

The Role and Importance of Classroom Atmosphere in High Schools

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Abstract: This paper discusses the classroom atmosphere that influences students' motivation and attitude toward learning. The atmosphere that encourages students in this direction is purposeful, hardworking, relaxed, warm, stimulating and well-organized. What classroom atmosphere will be it depends on the teacher's relationship established with students. It is recommended that this relationship should be established on a mutual basis with respect and understanding. Motivating students is one of the most important teaching skills for establishing a positive classroom environment that involves finding the best way to motivate learners to acquire new knowledge. The paper showed what classroom manners the teacher is supposed to possess that significantly influences student motivation.

Key words: communication; teacher; student; motivation; teaching skills; class

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1. Introduction

Everyday life in the classroom is marked by the teacher's work and teaching of students. In the work of teachers, the methods and ways in which they approach teaching work have a great influence, which ultimately affects the transfer of teaching materials and the acquisition of knowledge by students. One of the important factors in the work of teachers is the classroom atmosphere. During school, the student spends a large part of his time in the classroom, for this reason it is very important to provide the student with a positive, motivating and working classroom atmosphere. An important role in this process is played by the teacher as an important factor that applies elements of a positive classroom atmosphere. "Knowledge is power", has long been a phrase. But a phrase that in everyday business makes the difference between a successful and a failed organization. K. Ishikawa said: "Quality management really starts and ends with education." (Bajramović E., 2013).

The aim of this paper is to point out the elements of a positive classroom atmosphere for the purpose of more efficient education and to encourage teachers to apply them during the preparation, implementation and teaching of students to the teaching material. Encouraging and maintaining a positive and pleasant classroom/teaching/school atmosphere is necessary if we want to achieve complex goals and tasks of education. The mutual energy that is created in an optimal atmosphere affects the learning and teaching of both students and teachers, and inevitably contributes to the quality of the educational process (Anđić D., Pejić P., & Vidulin Orbančić S., 2010). In a positive atmosphere, the teacher treats students as competent people who are able to learn,

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his expectations are positive and high. In such an atmosphere, students understand the value of learning, they feel safe because their emotional security and self-esteem are not compromised. Only in such a warm, supportive and affirmative atmosphere of the classroom and school can students learn to cooperate with others, develop abilities and the need for new knowledge. Positively, a friendly and cooperative atmosphere can reduce tensions and disciplinary problems (Hadžić-Suljkić M., 2011). Also very important role and support to the class atmosphere is provided by the appearance and composition of the class and in this regard it is very important to keep in mind this aspect and pay attention to the appearance of the classroom, neat, neat table layout and clean correlated posters in the classroom. In such a seemingly decorated classroom, you will get the impression that learning is fresh, interesting and interesting.

2. Elements of the Class Atmosphere as an Influence on the Quality of Learning

Purposefulness and work are encouraged in such a way that the teacher emphasizes the need for constant progress in learning. In this regard, time must not be wasted, which is achieved through a quick start to classes, careful monitoring of student progress and good organization that helps the smooth running of the lesson. The teacher should not allow unnecessary organizational problems to interrupt the course of the lesson because this will make students realize that learning is not so important and they will stop taking care not to interrupt learning. Also, premature completion of the class has a negative effect on the class atmosphere. Students should accept the teacher and his authority as the organizer and leader of teaching activities and the expectation of teachers and students that they will make an effort about learning and what is required of them. Realistic expectations of success should be set and help and support provided to students when they run into difficulties. Because learning is a high-risk activity and a student's constant failure and remarks addressed to him can have a devastating effect on his self-esteem and lead him to stop trying to learn so as not to expose himself to new suffering (if I do not try, my failure is my choice) (Kyriacou C., 1995). A relaxed, cordial and stimulating classroom atmosphere is formed on the basis of the relationship that the teacher establishes with the students. If the teacher is relaxed and solves all the problems of student disobedience in a calm way, it will have a relaxed effect on students and develop their desire to actively monitor teaching activities. Heartiness means that students feel that the teacher cares about students and their learning and that the teacher shows that he is interested in them as a person. If the teacher says to the student after helping him in a caring and compassionate tone "Is it clear to you now?" it will convey a feeling of cordiality to the student. Future teachers need to build a sense of caring tenderness towards students, cordiality, support, kindness and tact. The teacher should also be encouraged to help students complete tasks when they encounter a problem and not to reprimand them. It should also show and teach the student a certain strategy how to solve a certain task and how it helps them to follow the lessons (Kyriacou C., 1995). In a positive atmosphere, the teacher treats students as competent people who are able to learn, his expectations are positive and high. In such an atmosphere, students understand the value of learning and feel safe because their emotional security and self-esteem are not compromised. Only in such a warm, supportive and affirmative atmosphere of the classroom and school can students learn to cooperate with others, develop abilities and the need for new knowledge. A positive, friendly and cooperative atmosphere can reduce tensions and disciplinary problems (Božić B., 2013).

