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TEACHING AS A DIALOGUE THROUGH CRITICAL FRIENDSHIP WITH STUDENTS (AN EXAMPLE OF REFLECTIVE PRACTICE)

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Abstract: The paper aims to shed light on the possibilities of achieving deep dialogical teaching through critical friendship with students. The teaching experience described illustrates how teaching and communication through dialogue can be improved by joint efforts of teachers and students.

The attempt is based on theoretical presumptions where dialogue is perceived on the basis of its form and purpose. Most of the teaching takes place through some kind of a dialogue, but the purpose of these dialogues can be quite different. So „dialogue in spirit“ is what actually counts as true pedagogic dialogue. If the purpose of dialogue is only to lead us to the answer that a teacher has already had in mind, we are actually referring to a „recitation“.

The way of achieving better understanding between students and teachers is to develop critical friendship between them. Students significantly increase their role in reflection on the entire educational process with active participation in the action research. In doing so, the authors wanted to examine in which way students' roles in higher education might be transformed so that they become active participants, not only in the classroom activities, but in the overall reflexive process.

Keywords: students as critical friends, monological teaching, dialogic teaching, reflective practice.

1. Theoretical background

1.1. Critical friendship

We may presume that the idea of critical friendship has existed for a long time, but the very term was established within the concept of action research. Though action research has been defined in various ways, the active and thorough approach to the problems in society underlies the vast majority of definitions (Freire, Argyris, McNiff, Torbert, Whitehead). The nature of action

research is significantly different from that of traditional research (primarily that belonging to a positivist paradigm) which is normally oriented towards „separateness“ and „neutrality“ when it comes to the object of the research, and in which the researcher takes neutral position towards the object of the research (Bognar, 2012).

In Jack Whitehead's *living theory* action research starts with us, the fundamental question being *How can I improve my practice?* (Whitehead, 1993). Whitehead and Jean McNiff believe that in the process of practice improving, a major role belongs to a critical friend, a person who is considered to be someone from „the inside“ and very well acquainted with the working context; a person whose critical comments and indispensable support are extremely important for improving our practice (Whitehead & McNiff, 2010, p 173).

Recently, we have witnessed the efforts on the part of the central institutions to promote the awareness of the importance of critical friendship in teaching¹. One of the most prominent supporters (at both theoretical and practical level) of the idea of action research and critical friendship in Croatia is Osijek University professor - Branko Bognar. Bognar in his PhD thesis *The possibility of becoming a teacher – action researcher through e-learning* (2008) gives an account of three contemporary approaches to implementation of critical friendship: In the first one, a critical friend is a person outside the school who helps those in school to start and carry out the needed changes. In the second approach critical friends are members of the academic society who help practitioners in doing their action research, and in the third approach a critical friend is a person who shares the professional context and helps the practitioner in action research by advising him and giving feedback (Bognar, 2008, p 73).

In this chapter we will provide a case study of the contextual critical friendship (the third approach), which is mainly based on the ideas developed by Jean McNiff, bearing in mind the notion of a critical friend as a person „whose opinion you value and who is able to critique your work and help you see it in a new light. Critique is essential for helping us to evaluate the quality of the research.“ (McNiff, 2012). Thus, what follows is an account of the contextual critical friendship in which critical friends are well acquainted with the whole context and because of that can help in addressing the micro-political issues of action (Lomax in Bognar, 2008).

¹ Attempts of national institutions to raise awareness and educate teachers about action research and critical friendship prove this statement. The conference *Action Research for the Professional Development of Teachers* held in 2010 in Zagreb, and conference proceedings of the same name, published by the Education and Teacher Training Agency, as well as the number of topics on action research and critical friendship elaborated on county educational assemblies, mostly in language classes, witness the effort in raising the awareness about the importance of a teacher as a researcher.

Furthermore, our work reflects the ideas developed in the definition put forward by Arthur Costa and Bena Kallick:

A critical friend is a trustworthy person who asks provocative questions, sees the class situation from the other perspective and offers critical insight in action which results he/she is monitoring. A critical friend is willing to take some time in order to completely understand the working context and results accomplished by individuals or groups trying to fulfil their aims. (Costa & Kallick, 1993).

