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Pedagogical Condition at Undergraduate Teacher Preparation

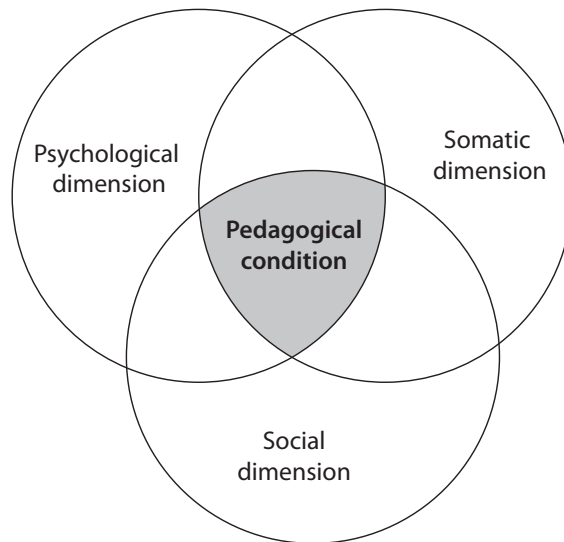
Abstract

Within the academic preparation of future teachers we quite often notice that the students expect pedagogical or didactic disciplines to give them practical advice and guidelines for their teaching, which is logical. However, every experienced pedagogue knows how unrealistic such expectations are. The study of pedagogical sciences offers information basis, but its knowledge does not guarantee pedagogical mastery to any teacher. Our aim is to enrich the existing form of pedagogical programmes by adding a new dimension of personality development, which we want to achieve through psychosomatic disciplines. Completing this kind of preparation should enable the students to develop the so-called pedagogical condition. Graduates in Teacher Training programmes should then be not only academically educated professionals, but also authentic, self-reflecting personalities, capable of taking responsibility for their action.

Keywords: *pedagogical condition, psychosomatic preparation, undergraduate teacher preparation, pedagogical environment, psychodidactic dimension, personal dimension, communicative dimension*

Introduction

In the introduction we present the results of the research that involved the students of Bachelor's programme Preschool Teacher Training, during three years (2010–2013). On the basis of the presented findings we offer a model of preparation with its verification that would make the undergraduate preparation of future pedagogues more effective and develop their pedagogical condition.

Picture 1. Aspects of pedagogical condition

Pedagogical condition in teacher preparation is what we understand as promptness, tuning of the student towards holistic perception of the social situation, it is an ability to react adequately to its actual requirements using all previous theoretical and practical knowledge but also its transformation for the given situation that is always unique and non-recurrent in its way; it is a capacity to see and solve situations in the existing context (Valachová, 2009, p. 515). Within the psychosomatic disciplines we would like the graduates in pedagogical programmes to achieve a psycho-somatic-social understanding in the pedagogical environment. Moreover, we take pedagogical condition as a prerequisite for preventing and dealing with disciplinary problems using the capacity to make the students take an interest.

Psychosomatic condition can be obtained with the study of psychosomatic disciplines. According to Vyskočil (2000), it is “a sort of maturity, readiness, preparedness, and sometimes a need, an impulse, a drive to act, perform, behave, feel in public in a direct, immediate, spontaneous, creative and productive, free and responsible way.”

Pedagogical condition is a holistic problem and task. It is defined as a kind of maturity, preparedness, readiness, and sometimes a need, an impulse, a drive to enter the social or educational contact with students, to act, behave, feel in a direct, immediate, spontaneous, creative and productive, free and responsible way (Švec,

Vyskočilová, 2007). This condition involves physical and psychical, as well as moral readiness to act.

Kliková (2003) defines **condition** as a capacity to shift affinity and autonomy in interpersonal relations, as a bodily perception and vocal readiness that enables to tolerate and, to a certain extent, control stress which is caused by an annoying state of one's own inconsistency, fragmentation, unpreparedness in advance. According to her, condition means keeping one's attention that is different from the attention of common rational and customary behaviour.

