



Pupils' Evaluation of Pedagogical Competencies of Vocational Subject Teachers

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Abstract

Introduction

The paper deals with evaluation of the pedagogical competencies of teachers in the vocational subjects from pupils' view. The main goal of this paper is focused on the survey results and some recommendation for the teachers. Our own survey via questionnaires was realised at the School of Electrical Engineering in Trnava in Slovakia. Our respondents were pupils of graduated classes. The teacher's personality together with pedagogical competencies are prerequisite for positive pedagogical influence despite that the teacher on his own cannot guarantee positive and successful teaching-learning results. One of the most important element in that process which creates direction and intensity of the interaction between teachers and pupils is point of pupils' view. Their opinions, evaluation and appreciation of the teachers. The pupils do not have a strong ability to change teaching process like students, but we think it is important „listen to“ their opinion and consider the pupils as participants in a process of teaching.

Survey and analysis

The main goal of our survey was to evaluate teachers' pedagogical competencies - in the professional, personal and human field by the pupils. Pupils (boys aged 17-18) evaluated 7 types of pedagogical competencies via questionnaires, divided into 2 parts. In the first part they answered the questions about real situation at the vocational schools. In the second part they were asked to formulate their preferences to the teachers. .

Conclusion

We have gained interesting insight within this area via pupils responses. We wanted to know what teacher is considered as a good teacher for pupils. Results have shown that they want a good-looking, friendly, sympathetic, humorous and fair teachers. The teacher's professionalism, teaching experience, expertise are not significant elements for pupils in this age. These recommendation are very helpful for teachers' self-reflection in their daily pedagogical work.