

Introduction

If we accept the idea that the pupil's motivation to learn is one of the key conditions for successful education, then it is also necessary to think about the role of the teacher in this process. It is widely assumed that the teacher appropriately motivates the pupil to individually make an effort to succeed. The question is, however, whether the teacher is also positively motivated to use this approach. Ideally, there is a positive, proactive atmosphere and mutual consensus in the classroom with an effort to achieve the best possible outcome of the teaching/learning, the essence of which is not the formative assessment of pupils, but the possibility of applying it for practical real life.

If, however, the teacher takes an ambivalent attitude to support the pupil's motivation for various reasons, then the results of education are not permanent and the pupil does not keep the knowledge in their memory for a long time. This puts school education in a problematic situation where the pupil's knowledge is fragmented, not systematically processed and thus does not create the basis needed for further learning. As a result, it is not possible to refer to quality education which is the main requirement for the current school.

In this situation, it is surprising that many are critical of the efforts to revise the curricular documents, with the requirements for the reduction of the curriculum and the scepticism with which the current state of education is being discussed. At the same time, these external interventions cannot solve the situation with which teachers are now confronted in many cases. Often, the result is disillusionment and in many cases also a decrease in interest and effort to encourage the pupil to achieve their potential. An important factor in the relationship between the teacher and the pupil is therefore the teacher's confidence in the pupil's abilities, as well as the pupil's knowledge that the teacher is engaged in the same way the pupil is in the process of quality education. Quality is then defined by both the teacher's efforts to teach effectively and by the pupil's efforts to actively learn. However, a similar positive result cannot be expected if one of the actors is not an equivalent partner in this joint endeavour. It is therefore desirable to place an adequate amount of responsibility on the pupil and then kindly, but consistently with the maintenance of fair treatment and respect for their individuality, insisting that the pupil takes responsibility fulfils the duties. The teacher's role is then determined by their professionalism and degree of emotional intelligence.

Editors