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# 136 PS „LUBEN KARAVELOV”

TEACHER –  
STUDENT

RELATIONSHIP



Communication between the teacher-student is influenced **by the age of the students, cognitive and emotional development and maturation and the environment** in which they interact. The **different age** of the students implies **different dynamics in communication**, a change in the position of the teacher and concerns the question of **different styles of communication**, which reflect the nature of the relations between students and teachers.

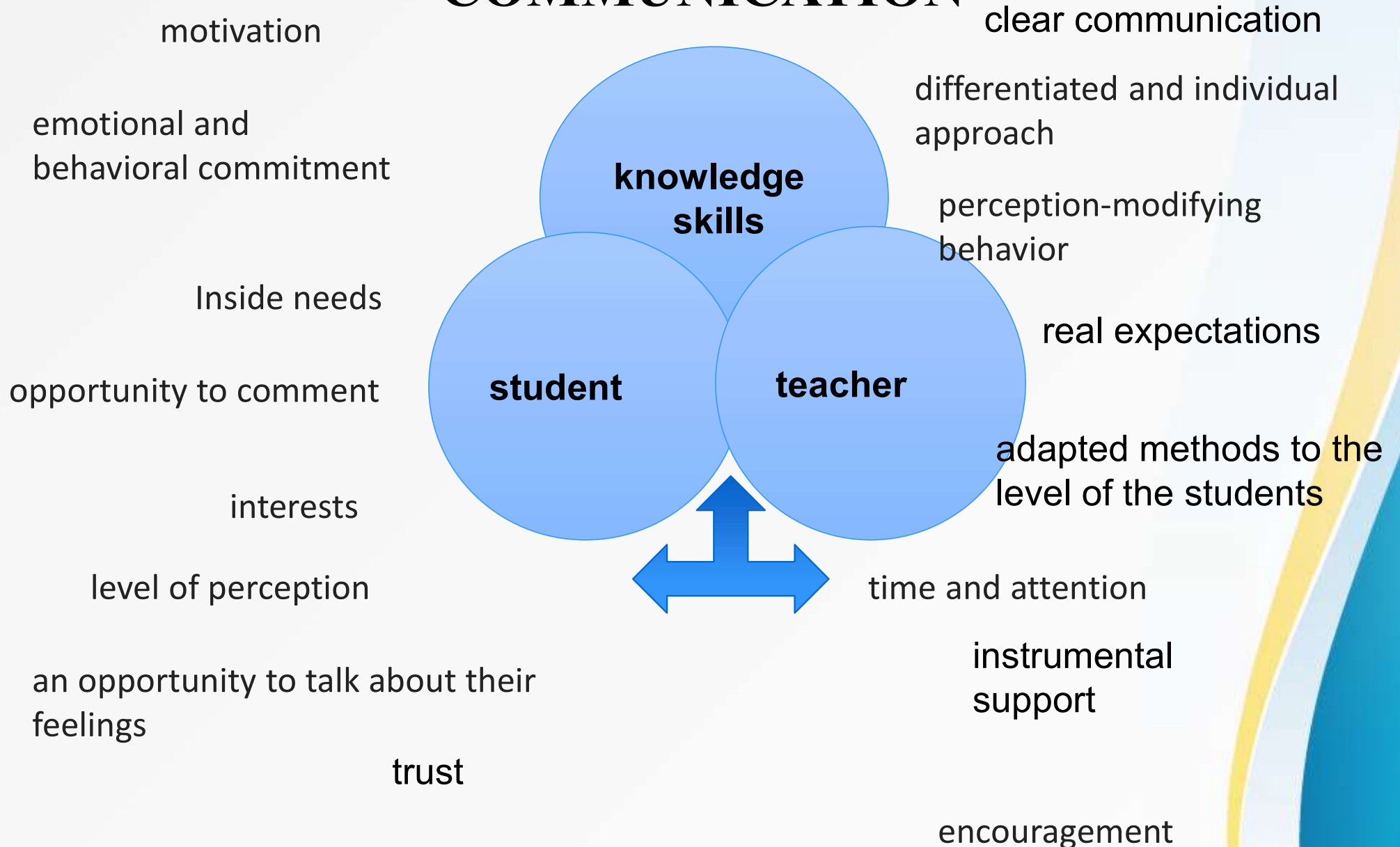
The most common classification includes **authoritarian, liberal and democratic** style. **Different styles** of communication have **different effects on the classroom atmosphere, the student, the learning process, the students' motivation for learning and their achievements**.

