



Enterprising Teacher as a Successful Educator

SUMMARY

Civilizational progress and the reality of life in today's world, to some extent, impose on persons responsible for education of the next generation the adoption of new strategies of conduct and the creation of a new image of the teacher, educator and guardian. Undoubtedly, this transformation should aim towards development of such features as effectiveness, versatility, openness – in a word – enterprise. The teacher, being an enterprising human being, skilfully achieves the development and skills needed to work with today's teenagers and children. Nowadays, when there is an axiological and ideological loss, we need educators who are oriented towards lasting values, both with openness and a willingness to adopt new forms of educational interaction. We should still ask questions about the ways of solving disciplinary conflicts and forms of effective education. The aim of this research is to determine the meaning and essence of a notion: an enterprising teacher in the context of the effectiveness of his/her educational actions. The persons evaluated in this research belong to different social groups, and their observations and remarks serve to formulate general conclusions and the thesis concerning issues of effectiveness of education in the perspective of openness, enterprise and the innovativeness of the teacher.

→ **KEYWORDS** – TEACHER'S PERSONALITY, EFFECTIVENESS OF EDUCATION, EDUCATIONAL ERRORS, DISCIPLINING OF TEENAGERS, SELF-FORMATION

STRESZCZENIE

Przedsiębiorczy nauczyciel jako skuteczny wychowawca

Współcześnie obserwowany postęp cywilizacyjny i realia życia w dzisiejszym świecie wymuszają niejako na osobach odpowiedzialnych za wychowanie młodego pokolenia przyjęcie nowych strategii

postępowania i utworzenie nowego wizerunku nauczyciela, wychowawcy, opiekuna. Owa przemiana niewątpliwie winna zmierzać w kierunku wypracowania takich cech, jak: efektywność, wielostronność, otwartość, jednym słowem przedsiębiorczość. Nauczyciel, będąc człowiekiem przedsiębiorczym, osiąga sprawnie rozwój i umiejętności potrzebne do pracy z dzisiejszą młodzieżą i dziećmi. Szczególnie w dobie teraźniejszości, w której panuje zagubienie aksjologiczne i ideowe, potrzeba wychowawców ukierunkowanych jednoznacznie na wartości nieprzemijające przy jednoczesnym otwarciu i gotowości przyjęcia nowych form oddziaływania wychowawczego. Należy wciąż stawiać pytanie dotyczące sposobów rozwiązywania konfliktów dyscyplinarnych i form skutecznie prowadzonego wychowania. Przeprowadzone autorsko badania miały na celu ustalenie znaczenia i istoty pojęcia: przedsiębiorczy nauczyciel w kontekście skuteczności jego wychowawczych działań. Badani należeli do różnych grup społecznych, a ich spostrzeżenia i uwagi posłużyły do sformułowania ogólnych wniosków i tez dotyczących problematyki skuteczności wychowania w perspektywie otwartości, przedsiębiorczości i nowoczesności nauczyciela.

→ **SŁOWA KLUCZOWE** – OSOBOWOŚĆ NAUCZYCIELA, SKUTECZNOŚĆ WYCHOWANIA, BŁĘDY WYCHOWAWCZE, DYSCYPLINOWANIE MŁODZIEŻY, SAMOKSZTAŁTOWANIE

Introduction

The effectiveness of education is based on the possibility of understanding between the educator and pupil. Authentic ties and meeting people participating in a process of education become a determinant to achieve the intended pedagogical effects. However, we should remember that the teacher is usually the decision-maker, supervisor and organization of educational situation. That is why we shouldn't seek for equality in education. Children and teenagers should not attempt to find a partner or colleague in their superiors. The teacher and educator, or parent should be a point of support for them. He/she is someone who can advise, settle disputes, help as well as demand of the pupil or, if necessary, punish him. Civilizational progress and reality of life in today's world impose on persons responsible for education of young generation, the adoption of new strategies of conduct and the creation of a new image of the teacher, educator and guardian. Undoubtedly, this transformation should aim towards development of such features as effectiveness,

versatility, openness – in a word – enterprise. The teacher, being an enterprising human being, skilfully achieves the development and skills needed to work with today's teenagers and children. Nowadays, when there is an axiological and ideological loss, we need educators who are oriented towards lasting values, both with openness and a willingness to adopt new forms of educational interaction.

