

Learning after a model: the position of a teacher in practice

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Abstract

After the influence of the parents in the earliest period of childhood development, the social role of teachers is crucial when it comes to the growth of each of the students individually and when it comes to the development of the society as a whole. The lifetime learning and competent teacher is the important figure in teaching process. Consequently, the role of teachers in the education system is changing (according to the changes in lifestyle, technology and by other social changes), but it is always an important factor in education and upbringing. The teacher remains a model – an example for his/her students. That model is changing with the social context, and it is understandable that there are many points of view in building up a teacher as a model: in theory, in imaginary of the students, and in opinion of the teachers themselves. In the paper, we are going to consider all of them. There are three forms of learning after a model: identification, imitation, and role learning. The teacher is a model that carries a lot of importance to the formation of social identity and has a great responsibility in developing the personality of the child.

In order to more effectively examine the role of teachers and emphasize the importance of the teachers' model, we conducted a survey among elementary schools in Belgrade. In the survey participated 253 students (aged from 13 to 15) and 13 pedagogues, in order to encompass different viewing angles to the position of teacher. We came to the conclusion that when students like a professor, they learn their subject with more attention, so the most desirable virtues of the teacher are emphasized. Also, we can see in the results that the personality of the teacher and his/hers personal skills and competencies are very important for students and could be crucial in the quality of the teaching process. Teacher is not only one sided subject who has obligation to transfer knowledge, he is also important model of behaving and learning.

Keywords: knowledge, learning, identification, student(s), imitation, role of teachers, model.

Обучение по модели: позиция учителя на практике

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Аннотация

Роль учителя в социализации детей младшего школьного возраста уступает по степени важности только влиянию родителей. Именно социальная роль педагога определяет индивидуальный рост учащихся и формирует процесс развития общества в целом. Постоянно совершенствующийся, компетентный педагог является ключевой фигурой в образовательном процессе. Под влиянием перемен в современной жизни, развития технологий и других социальных подвижек роль учителя в системе образования претерпевает большие изменения, сохраняя вместе с тем свою важность в деле образования и воспитания. Учитель остается моделью поведения – примером для своих учеников. Эта модель меняется в соответствии с социальным контекстом, что обуславливает многоаспектность и сложность создания новой модели учителя – теоретической модели, модели в понимании учащихся и модели, осознаваемой самими учителями. В данной статье рассматриваются все эти аспекты.

Существует три формы обучения по модели: идентификация, имитация и ролевое обучение. Учитель является моделью, которая имеет большое значение для процессов формирования социальной идентичности и личности ребенка.

Чтобы рассмотреть роль учителя и подчеркнуть важность модели учителя, мы провели опрос в начальных школах Белграда. 253 школьника (в возрасте 13-15 лет) и 13 педагогов приняли участие в опросе, показав широкий спектр позиций в оценке деятельности учителя. Мы пришли к выводу, что учащиеся уделяют больше внимания предмету, если им нравится преподаватель; что личные качества учителя и его компетенции очень важны для учащихся – они определяют качество процесса обучения. Учитель – это не только субъект, занимающийся передачей знаний, но еще и важная модель поведения и обучения.

Ключевые слова: знание, обучение, идентификация, учащиеся, имитация, роль учителя, модель.

1. Introduction

Learning after a model is one of the most important forms of learning, or learning by looking at the someone whom a person looks up to, according to the opinion of American psychologist Albert Bandura. The subject, student, adopts certain new forms of social behavior, social values, attitudes, skills or modifies earlier, already known, forms of behavior. Learning after a model has a great power, greater than any other more direct way of learning. For this form of learning, the emotional connection of an individual (student) and model (teacher) is very important.

In the other hand, learning by model is an important way of socialization. This is a form of social learning for which the specific insight, the one who learns, uses as a pattern or a model the one whose behavior and personality characteristics are stabilized by the process of imitation. A pattern or a model is a person for whom an individual is emotionally tied, someone he/she respects and loves. In the early childhood, this model is represented by parents, close relatives, later a teacher, peers it can also be someone from the environment or some well-known personality, writer, scientist or other famous person.

In this way, general rules, attitudes, values and other forms can be adopted. The model is often unaware that his behavior serves as an example to others.

