

## CHARACTERISTICS FOR SUCCESSFUL TEACHING OF TRUMPET

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*The work will deal with the most important characteristics of the successful teaching of instrument trumpet. In this context, we process the following aspects: 1. interactive communication teacher – students relationship, 2. motivation of students to achieve better results, 3. application of appropriate methods, techniques and strategies, 4. reflexive teacher. The modern pedagogical thought puts more emphasis on interpersonal relationships that makes the bound among participants in the learning process, namely the teacher and the student. If you ever succeed in the classroom once depended only on well – prepared teacher who can impart knowledge to students today, even more dependent on highly – sensitive interactive communication links between teachers and students. Motivation is another key element to successful teaching job. The teacher who knows how to motivate students to work for themselves, is a successful teacher. An important aspect of my method is a successful and appropriate individualization of instruction. It allows each student to work under his own pace and own level of intellectual and overall development, to encourage and develop their own interests and aspirations, to independently choose and apply methods for learning and practicing, or apply individual learning styles and exercises.*

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### Interactive and communicative relationship

The modern pedagogical thought is accentuating the human relationships which are made between the participants in the teaching process, the teacher and the student. If in the past, the successfulness of the teaching process depended on well prepared teacher, who could transfer the knowledge to the students, today; it more depends on the sensitive interactive and communicative relationships between the teacher and the student.

For a long time, this field (interactive and communicative relationships) was ignored, according to the fact that the pedagogy itself treated so – called *macro problems*, which covers: organization, methods, principles, content, target and tasks of the education.

Opposite of that, the micro pedagogy is studying the interpersonal relationships, the interactive and communicative aspect within the education, as a basis on which we base the whole teaching process (Bratanic, 1990).

Actually, it is familiar that the educational process is not taking place in an empty space, but within the human relations, is based on mutual cooperation and respect and its successfulness depends from the quality of the established interactive and communicative relationships.

The first characteristics of the relationship between the teacher and the student are the quest for equal partnership between the teacher and the student. Until now, it is many times accentuated for the position of the student as a subject and not as an object within the educational process, but so far it is not totally realized. I am trying with all my educational procedures, to really realize that, establishing true interactive and communicative relationships.

In my teaching work I always practice a dialogue with the students, mutual understanding and respect for the student, as individual. I never impose my opinion, or to think that I am always right. Also, I am prepared to accept the returned influences from the students, where I develop a position and readiness for those influences. In difference to the traditional pedagogy where exists linear process, in which only the teacher had influences for the students, within the modern pedagogy and methodic which I exercise, besides the influence of the teacher, the influence of the opposite direction from the student to the teacher or so – called circular stimulation, is also very characteristic (Popova-Koskarova, 2008).

The result of this communication is the democratic communication. With my students I only practice this kind of communication, instead of autocratic, where only the teacher dominates, and it is asked from the student to obey and be disciplined. That is the best way to show the student that he is respected, and also for the teacher to receive the return information if the student understands the content and to be able to practice it. In that context, I am not neglecting the socio-emotional and willing component.

The teacher with a democratic orientation has real authority. However, that authority is not built with coercion, punishment, insults, but through trust, respect and empathy. It is known that the authority is difficult to acquire and it is easily lost. Many teachers, fearing that they would not be authoritative think that it will require it through rigor. My recommendation in this context is that the teacher cannot acquire authority unless it is a positive example for the students and if it fails to achieve consistency between a thought, a word and deeds.

### Empowering the inner motivation of the students

The motivation is another key element to successful teaching job. The teacher, who knows how to motivate the students to work for themselves, is a successful teacher. If, however, the student works to be satisfied with the teacher, then, do not achieve full efficiency. The student will always endeavor to work (in this case – to play) for the teacher, not for themselves. A mistake that many teachers who encourage only external motivation of the student do. Namely, it means that the student learns, works, exercises, plays only for praise from the teacher. When that praise will once be absent in most cases, the student appears to be disappointed and thinks they no longer play properly. In fact, children in such a case, work for us instead for themselves. Therefore, I, as a teacher with years of experience, very often ask the question of how to enable the student to become independent of my promotion, or how to provoke the student's inner motivation, as opposed to external, coming from my side. Is there such a possibility and how to achieve?