1. Methods and results of the research

Our research work had 3 research phases: identification of the pedagogical condition factors, measuring the level of pedagogical condition, formation of an experimental programme, and verification of its impact on the level of pedagogical condition. In the introduction to the research we set the basic **research questions**: Which factors determine pedagogical condition? What is the level of pedagogical condition factors in the research group? How to develop pedagogical condition in pedagogical preparation? The questions correspond with **the research aims**, with the primary research aim of identifying the pedagogical condition factors. The secondary aims evolved during the research implementation and they were set as follows: measuring the level of pedagogical condition, and the application of the programme in which we expected to develop pedagogical condition. **The research group** comprised 50 students; in the second and third phases of the research they were divided into two groups (A and B), each of them had 25 respondents. This group involved undergraduate students of pedagogical preparation, Bachelor's programme, full-time. The students were divided by reason of implementation of the experiment for which we set these hypotheses as follows:

H1: The average points obtained in the factor of psychodidactic dimension are different in the control and experimental groups.

H2: The average points obtained in the factor of communicative dimension are different in the control and experimental groups.

H3: The average points obtained in the factor of personality dimension are different in the control and experimental groups.

The following part of the article describes the identification of the factors which are used in the hypotheses, as well as the methodological basis for the research implementation. In the following part we outline the results found in the individual phases of the research.

In the first research phase we found out which variables determine pedagogical condition. This identification was carried out with a quantitative approach using the technique of standardized observation. Standardized observation was provided with the use of an observation sheet created by the authors. The observation took place on two levels. Within the first observation a video was recorded of the students who had to prepare a performance intended for preschool children as a part of their curriculum requirements. Based on the analysis of these videos, the basic variables determining pedagogical condition were established. During the second observation the students were video recorded again, this time in pedagogical practice. Then the direct interaction between the students and preschool children was evident and the variables established in the prior observation were analyzed. These specific variables were analyzed as follows: emotional stability, energy, nonverbal communication, responsibility, originality, adequacy, spontaneity, self-confidence, sociability, creative thinking, verbal communication, continuity, and illustrativeness.

After the identification of the variables, the second phase of the research followed. It concentrated on the assessment of the level of the individual variables in the particular group. In terms of the level of the variable, the assessment used in higher education institutions in the country is applied. We classify the level with 6 grades (cf., Table 1). Within the frequency of occurrence it is discussed whether the variable is present during the teaching practice of the student and whether it is used repeatedly or not. The frequency of occurrence and the overall level is quantified with the points obtained. Each variable gets points on a scale of 0 to 10. In total 13 variables factors were identified.

Table 1. Classification of the level of pedagogical condition

Points obtained	Classification of the level of pedagogical condition
10 points	Excellent level (A)
9 points	Very good level (B)
8 points	Good level (C)
7 points	Satisfactory level (D)
6 points	Pass (E)
5 points and less	Fail (F, Fx)

For the interpretation we used an observation sheet designed on the basis of the first phase of the research. There were 50 respondents who were the participants of

the observation. The students were divided into 2 separate groups: A and B. They were the students of the same study programme. This division was organized to make the administration of the research more effective. At the end the following medians of the points obtained in each of the factors were found.

The table characterizes the level of pedagogical condition of the whole sample. The average values show that the sample varies from a satisfactory to an unsatisfactory level of pedagogical condition. In order to be able to continue work with the variables in a more complex manner, we carried out a factor analysis to identify factors determining pedagogical condition. Table 2 presents the coefficients and correlations between individual variables.

Table 2. Descriptive statistic – the measure of variables

Variable	Descriptiv Statistic				
	N	Average	Min	Max	St. dev.
Adequacy	50	6.64	3.00	9.00	1.35
Continuity	50	6.74	4.00	9.00	1.44
Ilustrative	50	5.98	2.00	9.00	1.38
Nonverbal com.	50	5.58	3.00	8.00	1.21
Sociability	50	5.22	1.00	8.00	1.50
Verbal com.	50	6.16	3.00	8.00	1.30
Self-confidence	50	5.56	2.00	9.00	1.70
Emocional Stability	50	5.52	2.00	8.00	1.57
Responsibility	50	5.52	2.00	9.00	1.89
Originality	50	4.06	1.00	7.00	1.58
Spontaneity	50	5.96	1.00	9.00	1.74
Energy	50	5.22	2.00	8.00	1.43
Creative Thinking	50	3.92	2.00	6.00	1.21

