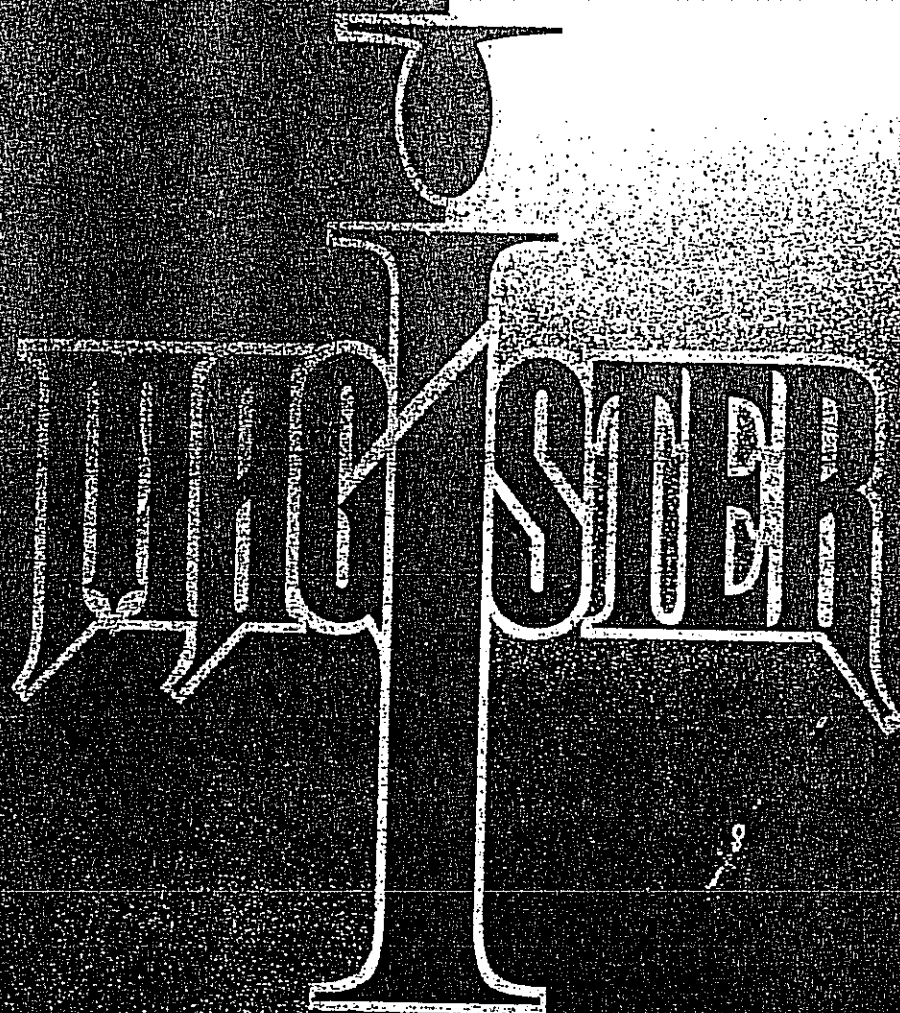


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STUDENT'S IMAGES AS PERCEIVED BY PRACTICING AND PROSPECTIVE TEACHERS*

Аннотация - Авторы сопоставляют характеристики личностных особенностей школьников с позиций их восприятия работающими и будущими учителями. Показано, что оценки учителей по всем предметам в высокой степени коррелируют с теми представлениями, которые учителя имеют об учащимся. Эта корреляция менее высока применительно к математике.

Zusammenfassung - Die Autoren vergleichen die Charakteristiken der persönlichen Besonderheiten der Schüler vom Standpunkt der arbeitenden und zukünftigen Lehramtler an. Es wird festgestellt, daß die Zensuren (fast in allen Fächern) den Vorstellungen entsprechen, die Lehrer von den Schülern haben. Diese Korrelation ist weniger gemäß der Mathematik.

This article presents the results of three pilot studies on the "image of the student" as perceived by teachers. Two of the previous studies dealt with salience of certain traits of the "ideal student" as perceived by in-service training teachers (Maslovaty & Iram, 1989) and by prospective teachers (Maslovaty, 1995). The third study relates to the "real student" traits (Iram & Maslovaty, 1994). The aim of the present study is to analyze the commonalities and differences in the construct and the rating of the real and ideal student characteristics as reflected by the responses of teachers and prospective teachers and also, to discuss the relationship between the perceived students' traits and their achievements.

Research on schooling during the last two decades has focused on the classroom instructional environment, teacher behaviors and teacher-student interaction, as a key to understanding student learning (Levin, 1981). The IEA Classroom Environment Study (Anderson, Ryan A Shapiro, 1989) concluded that a "mediating process paradigm" focusing on students rather than teachers

should replace the usual "procedures" (p. 296).

Bennett (1991) claims that classroom pedagogics and subject matter should indicate that teachers have different views on subjects. He notes the HMI reports in the U.S.A. that criticize specific subject matter, to the detriment of the diagnosis of children's learning.

Studies on the characteristics of students as perceived by teachers reveal two approaches. One approach is based on the views of teachers. One approach is based on the views of the student in accordance with the time (Benyamini, 1973; Benyamini & Benyamini, 1973; Benyamini & Benyamini, 1973). Benyamini and colleagues propose a schema held by people in particular role categories. In their Implicit Association Test, a number of traits ordered in terms of their importance to the structure. Teachers' implicit notions of the characteristics of students which are presumed to be related to their role or ideology. Benyamini (1973) and Benyamini (1973) characteristics in the realm of a student's investment in the axis included students' investment in the class learning environment. Three main factors reappearing across studies are: adjustment, and good student.

Another approach (Babad, 1985 & Babad, 1985) claims that the cause of their personal background, racism or prejudice, but not their expectations (1983), however, presents the risk of low expectations about the student. Jacobson theory that the predicted likelihood, not only of the effect of the student, namely the Pygmalion effect, but also of the "Golem of Prague" Effect, besides the teacher's biased perception of the student and/or student background variables, or sex the teacher's bias might, with the students in a way that affects their achievements (Rosenthal & Babad, 1985).

In support of this view, studies on different ethnic origin (Babad, 1985) pupils identified as Orientals (of different ethnic origin) assessed lower in their learning

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