The literature refers to three types of learning by model:

1. Learning by imitation
2. Learning with identification
3. Learning roles

Imitation mechanism works as the adoption of simple, externally visible behaviors. The imitation mechanism is based on the adoption of simple, outwardly visible forms of behavior, such as gestures, mimics and other non verbal expressions. According to G. Tarde, the process of imitation proceeds under the action of the images in the minds of the imitators, and these images were subjectively created on the basis of the observation of the model.

Identification is the adoption of internal characters (values, personality traits, system of moral values). A child usually identifies with parents, teachers, cartoon characters, people from the immediate environment, and through identification, a child accepts their attitudes, moral norms, and adopts the behavior of adults. Identification implies the adoption of internal characteristics, the system of moral values, the personality traits, and when the adopted forms of behavior are permanent, they are manifested in a longer period of time.

Learning roles are the final step in learning by model. Teacher becomes the model of ideal and desirable social behavior with his emotional reactions, interpretations of the reality and connections with the system, first of all the school, and after that the

whole society. Individuals in different positions in society and in groups expect certain behavior, which is the role of learning. From the earliest childhood, we learn what kind of expectations in relation to behavior are related to taking different positions. So it is up to the teacher to be a model for exemplary social behavior.

The basic components and processes of learning by model are:

– There must be a pattern: a person whose behavior is seen as a person worthy of attention, admiration.

– The person who is learning must have good perception of the learning environment and awareness for every student

– The person that is imitating, firstly watches the pattern carefully and remembers it.

– The person that is imitating should be motivated to act as a model.

At the beginning of the 60's, Albert Bandura began to talk about a new form of social learning either negative or positive. Bandura, Ross and Ross have done several experiments on this subject. One of these studies was conducted in 1961 in which children watched adult aggressive models to determine how much such behavior affects the behavior of children. One group of children showed aggressive behavior towards a plastic doll, the other group watched the same model behaving the opposite, while the third group did not have a model. The research has shown that adult behavior affects children.

Later in 1963, this kind of examination was expanded to determine how aggressive behavior on TV or live affects the viewer.

Researchers (Bandura and Walters) explain that new forms of behavior can be adopted by imitating examples of aggressive behavior and leading to the manifestation of previously learned behavior, and that the aggression shown on the film can convey and cause aggressive behavior as well as the actual model. Their theory of social learning suggests that the deliberate and unintentional display of aggressive models reinforce the tendency towards such behavior, which is noticed by the rise of aggressive behavior after watching such a model of behavior.

Other researchers question are good teachers only have reinforcing role in social modeling of a student, the process which is mostly occurred at home, or they have different role in building up socially capable individual (Kathryn R. Wentzel *Are effective teachers like good parents? Teaching styles and student adjustments in early adolescence* pg. 297). The most neutral fact towards this matter should go in the direction that we always talk about two corresponding spheres: the sphere of private, intimate, familiar and safe house surrounding, and on the other hand, the sphere of public domain and broader social context. Teachers are strictly attached to the second, while the parents have influence on the both. Thus, the teacher is mediator's modeling figure who is bringing in the child into the public sphere of social interactions, so his model is crucial for independent and strong personality modeling the child with his attitudes towards the society.

The behavior of others serves as a model and as a very powerful tool that can often override the effects of direct teaching the behavior to students. Children look up to adults and learn how to behave in different social contexts, so the model(s) of teacher(s) have constituent role in growing up.

The main problems on which this survey is established are: what is the image/model of the good teacher which could be took for a modeling figure from students' point of view? How that model corresponds to opinion of the pedagogues? Which factors (personal virtues, attitude, behavior, images) create the best model for students and thus provide the most constructive learning atmosphere? The main goals of this paper would be to light up these questions in order to explain the process of learning by model in teaching process. Also, one of the aims of this paper is to present the role of teachers in practice

and that the young people who have just identified this call recognize the importance and responsibility it carries.

2. Practical part and expectations

In the following chapter will be discussed what are the most common expectations of the professor nowadays, on which stereotypes the model of teacher is based, and also would be considered all sides of the triangle teacher-student-parent, in order to prepare the best practical base for explanation of the results of the survey.