Modern pedagogical science is constantly searching for solutions that will resolve the dilemmas in this context to impose teachers. There are authors who consider that it would be between when I passed the praise of encouragement, and the praise would come eventually. It should be paid a particular attention to the efforts of the student and the work that makes the student to achieve better results. In this context, I usually ask the following questions to the students: was something hard for you while playing this? How you managed that? And so on. With these sentences, we actually build self-evaluation for the child or contribute to self-esteem for his work. Also, it is desirable to build a self-esteem among students, of which I specially pay attention through asking questions of this type: what do you think is worth to be praised (meaning, how they played scales, technical exercises or something similar). Thus, I give them the opportunity for children to self-evaluate their own work and to develop a good sense of what is good or not.

Also, when teacher is getting feedback from students, I practiced the expressions: “I respect you”, “I learned from this that ...”, “I was interested...”

Thus, achieving development of self-esteem, self-evaluation, but at the same time developing of a sense of criticism, self-criticism and accountability. Then the motivation work is greater and more successful. The successes are visible, the general satisfaction of the teacher and the student.

Another aspect in this context is my effort and permanent commitment to each student to work qualitative. Quality work can only be achieved with the guidance of teacher – professional. Moreover, one of the characteristics of a professional teacher are the plan and program to be developed at the beginning of the school year, which takes into account the individual characteristics and abilities of each student, including the possibility of greater motivation of each student individually.

Part of the professional responsibility of every teacher strives for quality teaching and clarifications that are given to students about what benefit will have on what they are required to learn. This particularly applies to new methods and techniques applied by the students, and they motivate better playing and performing technique. Motivation helps to put more effort and hard work, but turn it gain more confidence, resulting in practice has shown that there is no greater satisfaction when you do something useful in the best possible way, and this will be followed by recognition from others. It is a wonderful feeling that tends to quality. The follow aspect are important to quality and motivated work:

- Students need to believe that what is required of them is useful for them.
- Have a desire to give their best for better results.
- Learn to value their own work, and on that basis to improve.
- The teacher to show patience toward their work.

Music naturally introduces students in collaborative spirit. It is known that a good orchestra is composed of good musicians. Moreover, every instrumentalist is the support of others. The orchestra is great, because there is cooperation.

### Application of appropriate procedures, methods and techniques for working

With proper structuring of activities in the teaching process, teacher comes to the conclusion that allowing students to adopt new knowledge in an active

way, i.e. through its own activity, but also a joint activity with the teacher. Knowledge in order to become more durable, are both inevitable actions: repetition and practice, which represent the most effective tools against forgetting. When repeating, the goal is not only permanent adoption of knowledge, but also deepened, expanded and systematized knowledge. On the other hand, exercise is aimed at determining the already learned procedures and techniques for playing, but also to improve their performance directly by students. Repetition has a particularly important role in students of younger age, because of incompleteness of their perception and memory, but also because of the instability of their attention and concentration. The effectiveness of repetition depends on the following factors: accuracy of memory, the level of understanding and comprehension of material (exercises, scales, etudes, sonatas), connecting the new material with old, student motivation for the adoption of certain knowledge, the degree of his conscious activity, the introduction of new elements in the material, the timing of recurrence in teaching and so forth.

All these elements or factors need to be interrelated and compatible with each specific case of repetition, and in accordance with the new goal in teaching. According to the didactic literature, repetition can be creative and mechanical repetition. Mechanical repetition of content (scales, technical exercises, etudes ...) is characterized by repeating the same order and in the same way. It is so called reproductive or formal repetition. In this kind of repetition, it is engaged primarily the function of memory, to a lesser extent and function of thinking.

On the other side, however, recurrence is imposed by creative thinking and the reason why this kind of repetition is called a mind, active, productive, meaningful repetition. Within this kind of repetition, there are less or more complex thinking operations, such as analysis, synthesis transformation and so on. All these operations are mutually connected and dependability in a complex, allowing their use to be interconnected and to strengthen the system of knowledge of students in the direction of achieving as much as possible connection and durability of knowledge.

The activity of the teacher in reference to independent working student is very important, and I would say necessary. The specific plan, engagement of the teacher begins by setting out certain tasks (scales, technical exercises, etudes...) after that, as a teacher should talk to students the work that they need to do. Students join their realization, the better motivated to do so.

An important aspect of my method is successful and appropriate individualization of instruction. It allows each student to work under his own pace and own level of intellectual and overall development, to encourage and develop their own interests and aspirations, to independently choose and apply methods for learning and practicing, or apply individual learning styles and exercise.

In that context, I can single out several ways (exercises) which I applied for individualization of teaching:

- 1) Exercise for reproduction of studied material
- 2) Exercise for further rethinking of studied material and its connection to a higher level of performance
- 3) Exercises for independent work of students
- 4) The task of training in order to establish a separate skills and habits – studied material to be applied in new conditions for more successful playing and practicing.