The aim of the current research was to determine the meaning and essence of a notion: an enterprising teacher in the context of the effectiveness of her/his educational actions. The main objective of the study is reflected in the following specific objectives: 1) What are the areas of development of enterprising teachers? 2) What type of activities should be undertaken by an enterprising teacher in order to fulfil his job? 3) What factors support enterprise among teachers? 4) Which educational errors destroy the effectiveness of education? 5) What are the aspects and determinants of effective education? The persons being evaluated belonged to different social groups, and their observations and remarks served to formulate general conclusions and a thesis concerning issues of effectiveness of education in the perspective of the openness, enterprise and innovativeness of the teacher. The respondents in this research were students of physical education and sport (40 persons – 28 men, 12 women; students of subjects: physical education and sport – the 1st and 3rd year of study; place of the study: AWF in Krakow); – teachers of physical education (30 persons – PE qualified teachers in Cracow); – athletes (40 persons, the average age was 23 from the disciplines of football, tennis, athletics, and volleyball, cycling and swimming); – lecturers of sport universities (30 persons – place of the study: B. Czech University of Physical Education in Cracow); – coaches and instructors (40 persons – men; age: 28-45 years; competencies: championship class trainer; place of the study: "Unia Tarnów," "Ceramika Opoczno," "ŁKS Łomża," "ATP Tenis," "Resovia Rzeszów," "Cracovia 1906 – Klub Lekkoatletyczny," "Miejski Klub Tenisowy Stalowa Wola," "KS STAR," "RC Gorce – rugby," "Górnik Zabrze," "Czuwaj Przemyśl," "Hutnik Kraków," "Dystans" – Krakowski Klub Biegacza, "Sandecja" KS, "WKS Wawel", "PTG Sokół", Football Club "Kłos," "KS Zakopane," "Glinik Gorlice," "KS Tymbark," "KS Dalin," "MKS Jordan Kraków," "MKS Łańcut," "KS Pcim"). All these persons – together 180 persons – belong to the school

community or professionally deal with didactic and educational issues and they know a lot about education, development and pedagogical conduct, as well as in-service training. The method of diagnostic survey was applied. Using a survey method, conversations and interviews, statements from the communities mentioned above were collected as research material – gathered in accordance with the phenomenological method and qualitative text analysis were categorized, and then interpreted. The method of the study carried out belongs to the group of qualitative methods that allow the researcher to explore new realities in the social life and relationships within the phenomenon being examined. Generally speaking, the phenomenological method consists in a reliable description of the phenomenon under consideration and allows a familiarization with the collected content in a reliable way. General conclusions concerning the effectiveness of education, summarize the current research.

Areas of Actions and Activities Strengthening Effectiveness of Education

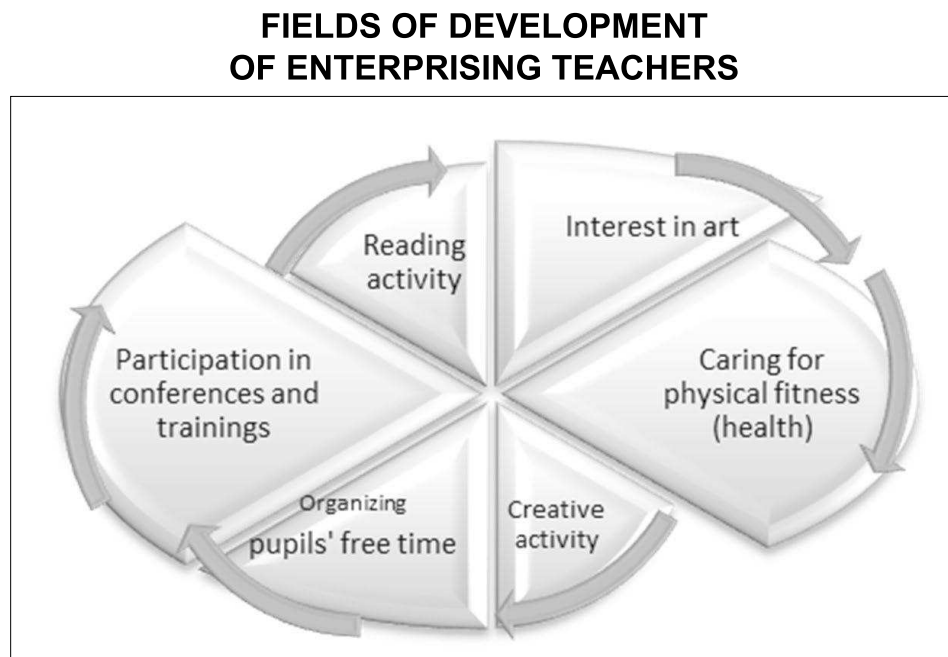
New technologies, products and future markets are the results of the work of creative and enterprising people to a large extent in the evaluation of Werner Timischel.¹ The importance of people, whose knowledge is extensive and innovative, is increasingly emphasized. Undoubtedly, teaching how to be innovative is an important challenge for today's educational system. One should tend towards the integration of education and innovation. A school should not be an exception to the development of enterprise in the field of teaching, education and organization of different competitions and the creation of such learning situations, in which creativity and independence are the main pillars of education.