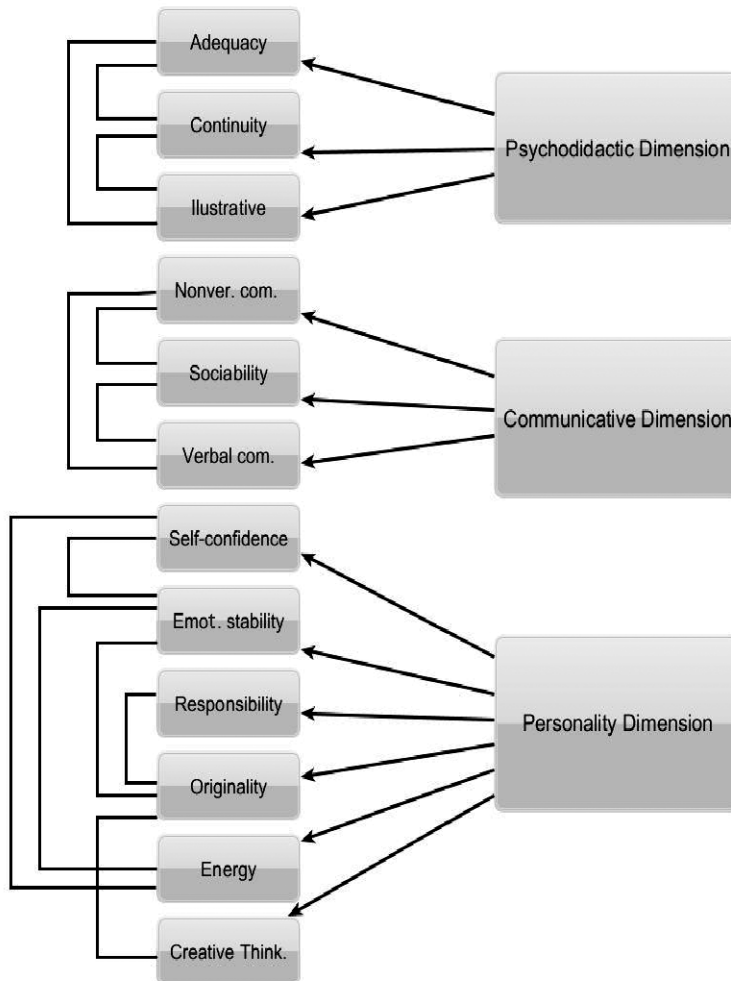
On the basis of the above analysis, we created the following factors: personal-ity, psychodidactic and communicative dimensions. The concrete variables that compose these factors are shown in Picture 2.

The results of the factor analysis make it clear that **creative partner personality** is formed by self-confidence, emotional stability, responsibility, originality, energy and creative thinking. Creative partner personality is described further in this article.

Table 3. Factor analysis of variables

Variable	Factor Analysis p < .05000, N=50												
	Adequacy	Continuity	Illustrative	Nonver. com.	Sociability	Verb. com.	Self-confid ence	Emot. stab.	Respons.	Original.	Spontaneity	Energy	Creative Think.
Adequacy	1.00	0.36	0.45	-0.11	0.04	0.07	-0.01	0.12	-0.05	-0.15	-0.27	0.06	0.19
Continuity	0.36	1.00	0.33	-0.03	0.18	0.11	-0.16	-0.10	0.11	-0.02	-0.08	0.07	0.07
Illustrative	0.45	0.33	1.00	-0.09	-0.13	-0.01	-0.17	0.01	0.02	-0.24	-0.05	0.02	0.10
Nonverbal com.	-0.11	-0.03	-0.09	1.00	0.47	0.32	0.09	0.27	0.19	0.22	0.07	0.02	0.09
Sociability	0.04	0.18	-0.13	0.47	1.00	0.40	-0.03	0.00	-0.02	0.09	0.18	0.08	0.14
Verbal. com.	0.07	0.11	-0.01	0.32	0.40	1.00	0.12	0.19	0.01	0.22	0.18	0.21	0.10
Self-confidence	-0.01	-0.16	-0.17	0.09	-0.03	0.12	1.00	0.39	0.15	0.26	0.04	0.58	-0.04
Emotional Stab.	0.12	-0.10	0.01	0.27	0.00	0.19	0.39	1.00	0.56	0.46	0.04	0.36	0.05
Responsibility	-0.05	0.11	0.02	0.19	-0.02	0.01	0.15	0.56	1.00	0.34	-0.02	0.25	0.12
Originality	-0.15	-0.02	-0.24	0.22	0.09	0.22	0.26	0.46	0.34	1.00	0.21	0.25	0.42
Spontaneity	-0.27	-0.08	-0.05	0.07	0.18	0.18	0.04	0.04	-0.02	0.21	1.00	0.07	0.03
Energy	0.06	0.07	0.02	0.02	0.08	0.21	0.58	0.36	0.25	0.25	0.07	1.00	0.12
Creative Think.	0.19	0.07	0.10	0.09	0.14	0.10	-0.04	0.05	0.12	0.42	0.03	0.12	1.00