In this case, critical friends are students who are acquainted with the class context better than anyone else.

1.2. Monologic and dialogic teaching

Even though Nicholas Burbules and Bertram Bruce do not mention action research and critical friendship in their canonical text *Theory and Research on Teaching as Dialogue* (2001), drawing on the critical theory and Bakhtinian dialogism, they offer the interpretation of teaching within the framework of discourse theory, highlighting dialogic relations which lie at the heart of action research.

In their work they give a clear illustration of possible pitfalls of monologic/dialogic –teaching dichotomy. This dichotomy normally evokes the division in which monologic teaching is identified with teacher-fronted teaching, where the teacher holds lectures and students are passive participants of the process. On the other hand, dialogic teaching is standardly perceived as the one in which the voice of the teacher and the student are equally represented in the teaching process. However, Burbules and Bruce deconstruct this simplistic view with their discourse analysis, proving that seemingly dialogically created teaching process can be deeply monological at the bottom. The example of dialogic teaching, which actually lies in the heart of monologic discourse, is provided by Martin Nystrand (1997): In such classes the teacher fully controls the teaching discourse. Although at first glance it seems to be a dialogue, the teacher is the person who directs the conversation, asks questions according to the answers he already has in his mind, and does not take students' answers into consideration to develop further discussion (Nystrand et al. 1997 in Burbules and Bruce).

However, the opposite is also possible. Teaching can be completely monologic (frontal teaching, faculty lecture, presentation), the monologue can motivate students or students to think critically, to be more interested in classes, to critically observe social notions, or even encourage them for action, then

this monologic teaching can be observed as a dialogue
(Burbules & Bruce, 2001).

If we perceive the dialogue as a relation, and not as a speech act, as the American theorists suggest, we can observe that with critical friendship this kind of relation can be accomplished:

Counting a pedagogical communicative relation as dialogical cannot be based simply upon a momentary "slice of time" observation. It cannot be based simply upon counting the number of people involved. It cannot be based on finding a particular pattern of questions and answers. A dialogue is a pedagogical relation characterized by an ongoing discursive involvement of participants, constituted in a relation of reciprocity and reflexivity (Burbules & Bruce 2001, 18).

The role of students as critical friends fully reflects the idea of teaching as a dialogue, as defined by Burbules and Bruce. Their involvement is constant and it does not apply to short time period; the relationship is based on the constant student opinion questioning/reflection on the whole teaching process, and finally on reflection on their role in that process. It leads to the creation of the third, dialogic space, which Gutierrez et al. symbolically describe:

When a true dialogue between students and teacher occurs, rather than random associations between their scripts, a new transitional, less rigidly scripted space – the third space – is created. Within this space, there is more than a random association between scripts and counterscripts²; an actual merging of the teacher and student world view occurs. Here what counts as knowledge... is negotiated between student and teacher (Gutierrez et al., 1995, p. 9461).

To conclude, we aimed (in Bakhtinian terminology (1967)), to create true dialogues by means of establishing a polyphonic atmosphere, such where one voice is not dominant but more voices participate in creating the teaching process.

2. Research context, plan and problem

Critical friendship has been carried out between 4th year students at the Faculty of Teacher Education in Osijek, Dislocated branch in Slavonski Brod – Tanja Đurić and Brankica Ivančić and their teacher Klara Bilić Meštrić, who are also authors of this chapter. Critical friendship evolved during English

² Scripts and counterscripts are another two terms introduced by Gutierrez, Rymes and Larson, where the former stands for the official teacher's monologic script and the latter for the scripts produced by those who question teacher's rules and thus form their own subversive scripts (Gutierrez et al., 1995).

speaking practice III course. Tanja and Brankica study at the Subsidiary Module English language³ and they were in their third year when the action research took place. For all three years Klara Bilić Meštrić was their teacher (she taught Language practice I in the first year, Language practice II and Speaking practice II in the second year, and in 2011/2012 she held Speaking practice III).

