

Primary Education Students and Their Attitudes Towards Teachers' Competence of Collaboration in Teamwork

Introducción

In addition to the knowledge related to subject areas, a well-qualified teacher needs for their work appropriate pedagogical and psychological knowledge, and these skills are closely inter-related. Teamwork, as one of the basic competencies of teachers, is becoming an increasingly important way of organizing learning and teaching. Teamwork should provide the pedagogical process with many benefits to both teachers and students. For teachers, benefits are shown in the form of complementing their knowledge, more intensive work motivation, acquiring new ideas, a sense of greater social closeness, greater self-confidence due to the possibility of participating in decision-making, professional development, a sense of belonging to the team, exploiting own strengths, intensive self-evaluation and team evaluation of work. In the study programme Elementary Teacher Education Programme at the Faculty of Education of the University of Maribor, students acquire and develop competences, also teamwork in majority of subjects.

Objetivos

With the empirical study, we aimed to investigate the attitudes of 3rd year 1st level Bologna students and 1st year 2nd level Bologna students in primary education studies at the Faculty of Education, University of Maribor, towards teamwork. We were interested in their knowledge of theoretical findings about teamwork and their interest to use it in school, their experience with participating in planning and implementation of teamwork in school, accepting a division of roles in a team, what they perceive as benefits and problems in teamwork, and which feature they believe is of key importance for a successful teamwork. Furthermore, we also wanted to know whether there were differences among the views of students according to the year of study they attend.

Metodología

This research was based on a descriptive and non-experimental method of empirical pedagogical research. The study included 173 students involved in the third year of the first-degree and the first year of the second-degree Elementary Teacher Education Programme at the Faculty of Education of the University of Maribor. Collection of data was carried out through a questionnaire with verified metric characteristics (validity, reliability, objectivity). Data were processed by the SPSS statistical application. We used frequency distributions (f , $f\%$) of answers and the χ^2 test of independence hypothesis.

Resultados

- ❑ The results showed that future teachers have prior knowledge of teamwork.
- ❑ Future teachers recognize greater work efficiency as the main advantage.
- ❑ As the main disadvantage, future teachers identify the difficulties of teachers to adapt.
- ❑ Lower year elementary education students indicate that they consider the opinions of others to be the most important qualities for effective teamwork, while upper year students require organizational skills.
- ❑ Future students find clear and distinct roles necessary for teamwork.

Conclusiones

In the future it would be advisable to emphasize even more on developing competence of collaboration in teamwork. There are still often discrepancies between theory and implementation in practice, which, in addition to many benefits, also brings obstacles to the teachers that need to be overcome. Teamwork can be also understood as shift in the way teachers think, as they have to share all stages of teamwork, from individual planning, teaching, and evaluation, with another teacher.

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