Picture 2. Factors of pedagogical condition



We view the relation between originality and responsibility as essential since within the proposed programme of pedagogical condition we put emphasis on the development of the capacity to act being aware of the responsibility for one's own actions and at the same time with consummate ease. This fact is also evident in Vyskočil's definition of psychosomatic condition that emphasises the ability to act in a creative and at the same time responsible way.

Communicative dimension is formed by nonverbal communication, sociability and verbal communication. In our approach verbal communication is primarily formed by the following skills: the art of sharing and communicating, the art of managing and feeling dialogue, the art of listening and answering in intra- and inter-personal communication. Nonverbal communication is formed chiefly by the knowledge that utterance is realized by means of basic types of expressive signs, i.e., expression, miming, pantomime and gestures, and that these distinctively support our verbal communication.

The relation of verbal and nonverbal communication to sociability expresses succinctly the capacity to manage the situation (be in the situation) which is understood as the resulting success of the individual as the active creative one who in an intra- and inter-action with the members of the situation produces a unique, non-recurring, authentic creation.

The connection of all three aspects – verbal communication, nonverbal communication and sociability – shows that it is impossible to separate one aspect from another and develop it by itself. The cultivation of all these aspects is necessary for the development of pedagogical condition.

Psychodidactic dimension is understood as parallel to expertness, in this case the knowledge and capacity to apply didactic principles. Thus, it means adequacy, continuity and the golden rule of didactics – illustrativeness.

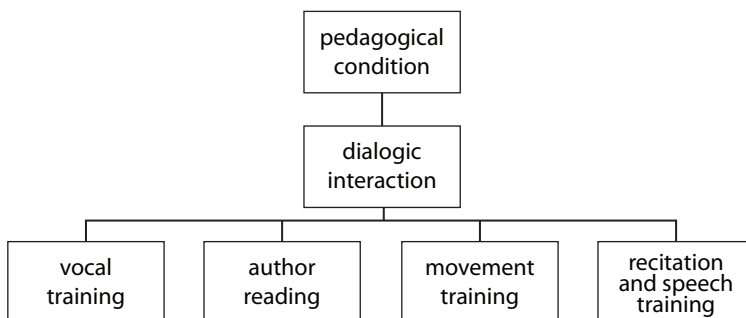
After the identification of the level of the factors, **the third phase of the research** followed. Since we found out that the total level of pedagogical condition of the respondents was insufficient, on account of these findings we proceeded to perform an experiment. It was an application of methods developing pedagogical condition. The experiment was carried out for three years at the university. The respondents were divided into two groups, an experimental one and a control one. Each group consisted of 25 respondents. The control group received training in a traditional form, i.e., they received theoretical knowledge in lectures, and within seminars the students were given continuous tasks and activating methods were used. In the experimental group we used methods which are specified below.

2. The methods applied in the experimental programme

How to develop pedagogical condition? We found the inspiration for pedagogical condition development at the Department of Authorial Creativity and Pedagogy in The Theatre Faculty of the Academy of Performing Arts in Prague.

