



PSIWORLD 2014

The teacher and the questions of students. Case study

Gabriel Albu*

Petroleum Gas University of Ploiesti, bd. Bucuresti, nr. 39, Ploiesti, Prahova, Romania

Abstract

As we already know, humans are creatures of natural curiosity; they always have questions and ask questions. Also, we all know that the inner spring that stimulates and directs human knowledge is the question. As long as humans wonder and ask questions they have the opportunity to broaden and deepen their knowledge. The current study aims to bring questions to the forefront of the teaching-learning act focusing on those asked by pupils. It is important to mould farsighted minds, minds that are alert and interrogative and know how to address questions and never cease to wonder.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Scientific Committee of PSIWORLD 2014.

Keywords: knowledge; question; pupil; teacher; teaching style

1. Introduction

Human beings are curious creatures. They have always wanted to acknowledge and understand (their) world. *And where there's curiosity, there's always a question.* Curious people ask a lot of questions (Kashdan, 2013, p. 191; p. 192). *Question is a sign of the complexity and fascination of life, a sign of cognitive vitality, of freedom of the mind. As long as we ask and wonder, we are alive.* The question keeps the spirit restless. For . Lévinas (2001), the question represents the „search and desire” alike (p. 137). It emerges „beyond what holds the certainty of an answer”. It is the one that (always) possesses us, for a question never slays another; on the contrary, it is always a prerequisite, it midwives another question. Questions stem either from the natural / intrinsic curiosity of the human being, from its unquenchable desire for novelty, or from within knowledge itself, out of its inner tensions (triggered in a certain point of the process). Anyway, *we shall never be spared by their presence. We always think through or questions. It*

* Gabriel Albu. Tel.: +40723228415

E-mail address: gabrielalbu04@yahoo.com

is essential – as A. Einstein urges us – to never stop asking questions. As long as we ask questions we are (treasure) seekers.

Most school organizers and practitioners do not understand (or understand very little) that a fundamental element of growth, moulding and affirmation of new generations rests not so much on adding (more or less organized) knowledge (however pragmatic it may be), as on its *interrogatory ability*. *The culmination of cognitive training is the expression of the ability to ask the right questions and the constant critical-investigative vigilance*. Knowledge is steadfastness, logical structure but also scrutiny, it is inner order but also wonder, it is at the same time hypothesis and testing, the alternative, crucial experiments, anxious interrogations, the search. It leads not only to erudite spirits, but also to restless and tense spirits.

In our current study we aimed to investigate the attitude of the teachers against the significance of questions in teaching and cognitively shaping the students.

2. Micro-research

The micro-research was conducted from May 1 to May 31, 2013. It enlisted the participation of 100 subjects, teachers at three schools in Ploiesti (two vocational and one theoretical), chosen randomly. We applied the survey based on questionnaire method. Depending on seniority, the experimental sample had the following structure:

Table no. 1. The structure of the research sample based on seniority in education field

Seniority	Number of subjects	Percentage
1-5 years	15	15%
6-10 years	21	21%
11-15 years	25	25%
16-20 years	13	13%
21-25 years	7	7%
26-30 years	8	8%
Over 31 years	11	11%
Total	100	100%

A closer look at the table fuels the following considerations:

a. most subjects are young (up to 15 years teaching experience): $15\% + 21\% + 25\% = 61\%$. This category entered the education system after 1990 (fundamental moment of ideological turn for our country) (which could imply different views on knowledge, on the meaning of questions and their role in school activity than those formed prior to 1990);

b. also, we notice that teachers who entered this profession before 1990 are under-represented: $8\% + 11\% = 19\%$ (not even a fifth).

We deem this percentage distribution of the experimental group as relevant to our theme as the ones that will greatly influence the new generation of pupils' attitude towards knowledge are the young teachers, raised, trained and validated in the current context of an increasing cognitive universe.

3. Results

Regarding the *role of the question in school activity*, we discover by looking at the data that:

Table no. 2. The opinion of teachers regarding the role of questions in teaching *

Seniority in education	a.	b.	c.	d.	e.	f.	g.	h.
1 – 5 years	40%	13%	20%	-	20%	-	-	7%
6 – 10 years	28%	14%	20%	28%	5%	-	5%	-
11 – 15 years	20%	20%	28%	12%	16%	-	4%	-
16 – 20 years	31%	-	23%	8%	38%	-	-	-
21 – 25 years	43%	14%	43%	-	-	-	-	-
26 – 30 years	25%	12,5%	25%	12,5%	25%	-	-	-
31 years	27%	9%	19%	9%	27%	-	-	9%
Total	29%	13%	24%	12%	18%	-	2%	2%

Download English Version:

<https://daneshyari.com/en/article/1110299>

Download Persian Version:

<https://daneshyari.com/article/1110299>

[Daneshyari.com](https://daneshyari.com)