Expectations of teachers and pupils are not the same, therefore it is difficult to understand each other. How much a teacher can today, in a modern society, be a model for student learning? The following statement by the professor may best describe the relationship between teachers and students:

«When I began to teach, I saw myself as the leader of a happy group of students, eager to learn, explore and discover. But it did not turn out so. I'm not happy about my job. I'm scared every new day. And students. I feel like a slave driver who waves a whip over the head of a crowd of lazy and uninventive people, who only want to get away from work. They lie, deceive, shout and seem to be just interested in passing the class with as little effort as possible. Worst of all, my work is evaluated based on their outcomes in exams.» (Thomas Gordon, *Teacher Effectiveness Training*, page 13, 1974)

This quote greatly clarifies the relation of the student-teacher, and if the teacher is dissatisfied with the students, the work, the working conditions, the salary, etc., this emotion of dissatisfaction is passed on to children, and then the success is absent and he cannot become representative model of successful and satisfied individual.

Except knowledge, social skills, work habits, problem solving methods, emotional maturity are just some of the segments that complement one person's development in institutional education. «In addition, the input perspective focuses on the socio-economic, ethnic and family background of students enrolled in extracurricular and out-of-school activities.» (Stecher, Maschke, 1/2013, p. 32). If the professor takes a negative attitude and is constantly wondering why the pupils do not learn enough, why parents are poorly involved in their work, why they are not interested in learning, why they want good grades without much effort and dedication, will not be happy as a professor. So the important triangle parent-teacher-student is formed, and there must be the perfect balance in communication, sharing information and devotion in building up a mature person from student.

The principle of individuality of the student is crucial in teaching process. So, it is mostly discussed that child-centered teaching is pushing the student to his highest peaks of his/her learning possibilities (Ciaran Sugrue *Complexities of teaching – Child-centered perspective* pg. 7-9). The practice has shown that teachers set the criteria for grading according to the best student, which is in direct contradiction to the concept that every student is an individual which has very negative effect on the teacher as a model in students' point of view, as the survey has showed.

In addition to transferring knowledge, the teacher influences the formation of the overall personality of the student as a model of curious and motivated person. «According to some studies, the first three years spent in school have a decisive significance in some forms of moral behavior» (Pupils and properties of teachers Bosiljka Đorđević and Jovan Đorđević; 1988, p. 38). The reputation of teachers in the eyes of children, imitation and identification lead to the process of formation, of the idols.

The personality of teachers, especially his actions, are influenced much more than the verbal information that they teach to the students, so it is necessary for the teacher to be aware of it. «Since students usually act based on what they see the older people do (parents

and teachers) rather than the way we instruct them and how we tell them (Đorđević: p. 38) The characteristics of the teachers and the forms of his behavior not only have a great influence on the student but they also teach the students to accept the fact that they are in the process of learning, all these properties also have an impact on the creation of the climate in the department.

The youngest students often see teachers in exchange for their parents. In modern society parents have less and less time to work with children, so the role of teachers is only enhanced. The disrespect and loss of the authority of parents in the society have certainly affected the students. «Serious difficulties for education and socialization are created by mass culture, television, radio, film, commercials» (Pedagogy 2007/3 dr Nikolay Dimitrijevič Nikandrov, p.336)

The poll we have conducted (more about it in Chapter 3') shows that there is a picture of an ideal teacher and that there are stereotypes about what a good teacher looks like. It is most important for students to have a professor who is natural during the class, being just as he is, who loves his calling and who is committed to what he is doing. Only then does the student-professor connection lose tension and creates a relaxed atmosphere that is crucial for fruitful work.

3. Research

In order to fully understand the position of teachers in contemporary social trends and analyze the relationship between the student and the teacher, 253 pupils of the 7th and 8th grade of elementary school in Belgrade aged 13 to 15 and 13 pedagogues were interviewed. From each grade, the sample is divided into 6 departments, a total of 12 departments of two grades. The elementary school *Stevan Sremac* is one of the oldest in Belgrade and it is located in nice suburbia neighborhood, surrounded by park. We can suggest that is in the very pleasant surrounding for students' safe return from school and with possibilities of a lot extra-curricular activities. In the survey didn't participated many subjects who are members of national minorities (only two of them among the students). The parents have mostly high school education – mothers 67.70% and fathers 70.72%.

3.1. Teachers

First, we are going to consider what image do teachers have about their modeling role (Table 1). The survey was attended by 13 elementary school teachers in Belgrade, who answered three questions:

1. What character traits do the professor possess to have a positive impact on the students? The intention behind this question was to light up how personal qualities of the teacher build up a model the student perceive.

2. What the beginner teachers do wrong? This question should lead us to existence of self improvement attitudes through the perspective of others.