In the curriculum of the department there are the following psychosomatic disciplines in which the students are developed: dialogic interaction, recitation, vocal training, movement training, and author writing and reading. The supporting pillar of this conception is dialogic interaction with the inner partner.

Picture 3. The relation between psychosomatic disciplines



The experimental programme involved the following disciplines: vocal training, author reading, movement training, recitation and speech training, and the integrating discipline that will be described later, dialogic interaction with the inner partner.

2.1. Dialogic interaction with the inner partner

It is a special kind of dialogue of the individual with oneself when he or she has to capture the dynamics of his or her feelings using words, voice, movement, and other means. In the presence of the others one learns to be oneself. Dialogue should not be mere conversation, verbal replies, but real behaviour growing out of body involvement (Hančil, 2005, p. 37).

Dialogic interaction is principal, but at the same time it is also the most controversial discipline that conceals a number of paradoxes. A person becomes aware of them gradually. One of the biggest paradoxes is hidden in the “assignment”: “*Try dialogic interaction with yourself. With yourself as a partner/partners.*” The student tries to be the one who acts in a spontaneous and authentic way, and immediately after that the one who in the same spontaneous way reflects the previous action and proceeds with another action in relation to it (Čunderle, Roubal, 2001, p. 91).

The cardinal meaning of this conception is **education forming a creative and partner personality**, it cannot be only about techniques for mastering voice,

speech, movement, etc.; but it is about searching for a way of becoming and – with Fromm’s verb – of being one’s own voice, one’s own speech, one’s own movement, etc., of recognizing one’s personality dispositions, accepting them, being in harmony with them, and developing them (Čunderle, 2001). On the road to oneself, one is also on the road to other people. A holistic personality is someone who enters relations confidently.

We come out of the premise that dialogic interaction in this conception develops a partner attitude to oneself. The capacity for a partner attitude to oneself is what we understand to be a prerequisite for the development of a partner relationship between the educator and the educated (Andrysová, 2011, p. 106).

3. The final comparison of the experimental and control groups at the level of pedagogical condition

For the final comparison of the experimental and control groups that took part in the experiment of the development of pedagogical condition, we used the T-test method for independent samples. This method enables us to compare the average number of obtained points in the groups. T-test was calculated with division in accordance with the identified factors (psychodidactic dimension, communicative dimension and personality dimension).

H0: There is no statistically significant relationship between the average number of obtained points in the psychodidactic dimension in the experimental group and the control group.

HA: There is a statistically significant relationship between the average number of obtained points in the psychodidactic dimension in the experimental group and the control group.

Table 4. T-test for the psychodidactic dimension factor

Psychodidactic dimension	T-test for independent samples									
	Average group 1	Average group 2	t	sv	p	N group 1	N group 2	Stan. dev. group 1	Stan. dev. group 2	p Variance
Avarage Group A vs. Avarage Group B	6.60	6.31	0.98	48	0,33	25	25	0.95	1.16	0.34

The calculated values confirmed the null hypothesis, thus, at the level of psychodidactic factor there is no statistically significant relationship between the experimental and control groups. This finding could have been influenced by several aspects. All the students, regardless of whether they belonged to the

experimental or control groups, obtained the same academic knowledge in the field of didactics and psychology.

H0: There is no statistically significant relationship between the average number of obtained points in the communicative dimension in the experimental group and the control group.

HA: There is a statistically significant relationship between the average number of obtained points in the communicative dimension in the experimental group and the control group.

Table 5. T-test for the communicative dimension factor

Communication Dimension	T-test for Independent Samples									
	Average group 1	Average group 2	t	sv	p	N group 1	N group 2	Stan. dev. group 1	Stan. dev. group 2	p Variance
Average Group A vs. Average Group B	6.65	5.29	5.01	48	0.00	25	25	0.85	1.06	0.28

The second hypothesis assumed that there is a difference between the experimental and control groups in the factor of communicative dimension. This difference was statistically significant at the significance level 0.05. Therefore, we confirmed the alternative hypothesis, and we can state that during the implementation of the programme the experimental group developed the communicative dimension of pedagogical condition.