In figure 1 are presented the areas of education for teachers characterized by openness and effectiveness. The activity and dynamics of an educator in the areas mentioned below determine his/her enterprise and professional versatility. Respondents in many statements indicated the areas of actions mentioned

¹ Cf. W. Timischl, *Mile Stones in Vocational Education in Austria*, "Labour Pedagogy" 2009, no. 54, p. 159.

below, that strengthen effectiveness of educational work of the teacher.

Figure 1. Areas of development of enterprising teachers in the opinion of people being tested

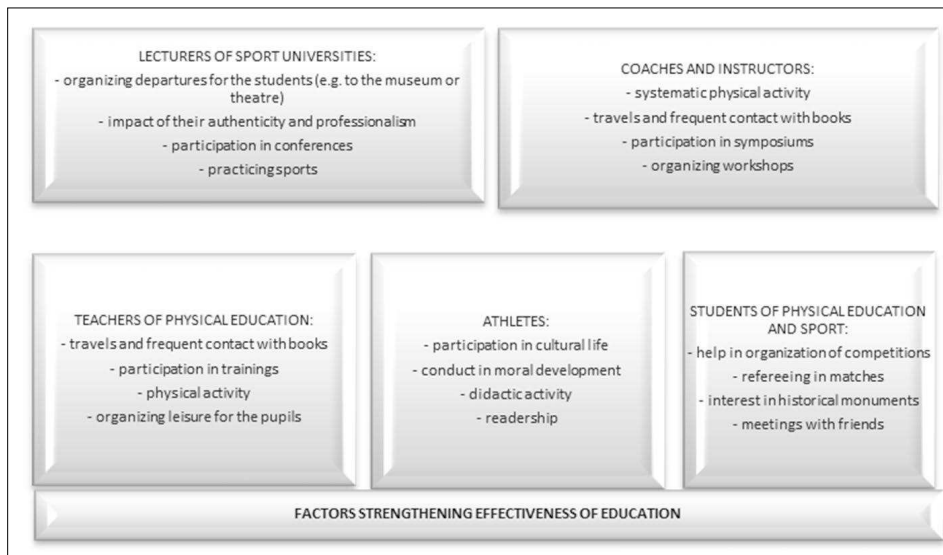


Source: own research.

Self-development and caring for one's mental and physical condition contribute to an effective increase in the skills of the teacher as an educator. Being a creative person, caring for health and physical fitness, learning new things within the scope of pedagogy and studies connected with human beings, organizing free time for their pupils, interest in art and being an active reader situate the teacher among enterprising persons – who takes care of his self-development. Such an interpretation of the teacher's enterprise translates into the effectiveness of his work in educational dimension. Thanks to his literariness, creative attitude, physical and mental strengths, he is knowledgeable in the field of educational situations, and thereby has a more effective impact on teenagers and children. Gunter Wiemann from the Hanover University in Germany, based on the studies conducted, is of the opinion that there was an animated cultural exchange amongst educational models especially in the professional field on the level of teaching and education theory in the history of the continent. While writing on enterprise in education, it should be

emphasized that educational systems should be considered as specific and developing in the given countries, which are closely associated with the dominant work organization. Therefore, all attempts to transfer such a system of that social rank are doomed to failure, because it is not possible to transfer historical contexts.² The scheme below presents the most important suggestions concerning areas of teachers' professional development that were expressed by particular groups.

Figure 2. Suggestions of particular researched groups about actions that every enterprising teacher should take in order to make their educational actions more effective



Source: own research.