# Teacher – student **relationship**

**Productive teacher-student relationships** suggest that the teacher be **natural**, show **empathy** and unconditional **support**, be able to **establish a dialogue** of trust in which students are free to **express their thoughts and feelings**.



# FACTORS OF THE EFFECTIVE COMMUNICATION





Successful satisfaction of the needs of students in the school context is determined not only by the type of interpersonal relationships, but also by the content and structure of cognitive activities, teaching methods, the degree of students' involvement in the learning process, respect for their interests and choices, providing discussion opportunities, working in groups.



## SUPPORTING STYLE



The supportive style can be successfully applied in an integrated and accompanied by a seriously structured environment in which teachers plan, set goals, provide guidance and requirements and remain responsible for learning outcomes. Teachers who connect with students in a supportive way experience more satisfying relationships with them, less negative emotions, more productive results, and this has a positive effect on their sense of subjective well-being.

# SUPPORTING STYLE

The teacher respects the child as an equal personality and believes in his right to be personal free choice.

Not just teaching a certain subject. He burns, excites, inspire the path of knowledge.

The teacher does not come from the position of "knowing and able", but from the "seeker" position. Seeker, with the child, in support of the child.

The teacher communicates with the children, strives to provoke students' self-seeking and thinking, not to give them ready solutions.





# SUPPORTING STYLE

The teacher watches the students discreetly, hears them, tries to understand their reactions, anxieties and questions.

The teacher feels the process of learning in his holistic nature, is able to make connections between the individual pieces of knowledge.