3. What is your advice to the teachers? This question should emphasize the awareness of the modeling role in the classroom and also give as the information about how do teachers see exemplary behavior in the teaching process.

All the responses were descriptive, and the respondents were not anonymous, but left the name of the institution they work in addition to their names and surnames. They are left out of anonymity for a number of reasons. First, because their answers are advisable to young teachers and must be aware of the responsibility they have given to them, but they have responded through the workplace from time to time, they include their names and surnames, but in the tables, we will not publish the data.

Table 1: Teachers' opinion about their modeling role

Questions	1. What qualities does a teacher need to have to positively influence students?	2. Which mistakes teachers that are at the beginning of their careers make?	3. What would your advice to the teachers be?
ANSWER	The teacher should be: courageous, patient, conscientious, responsible, open, innovative, creative, empathetic, tolerant, right-minded, accurate, consistent, interesting, witty, dedicated, enthusiastic, flexible, courageous, intelligent, cautious, tactical	They are asking for more than is needed from the students. They seem to struggle to find the right measure of what is needed when it comes to the students' knowledge. They are either too harsh on students or too submissive. They don't have enough knowledge in the fields of pedagogy, methodology and psychology and they don't want to ask for help in those areas. They think that they know a lot. They are poorly motivated, insecure, striving towards domination, cultivating prejudices about a particular category of students	It would be to work according to the concepts of contemporary teaching, to use the experience of others, to follow the students' development, to develop democracy, to be careful, fair, serious, consistent, empathic (tolerant), to admit a mistake, to respect the students' thinking, innovative, creative, optimistic, to love children, to love their profession, to influence the personal development

3.2. Pedagogues

State schools in Serbia are designed so that, depending on the number of departments, each school has a professional team. This team consists of a pedagogue, a psychologist, depending on the needs and size of the school and the social worker. The role of a team at school is to ease everyday problems as pupils, such as teachers and parents, they represent some sort of mediators in different situations. We must not forget that everybody is looking at the problem from a different angle and the competent person needs to create a relaxed atmosphere among students, professors and parents. Of course, more importantly, they help students solve problems, understanding the subjects, and learn how to approach them in the right way. That is why surveyed pedagogues of established schools, because they are in their daily contact with the teachers following their work, mediating in conflict situations. The desirable characteristics of teachers are the topic of pedagogy through all stages of development, including contemporary pedagogy. The surveyed pedagogues of Belgrade's basic schools had many suggestions when it comes to the qualities that the teacher must possess, many proposals coincided. I will outline one:

“The teacher must be aware of his role in shaping the students' development. Courtesy, consistency, a clear attitude that excludes any ambiguity, openness and readiness for the student to be heard, accepted, understood. The willingness to admit the mistake, empathic behaviour, certainly contributes to raising the reputation among students and their enthusiasm to identify with their teachers.”

3.3. Students

Students filled in the questionnaire anonymously in order to answer as honestly as possible.