It follows from the above figure that all manifestations of the teacher's dynamics within the scope of his own development are reflected in the concrete form of activity and actions that were taken. We can list here:

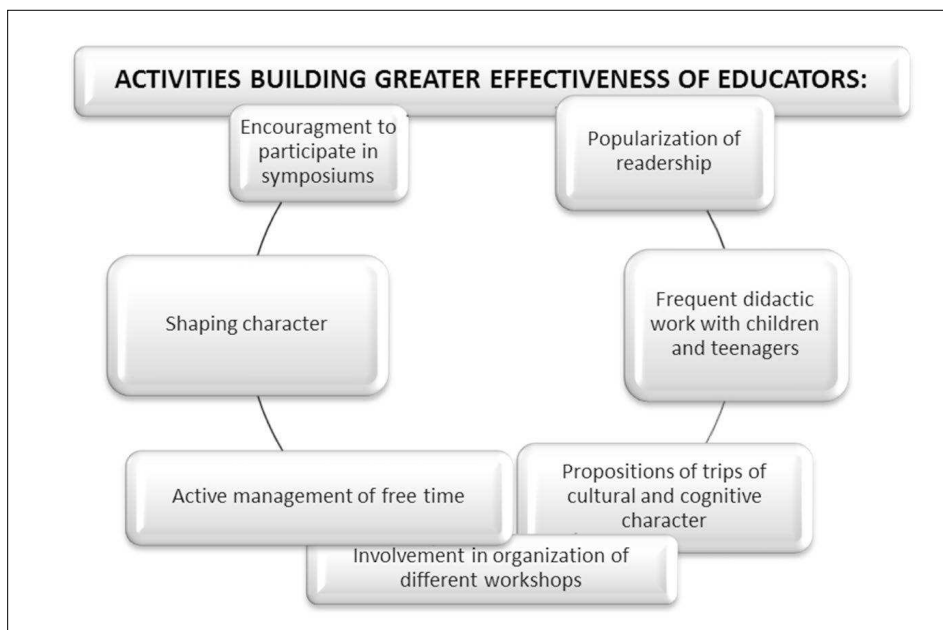
- discussions,
- meetings,
- perfecting their skills (professional and personal),
- broadening knowledge,
- using helpful books,
- systematic physical activity to strengthen health,
- caring for cultural life,

² Cf. G. Wiemann, *Didactic Models in Vocational Education – Comparison in Europe*, "Labour Pedagogy" 2009, no. 54, p. 169.

- developing of personal features such as perseverance, self-control, punctuality, and honesty,
- organizing free time for their pupils.

Propositions of the forms of actions in the teachers' professional field – taken with passion and commitment make more attractive and more successful efforts of the educators to develop young people fully. At this juncture let us ask the following question: *in what way should teachers learn enterprise, thereby making education more effective?* On the basis of the gathered research material in a form of questionnaires, conversations and interviews, we were able to determine interesting propositions of actions for the teachers. Figure 3 specifies concrete ideas – in accordance with respondents' statements – concerning actions oriented towards the development of teachers within the scope of their effectiveness in education.

Figure 3. Factors supporting enterprise of the teachers and making education more effective



Source: own research.

Confronting these propositions of actions and activities directed towards teachers who want to improve their professional life, let us compare these suggestions with those existing in the subject literature theories and concepts.

Educational Errors

Every teacher who wants to avoid educational errors and improve his effectiveness as an educator, should carefully analyze these behaviors, which are regarded as improper in the work with teenagers and children. Avoiding these attitudes that make the realization of the process of education more difficult, a teacher will achieve programmatically designated goals and tasks more effectively. Antonina Gurycka³ presents behaviors suitable in the educational process, contrasting them with the educational errors which persons responsible for education can make. These errors are:

- a) rigorousness – unconditional enforcement of carrying out orders and strict control of a child's conduct, instead of making real demands;
- b) aggression – verbal or physical attack instead of tolerance;
- c) blocking activity – interrupting a child's activity, instead of negotiating with a child about the type of activity;
- d) indifference – a distance and lack of interest, instead of acceptance of independence;
- e) exposing himself/herself – will to impress, distinguish oneself, instead of modesty of one's own person;
- f) pandering to the whims of a child, instead of negotiating more difficult situations;
- g) replacing as relieving instead of cooperation;
- h) idealization, that is constant looking after a child, instead of cautious symptoms of criticism connected with acceptance;
- i) inconsequence, that is changeability of behaviors, instead of keeping constant line of conduct.