During the first year of cooperation (2009/2010) within the course Language practice I, we carried out action research about the use of new technologies in the teaching process (described in papers *The role of Critical Friends in my Action Research* (2011) and *Teaching as Dialogue* (2012), under the guidance of Branko Bogнар. During the research, the dialogue took place at several levels – with critical friends (in this case they were colleagues), with students and between students with new technologies tools. The results of the research, available in papers mentioned, explicitly proved that a true dialogue positively affected communication in the teaching-learning process.

However, during the next academic year – 2010/2011, cooperation with students was conducted in courses Language practice II and Speaking practice II, but that year no action research took place. Communication was carried out within the framework of the normative – standard script, a reflective dimension was missing and the teaching process proved to be significantly poorer in comparison to the previous year. Because of that, in the academic year 2011/2012 we decided to improve teaching communication and overall teaching-learning process, by employing standard methods of action research – a constant reflection on the practices occurring in classes and mutual endeavours to improve these practices through our critical friendship.

Thus, the aim of that research was to improve teaching communication through critical friendship with students. Research criteria were established according to critical comments of critical friends, and they serve as indicators of positive changes in teaching communication. However, informal comments and reactions of other students gathered by the observation method or in informal interviews with individuals or group interviews after the completed units were also considered in the overall process. Activities in the research included critical observations, suggestions and evaluation connected with teaching, intensive student inclusion in creating teaching process through frequent informal evaluations, but also some general philosophical-pedagogical critical friends' reflexions. Data were collected via the internet e-mail correspondence between the teacher and critical friends and the whole reflection on the teaching process can be followed chronologically from the beginning of the action research. Students, with their expertise of future teachers – class teachers, would analyse the lessons and then conclude the analyses with suggestions for further work.

3 Students will be class teachers authorised to teach young learners English.

3. Action research “Students as critical friends”

3.1. Process of critical friendship actualization

Critical friendship with students was established face to face, but most of the correspondence took place by e-mail. The dialogue started in December 2011 and was intended to last until the end of the academic year. At the very beginning we agreed upon the establishing critical friendship and researched relevant references. We agreed that after each lesson students Brankica and Tanja would send their critical comments to the teacher. Sometimes they provided a joint commentary, but at other times, when they had different critical comments, individually. What follows is an example of critical comments at the beginning of critical friendship⁴

Dear Teacher,

here are our critical comments to your lectures. In our opinion, we find your approach towards the students and work admirable because it is flexible and you always take into consideration our needs and wishes. The problem is that some students may see this as an opportunity to get away with obligations. So wouldn't it be better if every student stuck to a prearranged schedule regarding their presentations? This way our lectures would be more consistent and dynamic; the presentations wouldn't take up the whole lesson as it happened today.

Concerning the presentation grading, wouldn't it be more productive if students pointed out positive, as well as negative comments. We sympathize with K. because students were too harsh on her, in our opinion.

When it comes to discussions about articles, wouldn't you agree that it would be more productive if we had more activities and less plain discussions because this way only few students are in the spotlight while others don't participate. Personally speaking, because of the reasons mentioned, wouldn't it be more appropriate, for the time being, to initiate group work, more precisely homogenous groups. This way students who are less active will be obliged to participate and those who tend to dominate would have healthy competition.

Finally, because we are behind the schedule, we'd like to suggest working in cycles.

This way, more lessons can be processed.

⁴ Tanja's and Brankica's comments are presented here in the original form.

Till the next time!

Kind regards!

(Brankica and Tanja, personal communication, December 12, 2012).

Over time, critical comments became more elaborate and processed. Except sharing didactic knowledge acquired at the Faculty of Education, students also took on a more active role in the whole teaching process and wrote about topics which were not that closely connected to the class as well.

Dear teacher

The next activity with posters was creative and well organized, but wouldn't you agree that we didn't do it as planned? Personally, I found it a bit difficult working in my group because we were "behind the schedule" in this activity; we couldn't remember some of the books for our tasks. Maybe it would have been easier had we had a list of the books for obligatory reading, wouldn't you agree? It may sound stupid, but it's actually true, it was a long time since high school. Another thing is the lack of the reading habit, which is a big problem, not just for us students, but for children as well. I researched a bit about it and found interesting facts, e.g. children can be easily taught to love reading if you let them read to their pet.