Table 2: Opinion of students VII grade about teachers' modeling role

Questions	Answers	VII grade												Total	
		VII-1 24 students		VII-2 22 students		VII-3 22 students		VII-4 21 students		VII-5 22 students		VII-6 19 students		130 students	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Do you have a favorite professor?	Yes	18	75	19	86,36	18	81,81	17	80,95	17	77,27	17	89,47	106	81,53
	No	6	25	3	13,63	4	18,18	4	19,04	4	18,18	2	10,52	23	17,69
	Unanswered	0	0	0	0	0	0	0	0	0	4,54	0	0	1	0,76
2. When a teacher is your favorite, is the subject he/she teaches your favorite as well?	Yes	6	25	6	27,7	13	59,09	10	47,61	17	77,27	7	36,84	59	45,38
	No	18	75	15	68,18	9	40,90	11	52,38	2	9,09	12	63,15	67	51,53
	Unanswered	0	0	1	4,54	0	0	0	0	3	13,63	0	0	4	3,07
3. In case you did not understand something during the class, can you ask your teacher for a clarification?	Yes	8	33,33	15	68,18	14	63,63	17	80,95	7	31,81	11	57,89	72	55,38
	No	16	66,66	2	9,09	7	31,81	3	14,28	13	59,09	6	31,57	47	36,15
	Unanswered	0	0	5	22,72	1	4,54	1	4,76	2	9,09	2	10,52	11	8,46
4. Are you afraid of a professor?	Yes	5	20,83	4	18,18	10	45,45	10	47,61	15	68,18	10	52,63	54	41,53
	No	18	75	17	77,27	12	54,54	11	52,38	5	22,72	8	42,10	71	54,61
	Unanswered	1	4,16	1	4,54	0	0	0	0	2	9,09	1	5,26	5	3,84
5. Does a teacher represent your role model?	Yes	16	66,66	18	81,81	9	40,90	4	19,04	6	27,27	5	26,31	58	44,61
	No	8	33,33	3	13,63	12	54,54	16	76,19	14	63,63	13	68,42	66	50,76
	Unanswered	0	0	1	4,54	1	4,54	1	4,76	2	9,09	1	5,26	6	4,61
6. Which trait do you find the most important when it comes to the teacher's personality? Select up to two answers	Righteousness	14	58,33	7	31,81	8	36,36	6	28,57	12	54,54	8	42,10	55	42,30
	Tolerance	4	16,66	4	18,18	5	22,72	6	28,57	3	13,63	2	10,52	24	18,46
	Patience	6	25	8	31,81	8	36,36	8	38,09	5	22,72	6	31,57	41	31,55
Consistency	Consistency	1	4,16	0	0	0	0	6	28,57	0	0	1	5,26	8	6,18
	Caring	5	20,83	5	22,72	5	22,72	3	14,28	2	9,09	5	26,31	25	19,23
	Professionalism	12	50	6	27,27	5	22,72	5	23,80	7	31,81	2	10,52	37	28,46
Responsibility	Responsibility	5	20,83	9	40,90	6	27,22	3	14,28	4	18,18	7	36,84	34	26,15
	Respect students' personality	7	29,16	10	45,45	8	36,36	8	38,09	8	36,36	11	5,89	52	40

Table 3: *Opinion of students VIII grade about teachers' modeling role*

Questions	Answers	VIII grade												Total	
		VIII-1 21 students		VIII-2 17 students		VIII-3 18 students		VIII-4 20 students		VIII-5 20 students		VIII-6 27 students		123 students	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Do you have a favorite professor?	Yes	16	76,19	10	58,82	16	88,88	17	85	16	80	18	66,66	93	75,60
	No	5	23,80	7	41,17	2	11,11	3	15	4	20	9	33,33	30	24,39
	Unanswered	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. When a teacher is your favorite, is the subject he/she teaches your favorite as well?	Yes	11	52,38	6	35,29	11	61,11	9	45	12	60	8	29,62	57	46,34
	No	10	47,61	11	64,70	7	38,88	10	50	8	40	19	70,37	65	52,84
	Unanswered	0	0	0	0	0	0	1	5	0	0	0	0	1	0,81
3. In case you did not understand something during the class, can you ask your teacher for a clarification?	Yes	13	61,90	11	64,70	14	77,77	13	65	14	70	22	81,48	87	70,73
	No	6	28,57	5	29,41	4	22,22	6	30	6	30	5	18,51	32	26,01
	Unanswered	2	9,52	1	5,88	0	0	1	5	0	0	0	0	4	3,25
4. Are you afraid of a professor?	Yes	3	14,28	8	47,05	8	44,44	8	40	4	20	4	14,81	35	28,45
	No	16	76,19	8	47,05	10	55,55	12	60	15	75	23	85,18	84	68,29
	Unanswered	2	9,52	1	5,88	0	0	0	0	1	5	0	0	4	3,25
5. Does a teacher represent your role model?	Yes	3	14,28	5	29,41	9	50	4	20	9	45	18	66,66	48	39,02
	No	18	85,71	11	64,70	9	50	15	75	11	55	9	33,33	73	59,34
	Unanswered	0	0	1	5,88	0	0	1	5	0	0	0	0	2	1,62
6. Which trait do you find the most important when it comes to the teacher's personality? Select up to two answers	Righteousness	4	19,04	2	11,76	8	44,44	7	35	7	35	10	37,03	38	30,87
	Tolerance	2	9,52	5	29,41	9	50	3	20	9	45	4	14,81	32	26,01
	Patience	6	28,57	5	29,41	8	44,44	2	10	8	40	4	14,81	33	26,82
Caring	Consistency	0	0	1	5,88	1	5,55	0	0	4	20	1	3,70	7	5,69
	Professionalism	4	19,04	2	11,76	3	16,66	3	15	4	20	8	29,62	24	19,51
	Responsibility	10	47,61	4	23,52	9	50	6	30	11	55	7	25,92	47	38,21
Respect students' personality	Respect students' personality	9	42,85	1	5,88	3	16,66	10	50	7	35	4	14,81	34	27,68
		7	33,33	9	52,94	7	38,88	7	35	10	50	14	51,85	54	43,90