We should notice in the above points, significant factors for the effective educational actions of the teacher that wants to fulfil his vocation in his work with young people. Avoiding strict controls, lack of tolerance, discouraging to be active, distance, relieving and inconsequence is particularly recommended in teacher's conduct perceived in a category of enterprise. Dusan Caplowic in *Education and professional preparation in Slovakia: state and perspectives for future development* refers to the issue of

³ Cf. A. Gurycka, *Błąd w wychowaniu*, Warszawa 1990, p. 80, in: *Badania błędów pedagogicznego i jego postacie*, ed. A. Berbeka, Kraków 2000, p. 46 i n.

enterprise in education, stating that there is a need of a connection amongst businesses and schools. The cooperation with schools, especially in countries with a high unemployment rate, should be beneficial for businesses. It would be possible if representatives of businesses created an outline for a reform of education system. Therefore, it is in the context of the considered enterprise that an intensive dialogue amongst schools and enterprises should be advocated.⁴ Interesting remarks about successful education can be found in Czesław Dejnarrowicz, who classifies them in the form of the following recommendations:

- we should always try to get to know the children who we educate – this information will be a point of reference (but we should never obtain this information against a child's will);
- we should never judge the future of the pupils too early because life surprises us with unexpected results;
- we should treat children and teenagers like adults – we won't find a different ground of friendly understanding;
- we should create a team, which will be helpful, especially in the formation of pupils' attitudes, coexistence and helping one another. We should convince opinion leaders in a team to have their own concepts because they impose their individual judgment on the matter on the team;
- we should create many educational situations, which bring the happiness of life to children, in other words, to find the good sides of their skills and create the possibility of their presentation and an experience of success;
- we should give more rewards than punishments – the subtle use of a system of rewards and punishments proves educational talent;
- we should remember about a gradation of difficulties in our demands;
- we should shape deep respect for work and not give anything for free, for example, tickets to the cinema can be bought after the collection of waste paper – teenagers treat differently what they have obtained by their own merit;

⁴ Cf. D. Caplowic, *Education and Professional Preparation in Slovakia: State and Perspectives for Future Development*, "Labour Pedagogy" 2009, no. 54, p. 172.

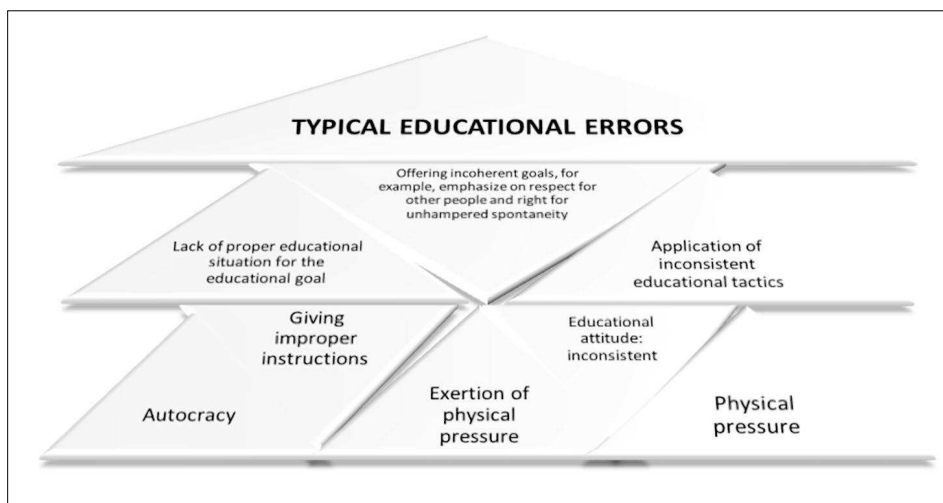
- we should fight against prejudices towards people of different nationalities, for example, through direct meetings with peers from other countries;
- we should begin to practice sport, because the opportunity games and competition allow us recognize the character and inclinations of the pupils – their sensitiveness, fairness, honesty, oversensitivity, willing to help, taking the credit for other children's behaviors in their favor;
- we should provide opportunities for adventures, physical effort, to prove their agility and resourcefulness – teenagers appreciate when they are treated seriously;
- we should create as many situations as we can to develop interests;
- we should appreciate so-called personal ceremonies;
- we should value and treat in a very subtle way the first love of pupils, teaching them to be responsible;
- we should introduce prevention and strict control in order to cope with smoking cigarettes;
- we should treat children with love, like a father or mother;
- no issue should remain unanswered;
- we should never remind our pupils, how much have we done for them and we shouldn't force them to express gratitude;
- we should take a risk in education, creating trust, or assigning responsible functions;
- we can learn to become a successful educator, but we can't learn to be interesting, active persons, we have to become them every day.⁵

Every teacher should take into consideration the indications mentioned above, in order to make his educational work more successful. These principles and rules of a properly realized process of education in the statements mentioned above are well known in the theory of education. Getting to know teenagers and children, the kind formation of a team-group, the gradation of difficulties, creating opportunities for physical effort, creating trust, the serious treatment of the pupils, creating opportunities for development, rewarding and many other principles and rules are the foundation of effective education. They lead to real achievements in the work of a teacher. Unfortunately, there are many teachers who do not achieve success, although they are deeply

committed in matters of education. The ineffectiveness of education can be, in such cases, a result of the so-called educational error. Educational interaction, which is ineffective or gives an effect inconsistent with those being predicted are defined as an educational error.

