of communication, such as praise and open questions, the students in the present study are not active co-creators of the learning process. Communication in the classroom is largely teacher-led, as confirmed by both Flanders' analysis and Wubbels' questionnaire on communication style. Although the combination of an authoritative style with democratic elements seems to be productive, it is not yet sufficiently used to constitute a dialogical learning community (Mercer & Dawes, 2014). It should also be emphasised that the teaching profession requires constant improvement of language (Petek, 2018, p. 136).

As modern research points out, traditional, monologue-based teaching is still the predominant practice, despite the proven benefits of the dialogue-based approach (Howe, 2021; Chow & Gilmour, 2021). An effective learning process requires more than just the transmission of knowledge; it is based on the co-construction of meaning and the active participation of all participants, with dialogue becoming the central vehicle of learning (Alexander, 2020). Student autonomy, activity and intellectual engagement are key elements of modern teaching, which can be achieved through dialogic communication in which students have more opportunities to express their opinions, ask questions and reflect (Mercer & Howe, 2012; van der Veen & van Oers, 2017).

5 Conclusion

Based on our findings, we propose the following guidelines for further research: longitudinal studies observing how communication style changes over the course of a teacher's career and the impact this has on student learning outcomes and attitudes; including non-verbal communication in the analysis of classroom interaction, as current tools such as the Flanders analysis do not cover this, despite the fact that non-verbal communication has a significant impact on students; researching the impact of interventions (e.g. in-service training workshops) on student learning outcomes and attitudes in order to improve teacher responsiveness and dialogue in the classroom; analysing the impact of self-evaluation tools (e.g. reflective diaries or comparisons with student assessments) on improving communication patterns, etc.

We can conclude that effective two-way communication is the basis for successful successful parenting, as Lenič has emphasised in her research – the results have shown that the most important factor in parenting is the interaction between parents and children (Lenič, 2023, p. 119).

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Govor, komunikacijski stili in vodenje razreda: študija primera

Raziskovanje razredne interakcije in učiteljevega govora predstavlja ključno področje sodobne pedagoške vede, saj medosebni odnosi v razredu pomembno vplivajo

na učenčevo kognitivno, socialno in čustveno delovanje. Prispevek obravnava razredno komunikacijo pri pouku slovenščine v osnovni šoli skozi analizo učiteljevega govora, komunikacijskih stilov in strategij vodenja razreda. Osrednji cilj raziskave je razumevanje vpliva učiteljeve verbalne interakcije na razredno dinamiko, vlogo učencev ter kakovost učnega procesa. Prispevek celovito predstavi teoretične in praktične temelje razumevanja učiteljevega govora, stilov vodenja razreda in njihovega vpliva na učni proces. Poudarja nujnost prehoda iz tradicionalnih monoloških praks v smer dialoško orientirane pedagogike, ki temelji na spoštovanju, sodelovanju in soustvarjanju znanja. Teoretična izhodišča temeljijo na konceptih sodobnih teorij poučevanja in razumevanja pouka kot dialoškega procesa. Empirična raziskava vključuje študijo primera učiteljice slovenščine in zgodovine, pri kateri smo se poslužili kombinirane raziskovalne metode: kvalitativne analize govora po Flandersu (1970) in kvantitativne analize učiteljevega komunikacijskega sloga po Wubbelsovem modelu (1993).