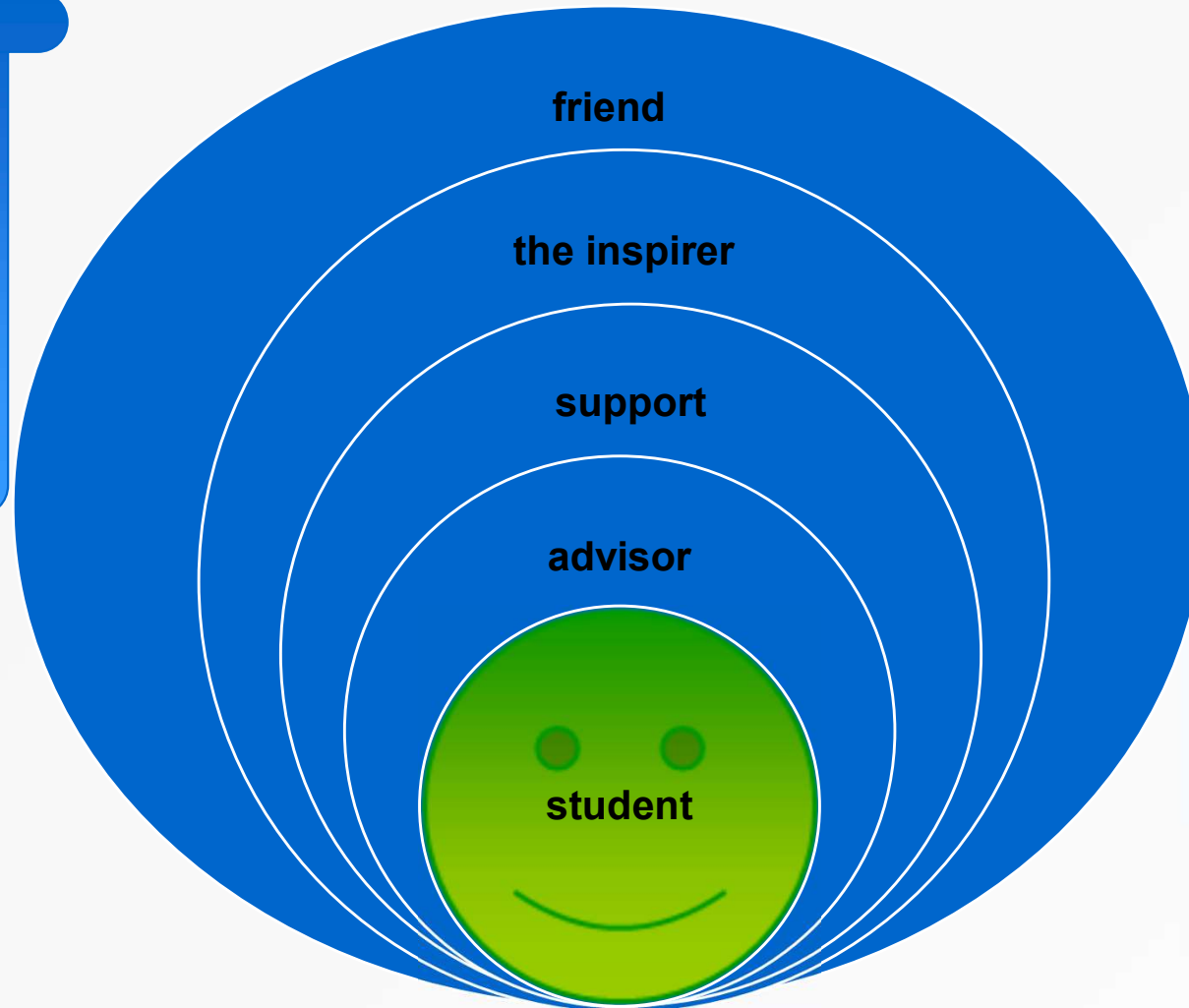




# TEACHERS AS A MENTOR

**Mentoring is a support, but not dependence. It is advice, but not insistence**

rules that are  
respected  
on both sides



**Transfer of positive emotion to balance self-esteem,  
sensitivity, connection with the child.**



# ETHICAL RESPONSIBILITIES TO THE CHILD IN OUR SCHOOL

To understand and respect the uniqueness of each child.

Consider the specific vulnerability of each child.

knowledge of the individual characteristics of each child

Supports the child's right to freedom of expression  
an environment that stimulates the child's social,  
emotional and physical development.



Teachers are **free to choose the systems and methodologies** to use teach different areas of knowledge.

Requirements for teaching methods: Consistent with the **principles and methods of Nonviolent Communication; Adaptation to the pace of learners** and their **way of learning** enabling active participation of students.

Teachers' autonomy **in choosing didactic materials**.

The teacher, together with the students, **creates the learning environment** in their field of knowledge, **sets the framework** for content offered, discusses with students opportunities for its expansion according to the manifested interests, poses certain requirements for their hours to be followed.

# Commonly used methods

- individual approach
- stimulus-response method
- Learning through games - cognitive, constructive, developing coarse and fine motor skills, educational, educational, role, desktop, computer.
- Visual and didactic materials, developing ideas, concepts, understanding, algorithm of action, manipulation and use in working with children and students with special needs
- Learning by doing-modeling, arranging, correlating, drawing, coloring, etc., using various materials and materials;
- Learning through the effects of music - including listening, performing, movement (proprioception, interoception);

# Individual approach

- Requires good knowledge of students' cognitive and intellectual development, seeking real / individual opportunities to promote academic achievement and the overall development of their personal potential.
- Teachers develop a student's personal profile - social status, health status, strengths and weaknesses of behavior, knowledge and skills.
- Its strengths are leading and the teacher should focus his work on what the child can do, not what he cannot.
- If necessary, the teacher prepares a student support plan that includes assistance of various kinds.



# Individual approach

- The teacher's messages / instructions should be concise, clear and precise, accompanied by supportive guidelines, instructions and actions that give a sense of calm and are accompanied by positive emotions and commitment.
- After three months of work on the support plan, the individual progress of the student is measured.
- A personal support team has been set up at the school to decide on the development of the particular student together with the parents.



# Stimulus-response method

From the birth of a person, motivation and behavior are influenced by the environment, experiences and actions of others.

We humans are constantly receiving information through our sensory channels: vision, hearing, smell, taste, sense of touch, balance / sense of head position in space, a sense of the location of our joints and muscles, a sense of the state of one's body.

