



Filduza R. Prušević Sadović¹, Sefedin F. Šehović
University of Belgrade, Teacher Education Faculty,
Department in Novi Pazar

**Professional
paper**

Paper received: May 30 2017
Paper accepted: Sep 25 2017
Article Published: May 5 2018

Representation of Students' Verbal Activity in the Teaching Process

Extended summary

The topic of the research described in this paper is the problem of insufficient representation of students' verbal activity, that is, the over-representation of teachers' verbal activity in the classroom. In traditional classroom, teachers and students do not participate equally in communication. Information is conveyed in one direction, from teachers to students. The feedback is delayed and limited to the interpretation of the content conveyed by teachers in its final form. According to many studies, teachers have a dominant role in the classroom, i.e. their activity takes up two-thirds of one school session. Teachers tend to give very modest, direct incentives, and very often they even prevent students' verbal activity. At the same time, students engage in conversation very little and do not have an opportunity to take initiative in a verbal activity by asking questions or expressing their own conclusions. Students' communication skills can be developed by insisting on providing feedback, a two-way communication, the development of speaking skills, reinforcing their attention span, and intensive mental activities.

The paper presents the results of the research carried out in the lower grades of elementary school in the city of Novi Pazar. The aim of the research was to determine the relationship between verbal activity of students and teachers in the teaching process, as well as the intensity of that activity, and the quality of students' verbal activity which was measured by using indicators such as timely feedback, activity and motivation of students, their speaking and observation skills. The quality of students' verbal activity was measured by using the Flanders' Interaction Analysis. The starting point in our research was the assumption that students are less verbally active than teachers in the classroom, they are more passive listeners than active participants in the exchange of ideas, experiences and knowledge, as well as that the character of students' verbal activity is more reproductive than creative. Students' verbal activity is reflected

¹ filduza@yahoo.com

Copyright © 2017 by the authors, licensee [Teacher Education Faculty](#) University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

in their active communication with teachers and other students in the class. The results showed that the students' verbal activity in class is insufficient, mainly reproductive in character and sporadic. Verbal activity of students mostly amounts to giving answers to teachers' questions, which generally does not give much room for expressing their own views or associations. Students' verbal initiatives, which imply a spontaneous expression of students' thoughts and opinions, are almost non-existent. Teachers are verbally twice more active than students and their verbal expression takes up the two-thirds of one session. The research has confirmed our initial assumptions. In all segments of the three-part articulation in class, teachers are verbally more active than their students. When students speak, they repeat what they have learnt and rarely express their ideas, observations and doubts. Teachers rarely encourage their students to ask questions, and the communication impuls starts from them, not from students. Our conclusion is that the students who know the lesson content are the ones who ask questions, not the students who are unfamiliar with it. If students' verbal activity is encouraged, the relationships in the teaching process will change, the activity will "shift" from teachers to students, which in turn will transform the teaching process into learning process. Students will gain more confidence to speak, increase their verbal capacities, improve their vocabulary, presentation skills, and question-answer articulation.

Keywords: student, teacher, teaching, verbal activity, communication.

References

- Arends, R. I. (1991). *Learning to teach*. New York: McGraw-Hill.
- Bognar, L., Matijević, M. (2005). *Didaktika*. Zagreb: Školska knjiga.
- De Zan, I. (2005). *Metodika nastave prirode i društva*. Zagreb: Školska knjiga.
- Mirkov, S. I., Stokanić, D. Ž. (2015). Podsticanje kritičkog mišljenja kod učenika – stavovi i aktivnosti nastavnika. *Inovacije u nastavi*. 28 (1), 25–41. DOI: 10.5937/inovacije1501025M.
- Prodanović, T., Ničković, R. (1974). *Didaktika*. Beograd: Zavod za udžbenike i nastavna sredstva.
- Prušević Sadović, F. (2016). *Komunikacija i mediji u nastavi prirode i društva*. Beograd: Učiteljski fakultet.
- Prušević Sadović, F. (2016). Uticaj digitalnih nastavnih sredstava na kvalitet neposredne komunikacije u nastavi. U: Ristić, M. i Vujović, A. (ur.). *Didaktičko-metodički pristupi i strategije – podrška učenju i razvoju dece* (330–340). Međunarodni naučni skup *Didaktičko-metodički pristupi i strategije – podrška učenju i razvoju dece*, 30. 11. 2016. Beograd: Učiteljski fakultet.
- Radović, V. (2012). Monološka metoda u osnovnoškolskoj nastavi – novo didaktičko zasnovanje. *Istraživanja u pedagogiji*. II (2), 28–52.
- Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge.
- Ritz-Frohlich, G. (1974). *Verbale Interaktionsstrategien im Unterricht*. Revensburg: Oto.
- Stevanović, M. (2004). *Škola po mjeri učenika*. Varždinske Toplice: Tonimir.
- Šehović, S. (2012). *Didaktika – teorija učenja i poučavanja*. Beograd: Učiteljski fakultet.
- Vilotijević, M. (1999). *Didaktika*. Beograd: Učiteljski fakultet.
- Vilotijević, M., Mandić, D. (2016). *Upravljanje razvojnim promjenama u vaspitno-obrazovnim ustanovama*. Beograd: Učiteljski fakultet.