Osrednja predpostavka prispevka je, da medosebna komunikacija ni zgolj transmissijski proces prenosa znanja, temveč predvsem dialoška praksa, ki sooblikuje učni proces. Učinkovita učiteljeva komunikacija pomeni udejanjanje odprtega, podpirajočega in strukturiranega dialoga z učenci, kar spodbuja njihovo avtonomijo, motivacijo in odgovornost za lastno učenje. V teoretičnem delu se avtorici opirata na številne empirične študije, ki potrjujejo, da kakovost medosebnih odnosov med učiteljem in učenci pomembno vpliva na učenčevo samopodobo, motivacijo, akademski uspeh ter socialno-čustveno delovanje. Sodobne raziskave poudarjajo pomen dialoga kot temeljne oblike pedagoške komunikacije. Številni avtorji opozarjajo, da se učenje pogosteje pojavi v razmerah, kjer imajo učenci priložnost raziskovati lastno mišljenje, izražati stališča, izmenjevati poglede in se soočiti z alternativnimi interpretacijami. Takšni koncepti presejajo tradicionalno, monološko obliko poučevanja, za katero je značilna dominacija učiteljevega govora, enosmerna komunikacija in zaprtost vprašanj. Nasprotno pa dialoški pouk omogoča sodelovalno konstrukcijo znanja ter razvija kritično mišljenje in metakognitivne spretnosti učencev. Kljub ugotovljenim prednostim dialoškega pristopa številne študije ugotavljajo, da v praksi še vedno prevladuje monološko poučevanje, pri čemer ima učitelj osrednjo govorno vlogo, medtem ko so učenci predvsem pasivni sprejemniki znanja. Tudi empirične raziskave v slovenskih vzgojno-izobraževalnih ustanovah kažejo, da tako v osnovni šoli kot v vrtcu prevladuje učiteljev oziroma vzgojiteljev govor, kar kaže na potrebo po temeljiti prenovi komunikacijskih praks. Pozitivna razredna klima, ki jo oblikuje tudi komunikacijski stil učitelja, je temelj varnega in spodbudnega učnega okolja. Medosebna komunikacija pa ni le prenos informacij, temveč proces soustvarjanja pomenov, vzpostavljanja odnosov in usmerjanja razredne dinamike.

Na tej osnovi sta za študijo primera izbrani dve metodološki orodji: Flandersova analiza, ki beleži strukturo verbalne razredne interakcije, in Wubbelsov model, ki klasificira komunikacijske stile glede na dimenziji vpliv in bližina. Metodološko se študija torej opira na triangulacijo podatkov. V prvem delu je bila izvedena avdioanaliza učne ure učiteljice slovenščine z uporabo Flandersove metode opazovanja razredne interakcije. Analiza transkripta učne ure je dopolnjena z anketnim vprašalnikom, ki temelji na Wubbelsovem modelu medosebnega vedenja učiteljev in so ga izpolnili tako

učenci kot tudi učiteljica. Anketni vprašalnik vsebuje 47 trditev, ki zajemajo različne vidike učiteljevega vedenja: samozavest, odzivnost, strogost, prijaznost, doslednost, pomoč, razumevanje ipd. Učenci so ocenili, kako pogosto se posamezna vedenja pojavljajo, učiteljica pa je izpolnila enak vprašalnik z vidika samoevalvacije. Tako je mogoče primerjati samoevalvacijo učiteljice z doživljanjem učencev.

Cilj raziskave je bil analizirati razredno interakcijo, delež učiteljevega in učenčevega govora, vrsto učiteljevega govora ter ugotoviti, kateri komunikacijski stil prevladuje in kako vpliva na vodenje razreda. Ugotoviti smo želeli tudi, kako učitelj zaznava svoj stil v primerjavi z učenci.

Postavljena so bila naslednja raziskovalna vprašanja:

1. Kakšna je struktura razredne interakcije pri pouku slovenščine?
2. Kolikšen je delež neposrednega in posrednega učiteljevega govora?
3. Kateri komunikacijski stili prevladujejo?
4. Kako učitelj zaznava svoj komunikacijski stil v primerjavi z učenci?
5. Kakšna je povezava med komunikacijskim stilom in vodenjem razreda?

V raziskavo je bila vključena učiteljica slovenščine in zgodovine s 14 leti prakse. Vprašalnik je izpolnilo 17 učencev osmega razreda.

Rezultati Flandersove analize kažejo, da učiteljica pri pouku uporablja predvsem neposredni govor (predavanje, podajanje navodil, razlaga snovi), ki prevladuje v celotnem interakcijskem okviru. Posredni govor, ki vključuje pohvale, uporabo idej učencev, empatijo in odprta vprašanja, je prisoten, vendar manj pogost. Učiteljica uporablja vprašanja predvsem kot orodje za preverjanje znanja ali usmerjanje pozornosti, redkeje pa kot sredstvo za sprožanje poglobljene diskusije. Učenci redko prevzemajo pobudo, komunikacija sledi shemi, značilni za tradicionalni model poučevanja. Čeprav učiteljica uporablja tudi strategije, ki omogočajo participacijo, je ona tista, ki usmerja tok komunikacije.

