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Metaeffects of styles of pedagogical dialogue

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METAEFFECTS OF STYLES OF teachers' pedagogical dialogue are studied by representatives of the Perm scientific psychological school. Metaindividual effects (from Greek «meta» – "over", "after") are shown in relation to individuality of the teacher systems – in individualities of pupils or in educational groups. It is established that in an elementary school authoritative (rigid) and democratic (soft) styles of pedagogical dialogue differently influence development of personal qualities of the pupils. The pupils trained by teachers with democratic style, differ in terms of an openness, intellectual decisions, a self-trust and social boldness. The pupils trained by teachers with authoritative style of pedagogical dialogue are more closed, timid and disturbing. It is interesting to notice that metaeffects of styles of teachers' pedagogical dialogue have unequal influence on boys and girls.