

# THE ROLE OF TEACHERS SKILLS IN ACTIVE LEARNING METHODS USED IN SAFETY AND HEALTHY TRAINING

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## ROLA UMIEJĘTNOŚCI NAUCZYCIELI W METODACH AKTYWNEGO NAUCZANIA W SZKOLENIACH Z ZAKRESU BEZPIECZEŃSTWA I HIGIENY PRACY



### **ABSTRACT**

*The paper presents the typical pedagogical issues related to the organization of safety and healthy training using active learning. The authors focused on the issue of the benefits achieved by the choice of this method, exchanged personality types of people who are trained. Knowledge of these types can better design training. The role of the appropriate background training - room, training materials, teachers skills is underlined. Paper presents the psychological processes that occur during training. Authors lists the steps that are in the course of each training. Presented are the most common pedagogical problems during the training and ways how to solve them.*

**KEYWORDS:** labor pedagogy, training methods, active learning

**RESEARCH TYPE:** research paper

### **JEL classification:**

Q01 - Sustainable Development  
Q56 - Environment and Development; Environment and Trade; Sustainability; Environmental Accounts and Accounting; Environmental Equity; Population Growth  
P28 - Natural Resources; Energy; Environment

### **STRESZCZENIE**

*W artykule przedstawiono typowe problemy pedagogiczne związane z organizacją szkoleń z zakresu bezpieczeństwa i higieny pracy, związanych z wykorzystaniem metod aktywnego uczenia. Autorzy koncentrują się na kwestii korzyści osiąganych przez wybór tej metody w zależności od różnych typów osobowości osób szkolonych. Znajomość typów osobowości umożliwia lepsze przygotowanie szkolenia. Podkreślono tu również rolę właściwego otoczenia dla szkolenia - pomieszczenia, materiałów szkoleniowych, umiejętności nauczycieli. Przedstawiono tu także procesy psychologiczne, który zachodzą podczas treningu. Autorzy wymieniają kolejne etapy występujące w trakcie każdego treningu. Prezentowane są również najczęstsze problemy pedagogiczne występujące w trakcie szkoleń oraz sposoby ich rozwiązań.*

**SŁOWA KLUCZOWE:** pedagogika pracy, techniki szkoleniowe, techniki aktywizujące

### **1.Active learning benefits**

The benefits associated with active learning are: to increase the efficiency and intensity of storable content, developing a sense of participation in the creation of training, responsibility for the course of training, the training is teamwork, strengthens the dynamics of training, there is a confrontation of different views and observations from many perspectives applies to specific members of the group vocabulary is maximized comfort

from the point of view of participants, this action is not associated with an increase in the cost of carrying out the training.

The greatest opponent argument that active learning methods is not good is that the attitude of a postponement of tasks – more information training people have from each other or from exercise than from trainer. This reflects the personality traits of the person who uses them.

## **2. The basics of psychology in healthy and safety training**

A good teacher must know not only required concerning the health and safety law but also needs to know the basics of psychology. During the training, teacher/trainer have to deal with different attitudes. These situations should be identified and adequately stimulate student. These will include:

- doubter in himself - always thinks that he is not good enough to cope with a specific task
- perfectionist - never satisfied with the results achieved, everything is planned down to the smallest detail
- rebel - sees the task as a threat to their own identity,
- overly sociable - delayed the task indefinitely, constantly discuss with others on how to do them, not finding time for its implementation
- dreamer - cannot gather to work and took away to concentrate on the task. His mind departs from the main thread, because life is too overwhelming
- prospector-inventor - perform any other tasks besides the most important. Always busy. Lack of efficiency makes up for involvement in matters irrelevant.

Among the features of the best coaches mentioned that they are able to engage participants in activities already during the first minutes of training, is needed to often check whether the participants understand the material modify their training plans based on the feedback received from the group, trainer cannot afraid of himself to reveal and use humor to create an atmosphere of openness, ability to listen and adapt to what is done on the training needs of its participants.