Educational conduct that doesn't bring the desired results is presented in figure 4.

Figure 4. Educational errors that make teacher's actions impossible



Source: own research – based on the theory of M. Gurycka.⁶

Avoiding these defective educational attitudes increases the chances of success within the scope of education. Every teacher, regardless of their degree of seriousness and involvement realizes his didactic and educational issues and wants to have proper working conditions to fulfill his duties. The tasks that a school designates to their employees can't be realized, if the necessary circumstances are not present. Factors enabling decent working conditions for the teachers are – apart from financial, technical and substantive aspects – silence, discipline and skillful cooperation with pupils. In order for these to occur, the educator must be enterprising, consistent and open in his/ relations with young persons. These features determine establishing proper relations with pupils and thereby fulfill the obligation that education will be creative, realized on time and will give satisfaction to both sides.

⁶ Cf. M. Gurycka, *Stosowana psychologia wychowawcza*, in: *Strategie wychowawcze*, ed. S. Kluczkowski, Kraków 1986, p. 253 i n.

Reisman⁷ draws our attention to a very important mechanism of building effective interpersonal communication in education. This is the attitude of kindness and openness. These are wishing someone well and the belief that such feelings and good intentions are reciprocated that can be even called “friendship.” The professionalism of teachers must be marked by the same spirit of humanism and friendship in order to fully and effectively cooperate with children and young people.

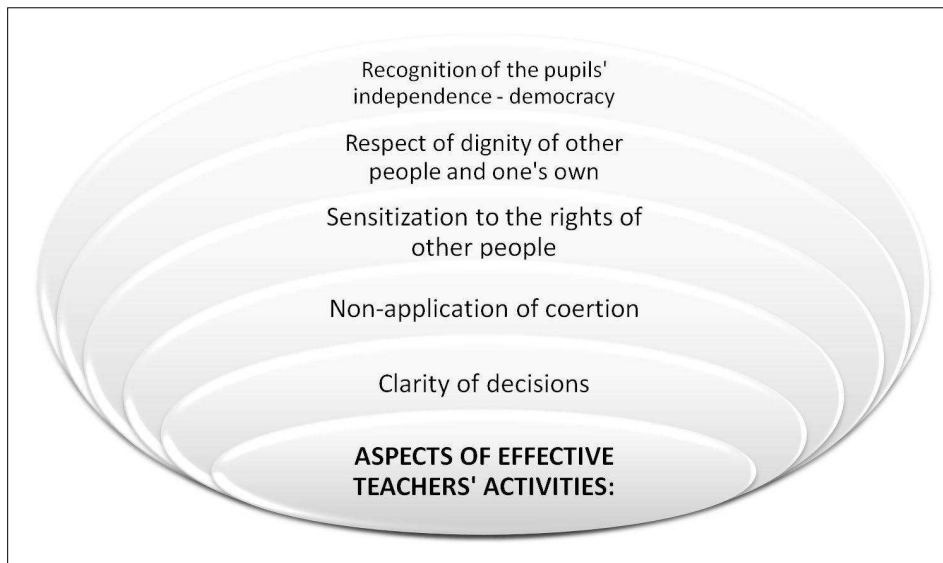
Aspects and Tendencies of Successful Educational Actions

Referring to effectiveness in education, some strategies can be mentioned – tendencies, which applied in educational work with children and teenagers (including also studying young people) will result in success. Successful methods of education can be found in a book titled *Educational strategies*. These methods are, amongst others; manipulating with love, that is withdrawal of love when the child hurts someone, the application of evaluative labels towards children, for example, not “you’re a bad child,” but: “you behave like the bad children,” because the last one informs that evaluation can be changed, the inculcation of common norms of conduct, inducing the child to compensation, indicating the consequences of behavior towards other people.⁸ The features determining the process of education as successful are presented in figure 5. Following with the aspects below makes the teacher really enterprising, because he uses reliable “means” in his pedagogical conduct that enable him to have a good contact with pupils, and thereby to reach his goals on his profession.

⁷ Cf. J.M. Reisman, *Anatomy of Friendship*, New York 1979, p. 108.

⁸ Cf. *ibidem*, p. 262 i n.

