

The Attitudes of Pupils to Teachers According to the Gender Differences

Abstract

The article deals with the issue of pedagogical interaction and communication, it focuses principally on the interaction and communication of teachers in classwork as depending on teachers' gender. It gives the information about the results of the survey which empirically answers the question whether the teacher's gender influences the pedagogical interaction and communication and their evaluation by pupils in the process of classwork.

Key words: *pedagogical interaction and communication of the teacher, educational process, interactive style of the teacher, evaluation of the teacher, gender of teachers.*

General data

The relationship between interaction and communication can be understood in two ways. Firstly, we see communication as being part of or as a form of interaction. Secondly, communication and interaction are at the same level, we see them as two different aspects of a single process. This topic has been dealt with by a number of authors. For example, M. Nakonečný defines communication as “conveying certain meanings in the process of direct or indirect social contact” (Nakonečný, 2004). American psychologists do not deviate far from this concept, specifying communication as “*the mutual exchange of opinions between people, primarily using language, (...) possible when people share common findings, needs, and attitudes*” (Krech, Crutchfield, Ballachey, 1968, p. 328). Several authors have also attempted to