H0: There is no statistically significant relationship between the average number of obtained points in the personality dimension in the experimental group and the control group.

HA: There is a statistically significant relationship between the average number of obtained points in the personality dimension in the experimental group and the control group.

Table 6. T-test for the personality dimension factor

Personality Dimension	T-Test for independent Sample									
	Average group 1	Average group 2	t	sv	p	N group 1	N group 2	Stan. dev. group 1	Stan. dev. group 2	p Variance
Average group A vs. Average group B	5.72	4.82	3.61	48	0.00074	25	25	0.76	0.99	0.19

Within the third hypothesis we studied the differences between the experimental and control groups in the factor of personality dimension. The alternative hypothesis was confirmed again, therefore, we can view statistically significant

differences between the averages of both groups. This means that during the implementation of the programme to develop pedagogical condition, the level of pedagogical condition increased in the factor of personality dimension in the experimental group.

The study shows that the above-described programme influences the development of pedagogical condition in the communicative and personality dimensions. As we have already mentioned, no relationship can be seen in the psychodidactic dimension, since both experimental and control groups received the same academic training.

Discussion

We can see that abroad there are trends towards complex development of students who study to work in caring professions. The aim is mostly to boost movement activity with artistic elements. This is confirmed in the studies by Nikitin, 2003 and Blaisdell, 2003, who put emphasis on the role of including movement in vocational training. Thus, they want to balance the intellectual activities of the studies. Body training “to keep pace with the mind“ requires that students divide their time between physical activities and reading books, reviewing work by every one of them, and visiting exhibitions, dancing and theatre performances, etc. Their objective is to achieve the highest clarity of physical and emotional body expression, because the individual always moves in relation to the surrounding area (Blaisdell, 1993).

We focus on the complex development of the individual that puts emphasis not only on academic knowledge, but chiefly on abilities and skills that are part of pedagogical condition. Even though these trends are evident in pedagogical preparation, we focus on developing the future pedagogue as a partner creative personality. We take account of the variables which can be also found in many foreign studies discussing the so-called Ideal Teacher. Of course this title is exaggerated, however, research studies society’s demand for a teacher who has a major influence on the learning and education of an individual. And which characteristics have been identified? The teacher is expected to have:

- expertise,
- pleasant verbal utterance with no trace of bad mood, speaks clearly and comprehensibly, has a so-called clear voice. Verbal utterance is assessed not only in oral but also in written communication,

- many studies emphasise humour – according to students, teachers should have a sense of humour, it helps them to better attract the students' attention and they seem much friendlier,
- flexibility – the teacher can react flexibly to the situation in class,
- self-confidence, which is related to the teacher's self-concept,
- openness – this quality is connected with the teacher's willingness to share their feelings or opinions with the students,
- capacity to solve problems with the students,
- good personal hygiene and attractive appearance – this feature is very often part of the teacher's characteristics because the students expect the teacher to have a clean and tidy appearance (Dawn, 2011).

Other studies reveal the following qualities, abilities and skills: creativity, inventiveness, reliability, flexibility, responsibility, intelligence, good communicative and organizational skills, capability to motivate students, solve problems, and last but not least, it is not only about a good teacher, but also about a good educator (Al Balushy, 2012).

In our article we want to draw attention to the necessity of preparation that respects and integrates all the given elements. **Where can we see the innovation of the proposed preparation?** Up to this time schools have shaped the students considering the demands of their future job. It is, however, also possible to conceive study with students as confident personalities deciding about their vocation themselves, and instead, try to develop their pedagogical condition so that they would gradually get a capacity for personal self-fulfilment. Thus, we move the scope of vocational requirements to the student's individuality. This direction is substantiated especially at the time when graduates' success at the labour market (it concerns the students of humanities in particular) depends on the labour market demand that requires an attained degree rather than taking account of the study programme the person graduated from.

The aim of this conception is to prepare teachers who will be able to create norms considering a given situation rather than abiding by the given norms permanently, because they themselves realize best what they want to achieve in their work, they know the reasons for it, and they take responsibility for their decisions. They direct their actions with respect to norms, but also with respect to existence. The graduates should be people whose actions will represent a conscious, communicative and creative approach.

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