Figure 5. Aspects of educator's successful conduct



Source: own research – on the basis of the book: “educational strategies.”⁹

The enterprise of the teacher is also revealed in his attitude towards the obligation of moral education. Referring to the above aspect of pedagogical conduct, that is to respect the dignity of other people and one's own, we should take into consideration the issue of moral development. Stanisław Sawiński mentions in his work, the foundations of good educational actions, based on the respect of a child's dignity as a rightful human being. He thinks that building proper contact between the pupil and educator is based on: appropriate relations to the child, where the adult respects the autonomy of the young person, the recognition of a child's personal immunity, what doesn't exclude physical punishments (adults shouldn't take the falsely privileged position); – resignation of offensive words addressed towards a child and the necessity of telling the truth to the child because it is a sign of respect; set the child high and real demands (child will feel that he/she is “someone”); enable the child to react to reality in his/her own way; avoid excessive identification with the child, or treating him/her as property, that is to keep an appropriate distance.¹⁰ The postulates of proper conduct specified here must be realized. Parents, teachers, educators and those responsible

⁹ Cf. *ibidem*, p. 31 i n.

¹⁰ Cf. S. Sławiński, *Rozważania o wychowaniu*, Warszawa 1983, pp. 48-53.

for educating others cannot neglect such a significant task from the point of view of person's moral development. Sensitivity and gentleness of conduct in this sphere, that is, educating others in moral respect, is particularly required and recommended. We should form the young generation in their moral choices and in building their personal hierarchy of values carefully and without needless haste. We should always remember the autonomy of every human being, his/her immunity, the right to truth and spontaneity also by setting demands and exacting punishments if there is such a need. Such an attitude – full of involvement and concern about the moral development of pupils – let us call it teacher enterprise, because he/she looks for solutions and hints concerning the effectiveness of their work. It can be concluded after Jerzy Nowocien¹¹ at this point that the field of social life, which is sport, including sport in school, has become one of the most mass social movements, which arouses widespread interest and is regarded as a civilization phenomenon. PE teachers have many options for creating educational situations, which prepare young people to perform different social roles and cooperate with one another in a specific and practical way. The official note of the Senate Chancellery says that the main task of physical education at school is a prerequisite for success in life and a powerful measure to prevent threats to the health and disruptive behaviours, to provide all pupils with opportunities to participate in various valuable and attractive forms of physical activity. Human enterprise unquestionably requires a strong foundation, which is that of good health. Taking care of one's health is an expression of responsibly looking into the future. There, the school carry out this task conscientiously.¹²

Among conditions of education, we can mention some significant factors, which are of a psychosocial character and enable the realization in an effective way the plan of adults interaction for children and teenagers. The most important variables deciding the success of the teacher are presented in the figure below.

¹¹ Cf. J. Nowocien, *Sport i olimpizm w systemie dydaktyczno-wychowawczym współczesnej szkoły*, Warszawa 2001, p. 13.

¹² Cf. Z. Cedrowski, *Kultura fizyczna jest częścią kultury narodowej*, in: *Wychowanie fizyczne i sport w szkole*, eds. Z. Szaleniec, J. Bergier, Warszawa 2010, p. 123 i n.

Figure 6. Determinants deciding about the success of education



Source: own research [according to M. Łobocki¹³].

In accordance with the specifications in figure 6 subjectivity, democracy, self-education, and recognition of children and teenagers in their behaviors are indispensable elements of a successful education. The subjective treatment of pupils inspires positive reactions and the mutual sympathy of the participants of the education process. A democratic order in building relations is an encouraging form of cooperation. The existence of self-education proves the responsibility of the person, who understands the need for a permanent growth in his/her humanity. Getting to know his/her pupils is a condition that enables efficiency and increase effectiveness in education.

Enterprise of the Teacher – General Characteristics

Without any exception, every teacher should be aware that an object becomes an individual being educated and moulded that continues new values of other individuals coupled with a social relationship. It is in the pedagogical process that keeping subjectivity depends primarily on the relationship between a teacher and a pupil. It depends, among others, on the extent to which a pupil recognizes himself as a value in the experience

¹³ Cf. M. Łobocki, *Teoria wychowania w zarysie*, Kraków 2004.

of other individuals, and especially on how much he affirms the second individual as equally valuable. Then the interaction leads to creation of both new ideas as well as appearance of mutually approved standards and educational ideals.¹⁴ Ryszard Bartosiewicz in the context of effective education calls for the need for changing the biological nature of the physical education into an educational and humanistic one.¹⁵