Analiza vprašalnika po Wubbelsovem modelu potrjuje, da učiteljica uporablja avtoritativni komunikacijski stil, ki združuje visoko stopnjo vodenja in organizacije z elementi podpore, prijaznosti in spodbudnega odnosa. Učenci jo zaznavajo kot kompetentno, natančno in predano učiteljico, ki skrbi za red in strukturo. Visoke ocene so bile dosežene pri dimenzijah vodenja, doslednosti in podpore, srednje ocene pri strogosti, nizke pa pri zaznavi negotovosti in nezadovoljstva. Največje odstopanje med zaznavami učencev in samooceno učiteljice se pojavi pri dimenziji razumevanja – učiteljica meni, da učencem prisluhne in se jim prilagaja, medtem ko učenci menijo, da tega ni dovolj. Komunikacijski stil učitelja ni le odsev njegove osebnosti, temveč predvsem rezultat pedagoške refleksije in strokovnega znanja. Učinkovito vodenje razreda, ki temelji na pozitivnih podporah vedenju in proaktivnih strategijah, spodbuja učno motivacijo, akademski uspeh ter prispeva k socialno-emocionalnemu razvoju učencev. Učitelji z ustreznimi spretnostmi vodenja ustvarjajo varno in spodbudno učno okolje, ki učencem omogoča razvoj samoregulacije, empatije in moralnega razsojanja.

Diskusija se poglobi v interpretacijo teh razlik in osvetli širši kontekst profesionalne samoocene učiteljev. Avtorici poudarjata pomen vključevanja učenčevega glasu v učni proces ne le kot pedagoškega orodja, temveč kot sredstva za oblikovanje demokratične-

ga in vključujočega razreda. Pomembna razprava se nanaša tudi na pomen kombiniranja avtoritativnega in demokratičnega stila vodenja razreda. Avtoritativni stil zagotavlja stabilnost, red in jasnost, demokratični elementi, kot so odprta vprašanja, vključevanje v odločanje in spodbujanje odgovornosti, pa omogočajo večjo samostojnost in motivacijo učencev. Učinkovit učitelj zna preklapljati med stili glede na situacijo, cilje in potrebe učencev. A tudi pri učiteljici iz študije primera se kaže težnja po ohranjanju nadzora, kar omejuje možnosti za dialoški pristop. Dialog ni zgolj oblika govorjenja, temveč način mišljenja in delovanja, ki zahteva prestrukturiranje vlog v razredu.

Prispevek vključuje pomembne implikacije za pedagoško prakso. V njem je poudarjeno, da uspešen učitelj ni tisti, ki ima le dobre vsebinske kompetence, temveč tudi razvite komunikacijske spretnosti, visoko stopnjo samorefleksije in sposobnost oblikovanja učne skupnosti. Profesionalni razvoj mora vključevati usposabljanja s področja razredne komunikacije, vključno z metodami samoevalvacije, analizo razrednih interakcij in strategijo odzivanja na učenčev govor. Potrebna je tudi vključitev učencev v oblikovanje učnega procesa, kar krepi njihov občutek odgovornosti in pripadnosti. Raziskava prav tako odpira nove možnosti za nadaljnje študije. Predlagane so longitudinalne raziskave, ki bi spremljale, kako se komunikacijski slog učiteljev razvija skozi kariero in kakšen vpliv ima to na učenčevo uspešnost. Prav tako je potrebna vključitev nebesedne komunikacije, ki je trenutna orodja, kot je Flandersova analiza, ne zajemajo v celoti. Uporaba videoanalize, opazovanja in refleksivnih dnevnikov bi lahko dopolnila obstoječe metodološke pristope in poglobila razumevanje učiteljeve vloge v razredu.

Strukturiran, a odprt komunikacijski slog, ki temelji na spoštovanju, refleksiji in vključevanju, predstavlja temelj sodobne pedagoške prakse. Učitelji, ki znajo uravnotežiti nadzor in svobodo, ustvarjajo učna okolja, kjer se učenci ne le učijo, temveč tudi rastejo kot odgovorni, samostojni in kritično misleči posamezniki. V tem kontekstu ima prispevek visoko aplikativno vrednost za razvoj učiteljskih kompetenc, oblikovanje študijskih programov in izboljšanje kakovosti vzgojno-izobraževalnega procesa v slovenski osnovni šoli.

Data Availability Statement

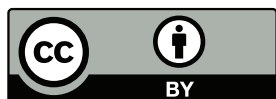
This article is based on research data deposited in author's personal archive that are not publicly available; however, they may be obtained from the author upon reasonable request.

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