

Summary

Students' and teachers' views on classroom atmosphere as an indicator of elementary school teaching quality

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The changes in the contemporary educational system are oriented towards teaching as an adaptable and creative organisation, a modern and stimulating modus, an activity and a direct collaboration with pupils. Curriculum based teaching has prompted new approaches to the concept of contemporary teaching. A positive and comfortable classroom/teaching/school atmosphere represents an important component in achieving complex educational goals. It influences the development of pupils' knowledge and skills, as well as the efficiency and creativity of teaching. As a contribution to creating a positive classroom atmosphere, the aim of our survey conducted among elementary grade teachers and students in teacher education courses was to determine the views on some important aspects of educational practice that contribute to the classroom climate as an indicator of quality in teaching and in educational process. The differences, as determined by multiple regression analyses, noted between the students and the teachers in terms of their evaluation of the classroom atmosphere significance in improving the teaching process point to a difference in their practical teaching experience. The students found that important factors influencing classroom atmosphere include encouraging of activity and two-way communication, while the teachers thought these refer to clarity and well thought-out teaching aims, encouraging of activity and pupil assessment. Since all mentioned factors significantly influence the educational process, the analysis of the results found by the survey suggests a need for further strengthening, coordination, education and training of future teachers and those who already work in schools.

Keywords: contemporary teaching, curriculum changes, school/classroom atmosphere, students in teacher education courses, elementary grade teachers.