Enterprising teachers should be aware of the fact that the continuous demand directed towards him/her is so that they take charge of the development of their pupils. It takes place within the framework of educational processes, which they manages and at the same time participates in. Here we have an educational relation, whose components are: pupil and teacher responsibility for common intentions. The teacher undoubtedly educates, being less or more aware of that, both by whom he is and what he knows. The source of educational successes are the following features of educators: self-control, emotional stability, creativity good order, self-esteem, and sincerity inspiring confidence. These characteristics can be recognized through self-evaluation and effectively developed in the course of one's self-improvement. On the one hand the effectiveness of teacher's action according to technological orientation doesn't depend on his personality features, but on the effectiveness of applied means and tools. On the other hand, the source of a teacher's achievement – according to humanistic orientation – is his unique personality, enabling the resolution of behavior issues in an individualized manner. There is also a functional orientation, which says that success in a teacher's work depends on the ability of using generalized theoretical knowledge in order to solve pedagogical problems, taking into consideration social needs, resulting from accepted values. That is why we should, in balanced way, interact in the intellectual, physical and emotional sphere of teachers in order to develop a harmonious entirety: knowledge, abilities and values. It is worth recalling the results of research, which aimed discovering successful forms of dealing with difficult school situations connected with pupil's inappropriate behavior

¹⁴ Cf. J. Kosiewicz, *Filozoficzne aspekty kultury fizycznej i sportu*, Warszawa 2004, pp. 130, 149 i n.

¹⁵ Cf. R. Bartosiewicz, *Aktywność ruchowa młodzieży gimnazjalnej w Polsce na tle wybranych krajów europejskich*, Wrocław 2010, p. 13.

and the typical reactions of the teacher towards bad and aggressive behavior on the part of children and teenagers. The teachers being studied answered as thusly to the following question: *what reaction should emerge from the teacher as a result the bad behavior of pupils?*¹⁶

Positive personality of the teacher	89,7%
Successful methods of educating	87,6%
Early determination and maintenance of the standards of behavior	86,3%
Unquestionable support of a teacher's disciplinary methods by the director	70,8%
Consistent application of disciplinary standards towards all the pupils	69,3%
Support of the school by parents	68,7%
Dealing with reasons of disciplinary problems	66,6%
Influence of the director	56,0%
Program of educational care	40,3%
Strict disciplinary methods applied by the teacher	39,9%

From this data it can be determined that the educator is enterprising in the case of a competent application of strategies that discipline teenagers, realized in cooperation with the director and parents and by being consistent and fair. A teacher with such a personality can handle difficult situations in contemporary schools and be appreciated by others.

Conclusions

It is worth reiterating a very important question from the point of view of our subject: *How should conflicts connected with pupils' bad behavior be solved?* The answer is a four step negotiation of agreement to solve the conflict of interests: i) confrontation with the opponent so that he can directly express directly his position and feelings ii) mutual determination of the conflict – solving a conflict requires its determination in a way that is acceptable to both sides iii) to express an intention of cooperation, that is a sincere expression of an intention to cooperate, when it is done quickly,

¹⁶ Cf. L. Cohen, L. Manion, K. Morrison, *Wprowadzenie do nauczania*, Poznań 1999, p. 354.

suspicion and the defensive attitude of the opponent waver and both sides of the conflict better perceive (as an understanding and accepting person) one another iv) negotiating and broadening the perspective the demand for alternative perspectives to look at the problem dominates here.¹⁷ In this laconically presented recipe for dealing with discipline in school, there is a peculiar call for open and enterprising teachers, who are close to their pupils, able to cooperate and find themselves in situations that demand creative solutions. Above all, these educators who care about values, people and successes are appreciated. The real pedagogical success is to instill in a sense of responsibility in others and in oneself, for one's own and other people's development and fidelity to their vocation or universal and always actual values. An enterprising teacher is the one who can connect tradition with modernity – as the great Polish educator Jan Władysław Dawid used to say – 'it's a love of souls'. The vocation to be a teacher should be united with a continuous search for the new methods of education which are effective and have observable effects. Effectiveness in the area of educational interaction is an irreplaceable contribution of the teacher, to favorable conditions and pupils' willingness to cooperate. However, the most important element in deciding the success of education is the personality of the teacher, who is responsible for the management and quality of the process of development in his pupils. We should lavish particular attention and understanding on teachers, who really try to do something for the good of others. Although the effects of their work may not be seen immediately, we should treat this difficult vocation with due respect, that is the education of children, teenagers and adults towards values and fullness of humanity.

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