Order is one of the aspects that needs to complete the class atmosphere. It should be correlated with other features of the class atmosphere. It is based on the skills of effective organization and organization of the lesson

and on the relationship with students, which is based on mutual respect and understanding with students (Kyriacou C., 1995).

3. Student Motivation

One of the most important teaching skills for establishing a positive classroom atmosphere is to find the best way to motivate students to learn. We have three influences on student motivation in the classroom and they are:

- intrinsic motivation — means how much students will participate in an activity to satisfy their curiosity, interest in the teaching material being taught and interpreted or to acquire and develop competencies in relation to the requirements placed before them.

- external motivation — to achieve a desired goal or purpose outside the activity, e.g., parental or teacher praise, school qualifications, respect and admiration of schoolmates, to avoid the consequences of failure. Internal and external motivation are not incompatible. Eg. The student struggles in math class because he enjoys it but also because he wants to achieve good success in order to achieve his ambitions.

- expectation of success — is the degree to which students feel they will succeed in a particular activity. Students will not bother in tasks that they find too difficult and in which they see little chance of success. However, not all activities that students think are easy to perform have a motivating effect on students; an easy task students may find worthless effort unless there is some special reason to do it. Examinations have shown that students are most motivated by tasks that students find challenging, ie. difficult but solvable (Kyriacou C., 1995). The most important way is for the teacher to stimulate the student's internal and external motivation and expectations of success. However, people are affected differently by ways of motivating them. Motivation is greatly influenced by the situation in the parental home (this is especially reflected in how much parents attach importance to school knowledge and success). The second factor is the situation in the school, that is. the expectation of success and failure. An important factor is how students experience teachers' expectations and the demands that different activities place on them. It is also important to ensure that the student is encouraged to learn and that the teacher expects a lot from them. Expectations should be realistic but challenging because they send a message to students that the activities are useful and interesting and that each student's progress is important.

Internal motivation is aroused by choosing topics that will interest students and be related to the life experience of students. The possibility of choice is also one of the ways to stimulate student motivation (school newspaper — sports page). Active participation and collaboration among students encourages students to work and enjoy learning. Use of various games. Use of novelty and diversity. Encourage intrinsic motivation by showing students regularly the progress of their abilities and what they were able to do and understand at the beginning of the school year. Because intrinsic motivation involves curiosity and a desire to progress and increase competencies and it can be done this way.

Exploiting external motivation is reflected in linking student effort and success with tangible rewards and benefits. It should be noted that rewards are what students want so as not to diminish their inner motivation and not to discourage those who work hard but do not receive such rewards. It is also motivating to give a reward that strengthens self-awareness, e.g., giving a high grade in a particular subject or some other form of recognition for work and success but care should be taken that the awards are not too competitive and one should be careful because of the bad influence on other students. A very important motivating factor is the teacher's praise. A

teacher's praise that is used in a knowledgeable way and at the same time is sincere and trusted is more effective than regular and vain praise that is deprived of these qualities.

External motivation can be increased by drawing students' attention to the importance and benefit of topics and activities for their needs. These can be students' short-term needs such as a grade or a good test result or long-term needs, i.e., successful resolution of later life obstacles and needs and assistance in achieving life ambitions (Kyriacou C., 1995). The recommendation from the practice of a high school is to organize "subject weeks" which are organized for almost all subjects once a year and can be a nice opportunity for students to earn added points in various ways to use the test and use them to increase grades. Students can make a panel with a picture and a quote from a favorite literary work, record a specific video, make a model that shows, e.g., historical events, participate in debates and general knowledge quizzes. In this way, by organizing subject weeks, students are in constant activity by teachers with the motivation that if they participate, they learn and earn a grade.