Table 4: Final results of students' opinion

VII and VIII grade							
Questions	Answers	VII grade 130 students		VIII grade 123 students		Total 253 students	
		No.	%	No.	%	No.	%
1. Do you have a favorite professor?	Yes	106	81,53	93	75,60	199	78,65
	No	23	17,69	30	24,39	53	20,94
	Unanswered	1	0,76	0	0	1	0,39
2. When a teacher is your favorite, is the subject he/she teaches your favorite as well?	Yes	59	45,38	57	46,34	116	45,84
	No	67	51,53	65	52,84	132	52,17
	Unanswered	4	3,07	1	0,81	1	0,39
3. In case you did not understand something during the class, can you ask your teacher for a clarification?	Yes	72	55,38	87	70,73	159	62,84
	No	47	36,15	32	26,01	79	31,22
	Unanswered	11	8,46	4	3,25	15	5,92
4. Are you afraid of a professor?	Yes	54	41,53	35	28,45	89	35,17
	No	71	54,61	84	68,29	155	59,28
	Unanswered	5	3,84	4	3,25	9	3,55
5. Does a teacher represent your role model?	Yes	58	44,61	48	39,02	106	41,89
	No	66	50,76	73	59,34	139	54,94
	Unanswered	6	4,61	2	1,62	8	3,16
6. Which trait do you find the most important when it comes to the teacher's personality? Select up to two answers	Justice	55	42,30	38	30,87	93	36,75
	Tolerance	24	18,46	32	26,01	56	22,13
	Patience	41	31,55	33	26,82	74	29,24
	Consistency	8	6,18	7	5,69	15	5,92
	Caring	25	19,23	24	19,51	49	19,36
	Professionalism	37	28,46	47	38,21	84	33,20
	Responsibility	34	26,15	34	27,68	68	26,87
	Respect students' personality	52	40	54	43,90	106	41,89

Analysing the data: 253 students were asked to answer if they have a favourite teacher, and to that 78.96% answered with yes, slightly higher number of the students that answered this question were 7th grade students, and 20.94% answered that they did not have a favourite teacher. This percentage leads us to conclusion that the students are highly aware of importance of teacher being the positive social model on which they could rely on, who's behaviour they can mark as desirable. The student are going to, most likely, imitate such teachers. It is important for students to have a ideal social model in front of themselves, and mostly, as this survey showed, they do.

The second question was whether the students are more fond of the subject that their favourite teacher teaches: 52.17% answered that they do not identify teachers with their subjects, while 45.84% answered that the teacher and the subject he teaches are closely related. Approximately the same number of answers were given by the students of 7th and 8th grade. It is important that students distinguish ideal and desirable social model from the favourite subject.

On the third question which was: if you did not understand a lecture can you ask any professor for clarification, 62.84% of the respondents answered affirmatively, 31.22% answered that they would not ask, and 5.92% did not respond the question. Out of all the respondents students of the 7th grade gave a much larger negative response of 36.15 compared to students of the 8th grade, 26.01%, this was repeated in the number of students

who did not answer this question in the 8th grade 8.46% compared to 3 , 5% of students' answers of the 8th grade. This question showed us the attitude to the participation in teaching. Student who are not afraid to ask would most likely have closer relationship with the teachers which could lead to stronger social modelling of the teacher not only as a interpreter but as a mentor and co-worker in teaching process.

When asked if you are afraid of a professor, 59.28% answered that they were not afraid, 35.17% said they were afraid, 3.55% did not answer this question. More than a third of students said they were afraid. This could certainly be an idea for further research on this topic because could lead us to the explanation of the barriers in the process of learning model.

When asked if a professor represents a role model in a student life, 41.89% answered affirmatively, 54.94% answered negatively and 3.16 did not answer to this question. Given great number of challenges in students' lives, this is not a negligible number. The teacher has the most powerful influence on the students and their development, which was shown by a survey conducted in Serbia. «The research of Professor Jovan Đorđević, done with pupils of the 4th and 8th grade of elementary school, emphasize first the role of the personality of teachers, and then of his teaching and assessment qualities. 74% of the answers relate to the personality of teachers as a sensible, moral, noble human being, and only 25% of the answers relate to the knowledge of materials by teachers on the technique of teaching process, training, assessment «(Pedagogy 2013/3 p.). Student, first of all, see the teacher as a human being and after that as a subject in his professional role, which is the most important in psychological process of learning by model.