I also found an interesting article on that topic:

http://sitemaker.umich.edu/wong.356/teaching_the_love_of_reading&config=tLLfkptQVY5Ml5bGc2Q9PM

It's of course easier to teach love of reading in younger age, but the question is what about the students, future teachers, who don't have that habit of reading? Interesting topic for research, wouldn't you agree? In my opinion, the most likely way to teach us how to love reading is to connect it with our personal experience and preferences, as you already tried with B. We will see how it will turn out. :-) Moreover, I believe other people, especially people we are close to, can influence us to read more. However, there is an "internal switch", I would name it metaphorically that way, which only that particular person can pull and decide to read something or not. So that "switch" needs to be triggered and motivated to make a move. What will serve as a useful motivation is a big question, and it's probably individual for every person.

To add up, it's very generous and wise that we had a choice of choosing the last activity: posters/translation. It is good to have an activity in store because of the time, personal preferences and democratic learning.

This would be all, I hope I was not too critical.

Kind regards!

(Tanja, personal communication, April 26, 2012).

As observable, critical comments are more complex and longer. The interesting thing in this excerpt is that critical comments are not only to improve the teaching process, but also to represent improvement of something that happens in the class – in this case the problem/topic broached in the class, namely that of student not-reading. Tanja builds on the topic which we had previously discussed in the classroom, and gives her point of view and possible ways of solving this problem. This text also proves the sensitivity of critical friends: although I did not ask (directly) students to write about this problem, this is the problem that occupies my mind when it comes to teacher education – their (de)motivation for reading.

3.2. Student comprehension of the role of critical friends

At the end of the research the teacher asked students to provide answers to following questions which concerned critical friendship:

1. What does it mean to be a critical friend for me? How did my role change in the context of teaching? Is this a good or bad experience? Why?
2. Did my critical comments influence teaching?
3. What is my opinion about the idea of establishing critical friendship with the teacher?

In their answers to the first question, Brankica nad Tanja wrote about transformative influence of critical friendship;

I believe that my role has significantly changed within the class context. Before everything, I must be fully concentrated in the lesson, pay attention to every detail. Before, it was important for me to participate in class activities and diligently do tasks, but now besides that I need to pay attention to teaching methods, teaching stages and activities of other students, their wishes and impressions. To question myself if I would do something different, is there anything that stayed incomplete, unclear, what things should we pay more attention to. From the student whose only preoccupation was things and

tasks we learnt, I became fully active in the whole teaching process. I checked several times the curriculum at the official faculty web page in order not to wander in my advice and critical comments, especially not outside the course domain. This I had never done before. I was satisfied with the obligations that were put in front of me and this research helped me to open my eyes and look at the course as a whole, its aims and tasks, educational achievements, teacher's approach, her teaching methods and topics and activities selection. And not just look, but question, and that is something that I want to carry on. I want to look future faculty courses in this way as well, and I wish that my future students have the choice of creating the teaching process with me (Brankica, personal communication, May 3, 2012).

My role in the class logically changed when I became the critical friend because then I started to observe lessons differently, using critical thinking more than usually. Some of the guidelines that helped me in giving critical comments are remembering and taking notes of things connected to the lesson, the reaction of my course mates and mine at the lesson, activities efficacy, suggesting other ideas, exogenous factors that influenced the lesson, etc. This role of a critical friend made me an active commentator and proposer of educational process I participate in. I felt relaxed in the class as usual, even better, because the teacher took into consideration our suggestions and applied it on our lessons, and communication was now at a higher level. In the beginning, it was odd to criticize the work of our teacher, but she informed us about critical friendship and action research and provided us with all the information necessary so we got perfectly acquainted with our role as critical friends. Friendly relationship and eagerness for enriching and improving educational process have a great power to change things. This is very positive and constructive experience for me, which I can apply to my practice in the future (Tanja, personal communication, April 28, 2012).

From the student answers above it is obvious that by becoming critical friends their role deeply changed: „*From the student whose only preoccupation were things and tasks we learnt, I became fully active in the whole teaching process*“ (Brankica).