Good coaches use many methods of training, respond to participants' questions - why? What? how? They inform the group in what place they are, where they are seeking, as well as from time to time perform the summary. The teacher should prepare their group for weeks before entering the training room. He has the time to do materials, rethinking the training program and its possible correction. Trainer should prepare mentally and be aware that the coach is expecting the hardest time just before the start of training.

## **3. Preparing the background for training**

Another important issue is the proper selection and preparation of the site to carry out training. It is the first stimulus that triggers a certain impression on the participants. This is the stage on which will be held exercises. It is possible to engage in a room refurbishment which makes individuals begin to feel more at home. The teacher should be able to greet the group and lead informal talks, because it builds a relationship with the participants of the training. This is essential in order to gain respect and acceptance on the part of the participants. For this purpose methods can be used sentences like: "I have something for you" - provide participants with information about his knowledge and experience, "Sam through this passed" - the trainees can identify with the teacher, "I admire you" - you should appreciate the efforts and intelligence participants, their commitment - it allows you to gain their favor, "I'm interested in who you are."

The first 30 minutes of classes determines the perception of a person trainer by the participants, this is the time when potential hostility or aversion is hidden under the cover of politeness, prudence and reserve. During the stages of the participants determine how they perceive the guide, you will be expected during the training and what they want to achieve during the course.

## **4. Training stages**

Training staff determine their knowledge and competence of the teacher. Then they are interested in the relationship with the teacher. They wonder if they like their teacher. In the next phase speculate whether the teacher is actually interested in the transfer of knowledge and solution to their problems, these are questions of trust in teachers. Last thinks the workers do is about what are they waiting for their in work after the course. If someone will try to contact in the group - that are concerns about leaving training processes. A good practice is teaching writing out on board the main points of the course as they are replacing in the group.

To wasted time by the person conducting the training can qualify late start classes after breaks or delayed start of classes. Starting exercise in a situation where students do not know how to do it properly, you should not write directly to all major theses classes, there should also save all comments of participants. Another loss is the distribution of auxiliary materials separately - All materials should be straight in stapled packets or T-shirts. The lecturer should not demonstrate any element of the new skills. When working in groups, not all groups should present their findings turn the entire group. Discussions, if intense need to be completed at some point by the teacher.

## 5. The most common training problems

A waste of time is also waiting for volunteers when they are missing and continuous drawing ideas or ask many questions of the tired, sleepy already groups. The situations of group work difficult teacher should also be prepared.

The most common problematic behavior of students are:

- domination, when students deal with themselves and their statements for a long time;
- a brooder - posing on a person with immense knowledge or particularly talented;
- gripes - constantly inventing defects from the trainer and the training program;
- wisely - excessive arguing on their own ideas and beliefs;
- withdrawal - refraining from participation in individual classes or dispersing groups;
- quarreling - speaking out against any remarks;
- questioning - stopping the run course;
- fooling around - waggery at the wrong times.

Defensive behavior in such moments is the lack of involvement in the growing conflict, censoring it or accept, commenting in the form of "a very interesting point of view." The best weapon is humor the statement may not sound sarcastic or condescending. Troublesome participant worth exploring during a break. To deter a few people dominate the group must organize work in small groups. If there is a situation in which one of the participants or group of people is being attacked by the other must be something to defend them and protect them if necessary.

Typical methods of conflict resolution:

- domination - persuasion, threat, pressure, violence,
- subordination - resignation from achieving its goals, winning acceptance opponent, concession, submission, agreeableness,
- avoidance - withdrawal from the conflict, withdrawal from activities in the hope of expiry of the conflict, which usually remains unsolved,
- compromise - the abandonment of part of their own goals, ambitions and aspirations in exchange for a similar resignation the other hand,
- cooperation - a joint action to a mutually satisfactory solution.

## 6. Course direction

In order to move between different parts of the course or lecture worth to the teacher he referred to the time - remembered what was taught in the previous week, which teaches a group of current and what will be learned in the next week. This allows to organize the knowledge and clearly shows the direction in which the aim is in the course. Another technique is to repeat ordering small batches of material, check the timetable - for example. Hung on the board or located on the slide separating part of the course. You can also make changes within the new visual aid or modify an existing form of work to another. Teacher allows students to move between all four stages of learning.