On the sixth question, the students answered what are the most important features of the teachers that the students value the most and could use as a model. The students could tick 2 answers that they thought were the most important out of 8 suggested possibilities. The majority of students – 41.89% consider it to be respect for the student personality. In contemporary society, students believe that respecting their individual characteristics, taking into account their opinions, appreciation, understanding, emotional and social respect is the most important. Respecting student personality over education is what they value the most. The next most important feature according to the survey is righteousness – 36.75% of respondents believe that everyone has the right to equal relation, trust and sense of mutual acceptance, that there shouldn't be a favourite nor an eternal culprit for all in the classroom and that everyone is equal. Students expect teachers to allocate their emotional trust evenly, to be treated fairly and to be evaluated in the same way. This is the period when they are formed as individuals with certain moral principles and norms, and this is one of the most important personalities of the person. The teacher can, however, serve as a strong and powerful model.

The third most important characteristic based on answers is the proficiency – 33.20% of the students answered that the proficiency of teachers is one of the important features. Although modern technology is available to students on a daily basis, it cannot diminish the importance of teachers. The teacher remains a key factor as a guide. In contemporary didactics he got another role. He is not the only source of knowledge, but his expertise for students is of a great importance. The importance of the Internet, television, film is powerful and enormous, but not omnipotent.

The fourth most important feature is patience – 29.24% of the respondents believe that patience is an essential characteristic of teachers. The students of the 7th grade were more numerous in answering affirmatively to this question. The patience of the teacher provides a positive climate not just during the class, but it also affects the students' complete behavior and their advancement. All problems which appear in the classroom or personally to students can only be resolved by patience.

26.87 % of students finds that the trait of responsibility is very important. The number of the students of the 7th and 8th grade that answered affirmatively to this question was equal. Responsibility for work, students, property ... is a desirable trait that, thanks to learning by model, students should accept from the teacher.

The sixth feature that 22.13% of students voted for was tolerance. Students of the older classes (the 8th grade students) found this very significant. Given the psycho-physical characteristics of this age, emotions that are short-lived and intense, tolerance is an important feature that the teachers should possess.

The seventh feature -19.36% of the students of both grades (the 7th and the 8th) voted to be affection. The foundation of an emotional identity is the task of every teacher. The student must live and work in the sense that he is accepted and supported by the teacher and not feel helpless.

The eight characteristics – 5.92% of the students has voted for is consistency. Of all the answers offered, the smallest number of students opted for this one.

All these most important features of the teacher in the opinion of the students would be desirable for students to adopt as a part of learning by a model principle.

4. Conclusion

Learning by model is a form of social learning in which a subject, a person who learns by observing a model, adopts certain forms of behavior that the person is exposed to. The behavior of others serves as a model and is a very powerful entity and can override the results of direct learning. Often, the actions mean more than what is spoken verbally. The teacher provides his student with a model.

First of all, have to exist emotional connection between students and professor based on respect and love. By the way, many useful, but also harmful behaviors can be adopted by the model. The teacher has a strong influence on the students and their development, he has a huge educational role which implies that his behavior and personality characteristics serve the students as a model.

The desirable qualities of teachers is a topic of interest of pedagogues of various theoretical orientations, at various periods of development. The Belgrade Pedagogy Survey has given many characteristics regarding this topic, many have coincided, and the most crucial one is to love children and their work.

Through a survey conducted at the Belgrade Primary School on a sample of 253 students at the age of 13-15, we tried to follow what the character traits of teachers are in their opinion the most significant. According to the answers given the chronological order of the traits that are the most valued is: it respect for the personality of the learner, then righteousness, expertise, patience, responsibility, tolerance, affection and consistency.

The results show that students have their favorite professors in 78.60%, 45.84% of students think that they identify the favorite professor with his/her subject, 41.89% of the respondents said that their professor serves for them as a role model. Regardless of the fact that today's advancement of modern technology is an enormous challenge for students, the teacher is an important factor in the overall educational work, his role is very complex, and with his attitude, by his approach, he/she serves as a role model for students.

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