Participation in critical friendship enabled the students to apply the plethora of knowledge acquired at the Faculty of Teacher Education, and critical friends saw it as a value that should be carried on in the future, and this is clearly stated – „*I want to look at future faculty courses in this way as well, and I wish that my future students have the choice of creating the teaching process with me*“ (Brankica).

Both Tanja and Brankica became aware of their active role in the whole teaching process: „*This role of a critical friend made me an active commentator and proposer of educational process I participated in*“ (Tanja).

But it is important to stress that this role is not an easy task. Both Brankica and Tanja mention time as an important dimension of critical friendship and the role which is not the same at the beginning of the process and after it, but the role that also evolves over time.

At the beginning it was hard to be completely honest and say everything that I was thinking. I thought I was unqualified and felt unpleasantly when I had a negative critical comment for the teacher. But, as time passed, I was more and more acquainted with the research and teaching process, and realized that my role is to depict my student perspective of teaching process to the teacher. Then I become more relaxed and started to enjoy the research (Brankica, personal communication, May, 3, 2012).

3.3. About changes that happened as a result of the dialogue with students

The following excerpt provides an overview of the students-critical friends' perception of their own influence on the teaching process:

Critical friends can indeed influence the educational process. For example, I suggested warm-up exercises at the beginning of the lesson so the students could awaken and become more interested in the lesson. The teacher applied this and connected it with the lesson about body idioms, which went great. I also suggested visualisation as a motivation and the teacher used it in the lesson as well. It is a great feeling when you know that you contributed to the educational process and its dynamics with your ideas and enriched it. Another example of how I influenced teaching, and it was quite successful, is suggesting more problem solving

exercises closely related to students, because they reacted great to these kind of activities (refers to the movie Love actually), in order to increase motivation, more fluent conversation, participation of rather passive students. The teacher tried it with finding solutions to the problem of studying just before the exam and not in advance. So we had an exercise in which we found solutions to this problem using brainstorming. The exercise was well accepted among the students, the lesson was dynamic and what is the most important, students were active in finding solutions. (Tanja, personal communication, April, 28, 2012)

As the time passed by, the influence that my colleague Tanja and I had on teaching process grew stronger. Among first things we suggested was creating homogenous groups and from the next lesson we started working that way. To majority of us that brought necessary relief, because now all the group work was not centred on individuals and other could not get away with doing nothing. We worked with friends we usually hang out with and enjoyed exchanging ideas. Sending our teacher positive critical comments about interactive activities which engaged our body and soul, classes became more diverse and dynamic. Moreover, we expressed wish to do some activities that we could have special benefits from for our future practice, so we engaged the teacher to introduce us with some of it. The teacher even sped up some lessons which demotivated students for work (Brankica, personal communication, May, 3, 2012).

Brankica's and Tanja's account of the way the teaching process changed because of their critical comments is rather concerned with particularities in the above excerpts. In general, their influence was significant – at the level of organisation of the teaching process (teaching strategies) to didactic questions (introducing problem solving approach which is of a genuine importance for students) and teaching content (rejecting demotivating topics), but above all, their involvement in the lesson activities meant a lot at both cognitive and emotional level to me. I personally tried to incorporate their ideas and suggestions bearing in mind that they could see more about what was happening in the classroom than me alone. All the hidden contexts, which are so important in any discourse, and in particular in the classroom discourse, and that many times go unobserved were made clearer and so appreciated.

4. Conclusion

Students as critical friends with their critical comments can influence teaching communication at every level in every aspect that Swaffield (2005) stresses: with different roles they take on both as assistants and critics of the teaching process, with their behaviour, knowledge and experience, skills and quality. Students from the Faculty of Teacher Education at each of these levels represent inexhaustible resource within their general and humanistic orientation of the profession they have chosen – a resource which their teachers should use and in that way empower their own and their students' role in the teaching process.

Apart from the resource that students as critical friends represent, it is important to emphasize that this research is not only about improving somebody's personal practice (in this case teacher's), but also about confronting the ways of the reproduction of power relations (Althusser, 1971) because the practice is constantly being questioned.