When a student does not know what cannot is the first stage - called unconscious incompetence. Another when the student knows that he can and what cannot, and strives to learn the skill - goes to the stage of conscious incompetence. Then, when they know how to do something and consciously control the process - this is a conscious competence. The last stage, when a person performs the task automatically passes the data to unconscious competence.

During the organization of activities should also take into account the types of temperament such as extrovert, introvert and their energy level - a characteristic way of collecting and discharging energy, manifested in size and intensity of the response actions. Reactivity is a sensual and emotional sensitivity and efficiency of

the unit. The activity of this movement, motor function during a situation rich in stimuli. Can be separated emotional extroverts or introverts, extroverts or introverts sensory and guided by intuition extroverts and introverts. Hippocrates introduced the division into phlegmatics, melancholics, sanguine and spitfire.

During the course should make positive statements conditional. Examples of such statements include: if you still worked hard, should this be successful if you make homework on time, you will be one of my best students, working further on ... you can ... and then even ... how far is the best what you did ... I'm glad you gave this task, your boss would be proud of you. The sentences are unconditional positive example: congratulations, well done, well done job, thank you - you're working really hard, how far is your greatest achievement, you are an example to others, I'm sure you succeed, you are very determined, very well. Examples of sentences negative, which should not be used in education: disappointed on you, leaving you will be after school, pull yourself together again ... you're not as capable as your sister, you can never, cannot, do not think myself that ... at least once in life you could.

## 7. Social roles in the training group

Workers who are in training take different social roles in the group. The most characteristic are: head-leader ("I'm in charge here"), Guard standards ("everything must be as it should be"), expert ("listen only way I am wise"), the mediator ("only the Let's not fight"), criticizer ("only I really know how badly decorated the world"), a rebel ("no one will be me rule, and certainly not the current head"), the originator ("the world is beautiful, so much in the new things you can invent"), clown (" see what I'm funny "), orphan (" please, see to me "), ignorant (" For nothing I will not be fooled ").

To extract from group all the best must bet follow the golden rules:

- from the people they lead, expect the best;
- notes the needs of others,
- set the high bar of excellence;
- create an environment where failure does not mean losing;
- if someone is heading to where you - join him;
- utilize patterns to encourage success; it show appreciation and praise the achievements;
- use a mix of strengthening the positive and negative;
- the need for competition use it in moderation;
- reward cooperation; allow that group there were storms;
- try to keep your motivation high.

The methods most commonly associated with adult learning should certainly practice active learning method for having to confront theoretical knowledge with professional practice. The purpose of these methods is to acquire the skills to plan, prepare, conduct and evaluate practical activities in specific situations, professional, social.

These methods implement moreover demands of humanistic education and training multilateral: learning by doing, working or teaching others, which is particularly important in pedeutology. In conclusion it should be noted that the teacher (including academic) has a great potential of the various 'activating' teaching methods in the teaching process.

It must, however, remember the characteristics of the target group, which should match the expected effect of teaching. Working with the target group requires pairing knowledge of pedagogy and andragogy, as the training people present different models of learning.

In the workshop the teacher in charge of adult education must find the knowledge of formulating objectives and determining the effects of education, selection of teaching content of very high interest in learning, as well as the choice of teaching materials relevant to their level and abilities. A teacher working with adults must also know which teaching methods should be used to excite the target audience the need for self-fulfillment, motivation, attention and cognitive activity, which ones are appropriate for the type and form of classes, and that activate all the senses, which increases the efficiency of the teaching process organized by him. A teacher working with adults must therefore have the necessary professional competence, pedagogical, didactic, methodical and personality.

## 8. Summary

Issues discussed by the authors seem to be the most important elements related to the introduction of active learning techniques in the training organized by the company. Examples of tools - tasks performed by the participants shape the attitude, social skills and competences required of contemporary modern executives.

Learning in the course of action is to guarantee the achievement of the healthy and safety objectives of the organization.

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