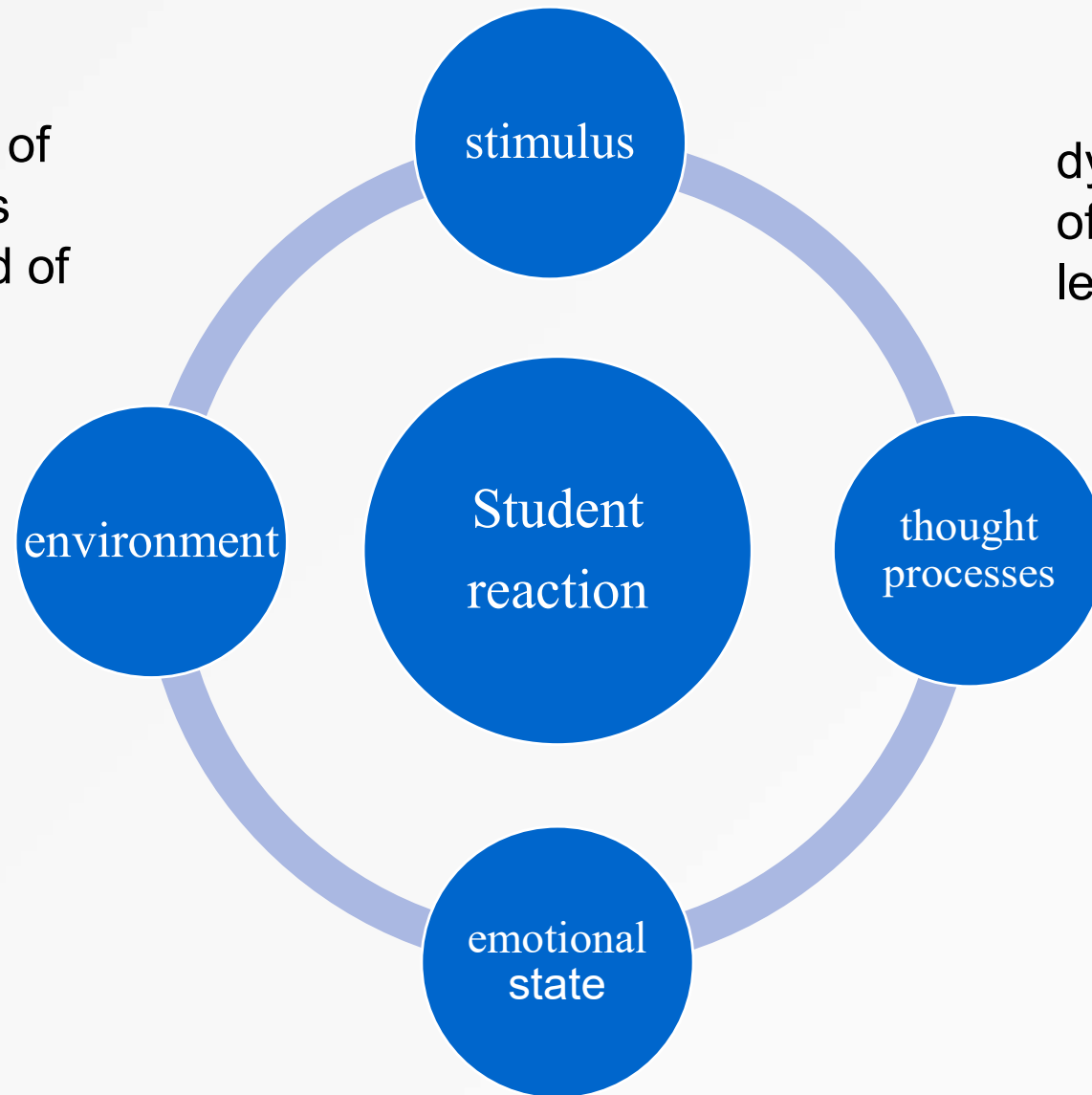
This information is processed by our brains. Sometimes, however, processing is slower and more confusing, and sometimes the result of this processing is unpleasant - e.g. hypersensitivity pain to light and sound, lack of orientation, loss of balance. That is why some children report that the letters dance, others hold the pen too tightly and press too hard or cannot follow the lines when writing.

Others cannot understand the linear structure of language, namely, that speech is composed of sentences, words, syllables, phonemes - for them everything is a stream that can neither be broken down and written, nor can it be read.



# Interaction with the stimulus-response approach

Each cycle of the process fills the field of knowledge.



dynamics  
of the  
lesson

# Mode of action for children with special needs

Incentive and engaging in learning and support activities for children with special needs is the use of a variety of activities, techniques that will attract their attention and are tailored to individual characteristics and needs by conducting information through various sensory channels:

- Displaying a model - performing with help and support, practicing with guidance and guidance, or working independently.
- Visual and didactic materials, developing ideas, concepts, understanding, algorithm of action, manipulation and use in working with children and students with special needs:

# Mode of action for children with special needs

- paintings, backgammon, cards, puzzles, colored pencils and paints, plasticine, ties, mosaics, plastic letters and numbers, drawing in salt / sand, working with natural materials / beans, lentils, rice, macaroni, wool, etc .;
- Learning by changing activities - to be diverse, engaging and more conducive to the cognitive process and overall development;
- Learning by doing-modeling, arranging, correlating, drawing, coloring, etc., using various materials;
- Learning through games - cognitive, constructive, developing coarse and fine motor skills, educational, educational, desktop, computer.