Students, by participating in such deep dialogic relations, where everything can be questioned, learn how to not subdue and how to take care of themselves and their needs. Although contemporary pedagogy often advocates student-centred teaching, in practice we often develop a practice that we ourselves find important for students, and that way we perpetuate their passive role. By assigning the active role to students in the teaching process, by giving them the possibility of participating in the creation of the teaching process and by teaching them to question the lessons and our decisions, we teach them to be active citizens. Students are also aware of this part of critical friendship and recognize it as an important educational value:

I believe that critical friendship is not just desirable, but also necessary for forming the quality contemporary teaching process at faculties. For future academic citizens it is very important to learn how to critically observe society, its requests and opportunities. If we want to succeed, we must direct our time and skills according to those interests and activities which will improve our performance, which will make us more successful, productive, and even better people. We should not waste our effort and time on meaningless things that are imposed on us. Once the students were the force which changed the face of society, even continents, started new movements in politics, science and art. Today we are learnt to be spoon-fed and to obey, to learn and repeat everything by heart as parrots. We choose faculty courses for which we see no purpose, we let others choose for us. Let us be critical again, let us question our

values and standards, fight for the belief that our precious time and effort are used in the best possible way. We are the ones who know the best what we are interested in, what our interests and needs are, what our strengths and weaknesses are. If we do not raise our voice, nobody will fight for us. Critical friendship is the right path that leads to changes, cooperation, research, and active participation in lessons if nothing else (Brankica, personal communication, May, 3, 2012).

Critical friendship between the teacher and students is extremely precious and positive because it encourages better communication between student and teacher. Furthermore, it enables students' voices to be heard, builds self-confidence, encourages the feeling of respect for other people, improves and enriches educational process. After such experience one can only speak in favour of this way of teaching and communicating, which is based on a mutual respect and knowledge. However, we are still the witnesses of objective educational process in which educational content is in the centre of teaching instead of a student, and this thing should change. The teacher and students are together involved in educational process so it is only important and logical that they both actively participate in it. Only this way educational process can evolve and improve - by listening to a curious heart of a student and following the wise steps of a teacher (Tanja, personal communication, April, 28, 2012).

The very way we learn about being critical through critical friendship represents a resource. In fact, we may often witness students' disappointment in a student survey at the end of the academic year or in (rarer) cases in the form of formal complaints to higher instances. In both cases, this is an indirect intervention, where taking responsibility for changes which are needed is avoided. Critical friendship as a true dialogue, where practitioner's and critical friends' intentions are completely clear, is a relation in which one learns how to improve her professional skills, but also how to address "the unique, uncertain, and conflicted situations of practice (Schön, 1990).

In this particular situation, students who are future teachers represent a valuable, yet underestimated resource, as they are acquiring knowledge and skills in pedagogy, didactics and psychology throughout their five-year long education in numerous courses. Such skills should be drawn on and used in every possible aspect by the professionals who tend to be absorbed in their curricula and lose sight of the matters that are of core importance in any

education system and at any education level. However, one must also not forget the importance of the local knowledge (Gutierrez et al., 1995) which is so often neglected but represents a strong base for anything we may want to build the (proscribed) knowledge on and can only become transparent in a true dialogue.

To recapitulate, through critical friendship with students, in an on-going dialogue based on the constant active participation of the members of the teaching process (Burbules and Bruce, *ibid*) we (teachers and students) develop ourselves in the direction of critical pedagogy, an adequate answer to the world of the late neoliberal capitalism.

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Ostvarivanje dijaloške nastave putem kritičkog prijateljstva sa studentima

Sažetak: Rad ukazuje na mogućnosti ostvarivanja nastave kao dubinski dijaloške prakse putem kritičkog prijateljstva sa studentima.

Na početku istraživačkog procesa pitali smo se kako uz pomoć dijaloga možemo poboljšati cjelokupnu nastavnu komunikaciju, te koje su moguće smjernice za poboljšanje nastavne komunikacije putem dijaloga sa studentima kao kritičkim prijateljima.