The expectation of success ensures that the tasks set are challenging and offer students a realistic chance of success, taking into account their prior knowledge and abilities. It is important that the teacher monitors and acts on unnecessary frustrations in time, i.e., careful monitoring of student work and providing help and encouragement if the student has major work problems. The teacher's task when helping and encouraging students is to challenge students' self-confidence and make them feel that they will succeed with appropriate effort. It is also important that students understand that success depends on them, that they must be aware of how they approach assignments, how much effort they put into success, and that nothing can replace their willingness to invest constantly in carrying out their school assignments (Kyriacou C., 1995).

4. Teacher Relationship With Students as a Factor of the Classroom Atmosphere

Mutual respect and understanding between teachers and students has a huge role and effect on building a classroom atmosphere. What the class atmosphere will be like depends on the relationship that the teacher has established with the students. It is recommended that this relationship be established on mutual respect and understanding between teachers and students. Students need to conclude from the teacher's actions that the teacher is professional and that the teacher cares about student progress because the teaching is effective, planned and various tasks are performed by the teacher.

In relation to students, the teacher shows respect for all students as individuals with their own needs. Understanding is based on the teacher showing that he understands and takes into account the student experience, opinion on many issues and experiences related to their lives, e.g., when their favorite football club loses or drops out of the league, praise to a student who played well on the school team, compassion for the student when he is ill, or shared joy as he approaches a school outing.

The establishment of a classroom atmosphere depends on the two-way nature of this relationship, students should reciprocate the teacher's respect with respect for the teacher, they should reciprocate the teacher's understanding of students' attitudes by understanding the teacher's attitudes. Establishing such a relationship of respect affects the overall atmosphere in the school and contributes to a greater educational function of teachers in the school and contributes to students more easily trust and turn to the teacher when they have personal problems and difficulties (Kyriacou C., 1995). When students realize that their opinions are valued, that their teacher respects their beliefs and ideas, they react by showing greater responsibility and enthusiasm. When teachers respect the opinion of students and students begin to respect it more, and the whole process and its results are

taken much more seriously (Steele J., Meredith K., & Temple C., 2002).

By providing a good example, the teacher's exemplary behavior has a positive impact on the student as a role model and example in their behavior. The teacher must be aware that what he asks of the student he fulfills himself. Especially in primary school, identification with the teacher is pronounced, but this is also true for most high school students. Students expect the teacher to be a good example to them in what they expect of them. If the teacher requires them to be neat and the teacher board should be neat. If the teacher wants and expects the students to behave politely, the teacher himself must not lose his temper and behave badly towards them. Because students learn politeness from teachers. If the teacher expects the students to find the lessons interesting, the teacher should also show interest in teaching activities. The British Education Inspectorate emphasizes the particular importance of the example provided by the teacher in establishing positive classroom habits and a positive classroom atmosphere (Kyriacou C., 1995).

The humanistic approach to learning and teaching advocates that education must emphasize the importance of the whole person, personal development, student worldview, and the concept of personal action and choice. The most important elements in the application of such an approach to teaching are:

- 1) understand the teacher's function as an assistant's function,
- 2) provide students with a fairly wide choice and supervision in the organization of learning and
- 3) show empathy and respect for students (Kyriacou C., 1995).

You need to know how school leadership or family support at home will create more diligent students. If exposed to both, the student will certainly do well. But what schools can and should do is manage students so that they meet their needs in school work. The teacher leader works in collaborative groups. It encourages students to work together and at home, as many will not write homework if they have to write it themselves. In the class, the teacher visits the groups while working in collaborative groups and gets to know the students, and in that way he is constantly looking for better teaching methods and asks the students for their opinion on what those methods could be. The teacher leader explains that the sole purpose of the grades is to show what the students know. A poor grade does not mean failure; it means that the student has not yet learned enough. Until the final grade, all grades are provisional; any bad grade until then can and should be corrected. The teacher will explain that he personally hates bad grades and likes to give better. Students must be willing and willing to work. In this way, the teacher shows that grades serve as an encouragement and not a punishment or a weapon. This is in stark contrast to teacher bosses: students often feel helpless and resentful when bad grades are applied as punishment and are never promoted. While emphasizing the importance of diligence, the classroom atmosphere is never gloomy. The teacher-leader tries to create an environment that students enjoy: we have to work, but we can have fun along the way. The teacher-teacher spends a few minutes almost every hour questioning the students so that they can learn more or what could be done to make the lessons more enjoyable. The teacher does not reject rewards, but is convinced that the class, if it thinks it is doing well, should determine the rewards. It encourages students to plan activities in and out of class as a reward for good work, and the teacher himself is present in some extracurricular gatherings, thus showing how he recognizes the social process of which he is an important part (Glasser W., 1990).