# Mode of action for children with special needs

- Learning through the effects of music - including listening, performing, moving;
- Learning through rhythmic maps, etc .;
- Assurance that they can rely on assistance and support in case of difficulties in understanding and implementation;
- Encouragement, appropriate stimulation, performance support, praise, reward, play and more according to the preferences of the children, who bring joy and satisfaction;

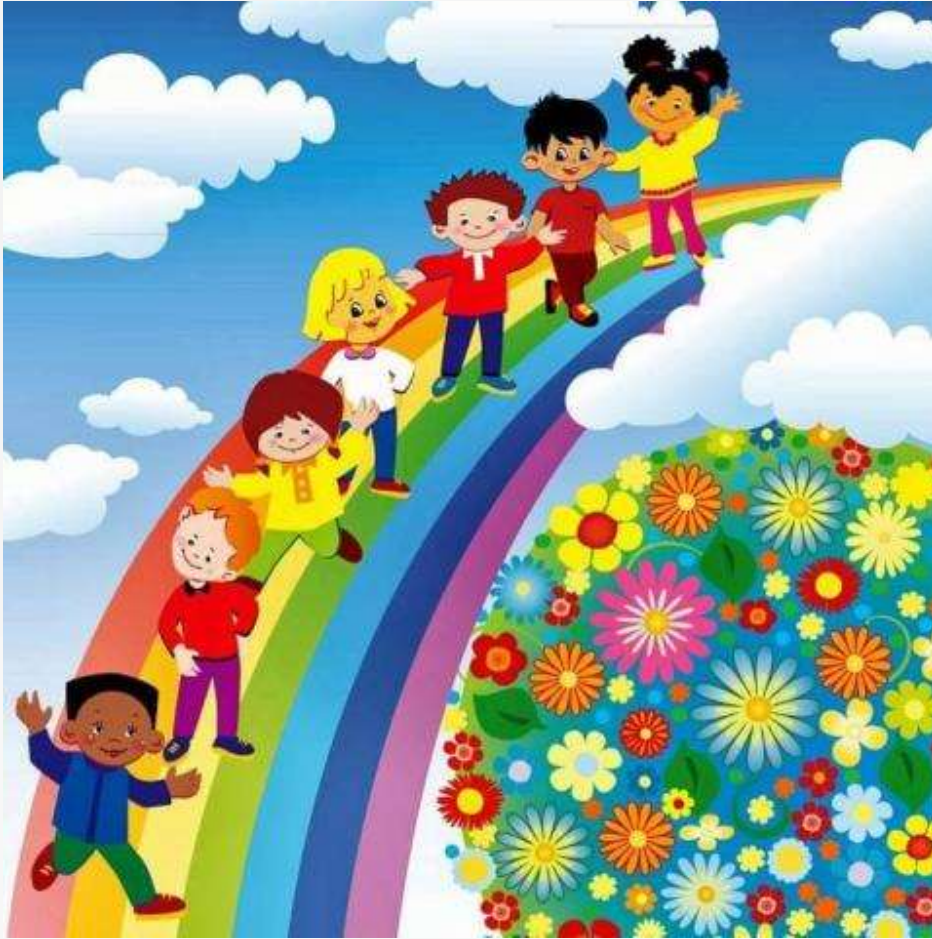


# Mode of action for children with special needs

- Through the use of different incentives for work and impact, the goals and objectives set out in a simple, varied and engaging way can be achieved more easily and more fully;
- the knowledge and abilities of the children are increased ;
- Cognitive processes of thinking, concentration, attention, as well as patience and focus are practiced and improved;
- The emotional state of students with SEN is improved;
- Students' ability to follow the rules of work in their order is improved.
- Confidence in their own abilities and skills to apply the acquired and expanded knowledge and skills is built.

# Mode of action for children with special needs

- Habits and greater confidence are built up in student-teacher collaboration.
- Create a conducive environment for fostering tolerance and supportive relationships.
- Support the development of students in the personal, intellectual and social spheres.



Thank you for your attention!