Naime, većina nastavne komunikacije se odvija kroz neku vrstu dijaloga, ali svrha takvih dijaloga može se bitno razlikovati. Ako govorimo o monološkoj svrsi, onda ona često nalikuje na „recitaciju“, a radi se o iskazima u kojima nastavnik unaprijed ima točno određen jedan odgovor u glavi. Poglavlje je iti usmjereno na dijaloge s dijaloškom svrhom, tzv. dubinske dijaloge koji u kojima se na dijalog gleda kao na pedagoški odnos kojeg čini neprestano diskursno uključivanje sudionika, utemeljeno na odnosu recipročnosti i refleksivnosti.

Plan je ostvariti kritičko prijateljstvo sa studentima, na način da se znatno aktivira njihova uloga u refleksiji o cijelom nastavnom procesu (studenti svojim kritičkim komentarima dijaloški oblikuju nastavu te aktivno sudjeluju u istraživanju). Metodologija preuzima određene elemente akcijskih istraživanja – djelovanje i stalnu refleksiju koja uključuje povremeno vođenje istraživačkog dnevnika, te ključno u ovom istraživanju - stalne komentare kritičkih prijatelja.

Želja nam je bila prikazati rad u kojem je naglasak na samim studentima, ukazati na prednosti takve nastavke, pokazati što ona znači samim studentima - koliko se njihova uloga može transformirati iz pasivne u aktivnu, tj. iz uloge konzumenta nastave u ulogu aktivnog subjekta u cjelokupnom nastavnom procesu.

Ključne riječi: student kao kritički prijatelj, monološka nastava, dijaloška nastava, refleksivna praksa.

Realisation des dialogischen Unterrichts durch kritische Freundschaft mit Studenten

Zusammenfassung: Diese Studie weist auf die Möglichkeit hin, dass der Unterricht als tiefe Dialogpraxis mit Hilfe der kritischen Freundschaft mit Studenten realisiert wird.

Zu Beginn des Forschungsprozesses stellten wir uns die Frage, wie wir mit Hilfe der Dialoge unsere gesamte pädagogische Kommunikation verbessern können

und welche die möglichen Richtlinien für die Verbesserung der pädagogischen Kommunikation mit Hilfe des Dialogs mit Studenten als kritischen Freunden sind. Der Großteil der pädagogischen Kommunikation findet nämlich als eine Form des Dialogs statt, aber der Zweck solcher Dialoge kann sich erheblich unterscheiden. Wenn wir über den monologischen Zweck reden, dann ähnelt er oft dem „auswendig Aufgesagten“, und es geht nämlich um die Aussagen, bei denen der Lehrer im Voraus schon eine bestimmte Antwort im Kopf hat. Das Kapitel orientiert sich auf Dialoge mit dialogischem Zweck, bzw. tiefe Dialoge, in denen der Dialog als ein pädagogisches Verhältnis gesehen wird. Dieses Verhältnis macht die kontinuierliche diskursive Einbeziehung der Teilnehmer aus, die auf dem Verhältnis der Reziprozität und Reflexivität basiert.

Wir hatten die Absicht, eine kritische Freundschaft mit Studenten zu realisieren, so dass sich ihre Rolle in der Reflexion über den gesamten Bildungsprozess signifikant aktiviert (die Studenten formen mit ihren kritischen Kommentaren in der Dialogform den Unterricht und nehmen aktiv an der Forschung teil). Die Methodologie übernimmt bestimmte Teile der Aktionsforschung – Aktivität und konstante Reflexion, die periodisch das Führen eines Forschungstagebuches einschließt und das Entscheidende in dieser Studie – konstante Kommentare der kritischen Freunde.

Es war unser Wunsch, einen Beitrag zu präsentieren, bei dem der Schwerpunkt auf den Studenten selbst liegt, auf die Vorteile eines solchen Unterrichts hinzuweisen und zu zeigen, was sie den Studenten selbst bedeutet – inwiefern sich ihre Rolle aus der passiven in die aktive transformieren lässt, bzw. aus der Rolle des passiven Unterrichtsteilnehmers in die Rolle des aktiven Subjekts im gesamten Unterrichtsprozess.

Schlüsselbegriffe: Student als kritischer Freund, monologischer Unterricht, dialogischer Unterricht, reflexive Praxis.