Communicating positive messages and the teacher's communication with students has an impact on student self-awareness in the classroom. If a teacher's comments to students are positive, encouraging, encouraging, praiseworthy, and relaxing rather than negative, mocking, stern, offensive, intrusive, and stressful, it will greatly boost students' self-awareness. Body language also reveals to students what they think of them and through

non-verbal messages: looking into the eyes, posture, facial expression and tone of voice. Sometimes it is difficult to express feelings in words if body language communicates and says the opposite. Positive messages are much easier to convey if the teacher really feels what he wants to say. If the teacher sincerely respects the students and if he cares about learning something and if the teacher is relaxed and confident in his role (Kyriacou C., 1995).

Positive help to the student by teachers in the areas that most influence the communication of teachers with students are:

1) Teachers' attitude towards students' mistakes

Student error is any student work or learning problem that does not meet the desired standards of achievement. This can be an incorrectly answered question or a poorly done project. In such a situation, the teacher should think carefully about the instructions he will give to the student in order to help them and not rebuke them. When a student has a problem, he should not be treated from above, and an even bigger problem can arise if the student experiences the teacher's tone as humiliation, ridicule or unfair criticism. Explaining the task to the student once again is better than saying "You can do it better" or worse: "This is worse than I hoped."

2) Degree of personal interest in student progress — to connect what is said to each student and how the teacher reacts to their work with their needs and past work. Also tell students in personal contacts how they are progressing and relate this to previous contacts. This can be motivating for the student and they will get the message that the teacher is interested in them as a person and that the teacher adapts as much as possible to their individual needs (Kyriacou C., 1995). The class teacher helps students to understand and master the contents prescribed by the curriculum. Through his work, he creates relationships with students and influences the classroom atmosphere. Communicates with students, determines the forms of communication and the degree of student participation in the class. In this way it affects the nature of the functioning of the class, shaping the atmosphere of competition or cooperation and the emotional atmosphere (Božić B., 2013).

5. Conclusion

In the last ten years, mankind has experienced great technological development and economic prosperity thanks to information technology, economy and market economy. This approach requires an organized system based on models that give progressive results, especially when it comes to preschool, primary and secondary education. There are more and more challenges that students face from the earliest beginnings, that is, going to kindergarten and further education, which makes it difficult for the teacher to work and raise students. The TQM model was introduced and implemented in the world's best schools, this model helps educational institutions to rise from the competition group as a progressive and advanced educational institution which is aimed at making this educational institution a forerunner in the upcoming movement as a general quality improvement (Bajramović E., 2013).

In a quality school, I need to do the right things, do them the right way, do them on time, do them right the first time and every time, and not let my mistake go to others. The educational institution must regularly determine the necessary competence of persons who perform tasks under its supervision, especially the teaching process. The educational institution shall ensure that those persons are competent on the basis of an appropriate level of education, training or experience. Where applicable, take measures to acquire the necessary competence and evaluate the effectiveness of the measures taken. The organization must ensure that the persons performing the work under the control of the organization are aware of the quality policy of the educational institution,

relevant quality objectives, their contribution to an effective quality management system and the consequences of non-compliance with society's requirements. Competencies and elements of a positive classroom atmosphere contribute to the quality of the educational process.

The approach required today is such that it requires greater engagement and commitment of teachers to the student and special consideration of the student as a person as a whole and even part of the participation of teachers in students' free time, or creating extracurricular activities for students with the participation of the teacher. The class atmosphere set on the foundations of purposefulness and work will leave students with the impression that they should work and strive and that on that basis they will achieve results in learning and competencies necessary for life. Communication in a positive classroom atmosphere based on mutual understanding and respect between students and teachers will contribute to more efficient student development and building student confidence, which leads us to the conclusion that the teacher must be a positive and persistent person in teaching with more emphasis on positive messages to students and positive help. in guiding students on the basis of leadership, so that the student can more effectively master the material and be motivated to follow and participate in teaching with more participation and enthusiasm.

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