When organizing this kind of individualization of teaching, basic requirement is to separate tasks of incremental tasks (steps) types of

activities and exercises according to their complexity. And normally, it starts with simple to more complex exercises and perfecting the art of playing and performing culture.

With the individualization the pace of learning and advancement provides the same content (practice) one student to master for shorted time and without major difficulties and another for quite some time, but with some delays for example, a student to overcome the same time bigger and another smaller amount of programming provided content (works, exercises, scales).

The individualization of the pace is one way, but it is not unique. The other way is the individualization of the ways on which the students move in acquiring the program material with the instrument. For some, that way is longer, for others shorter.

For some, it often means returning to the starting position during exercise, and for other – shorter. However, the individualization of instruction in teaching trumpet is necessary, and the most gradable is the teacher who needs a didactic reflection.

### Possession of didactic reflection (reflexive teacher)

In a broader sense, a reflection of means self – familiarization or devising their own activities and procedures. Reflection actually means direction of his own opinion to the actions of their own devising, reviewing their knowledge, critical review of the contents and methods that are applied. In other words, it is a process of thinking about what happens in our own knowledge and their own actions. With the simplest explanation, reflection means ability to the individual to coming up and to regulate the achievements and weaknesses of his own work and behavior (Николов, 1988).

When it comes to didactic reflection, this is how the teacher practitioner to treat your work as he analyzes their work with students, how it was coming up, we evaluate and improve. This means that I, as a teacher - reflexive practitioner as we follow, assess and evaluate the work of students (their achievements and weaknesses), so parse and evaluate our own work (success and weaknesses) and on that basis would improve it. Thus, as a reflexive teacher I can better know which methods and techniques in which students give better results, stimulate and motivate students to greater success with the instrument, and in this context, it helps me for my personal and professional development.

The reflection as a process has psychological mechanisms: self-reflection, self-assessment, self-valuation and actively planning further development of the personality. Self-reflection helps me to know their feelings and their thoughts on certain aspects of my pedagogical work. Self-assessment helps me to deeply think about how to lead the process of teaching the students and what results are achieved. With self-assessment I make comparison on certain procedures previously set goals and criteria and determining the extent available to them, whether and how it is in line with educational standards, but with my expectations. But the self-assessment is not enough, you need self-evaluation.

The self-evaluation served to consider determining their own attitude towards the estimated position, i.e. to determine how satisfied or not they are achiever and how valuable results they bring. It means expressing their positive or negative emotional attitude towards their work. So, unlike the self-assessment, which means establishing a permanent condition so that if there are objective indicators can do and others, self-evaluation is

determining the relationship to his own achievements (achievements and progress of the students), and it can do only one whose behavior is analyzed and evaluated. Moreover, self-evaluation is taking significant responsibility. The responsible people (Teachers) are valued themselves, and irresponsible-valued others.

Planning improvements and changes in future education is the next step you need to do to be a teacher to complete the process of reflection. In the process of reflection, the teacher deals with his work and achievements just as much as are necessary for efficient planning of their future pedagogical work, i.e. determine the current state to predict the future desired condition. In the process of self-evaluation I as a teacher am asking the question "What is good to do and how I am willing (motivated) to accomplish the same thing with the students. Also I think "how" to achieve the set goals, and that means to predict their future behavior (which in itself will change, recognizing that I need to change to better teach students. Of course, in this context, we need to anticipate the possible problems or obstacles and how to overcome if they do occur.

Didactic reflection is not a process which takes place in some enclosed "individual space" of his self-awareness, but it is the teacher's ability to reflexively treat him. Reflection presupposes mutual cooperation with other teachers, or compares their own experience with the experience of colleagues and vice versa, the experience of the others with his own. In fact, if the teacher works as an isolated entity, if compared with their colleagues, and with what speaks for teaching science, he could do it to think and to understand their own work, and to assess how well it works, nor you will be able to understand the experience of others if they do not compare with his own experience.

## Conclusion

Hence, we can conclude that there is a successful teaching if, I am asked in the following:

- How did I make the teaching (which methods and tools)?
- What results did the students reach?
- How do you motivate students to learn?
- Am I satisfied with the results?
- What is it that was not good in the teaching process?
- What do you need to undertake to improve the success of the students?
- Have I had the necessary conditions for work?
- Do students have the necessary conditions for learning?
- What did I write in the previous period (work, reviews, display, and presentation)?
- Have I participated in scientific conferences, symposia, seminars?
- Have I participated in the training of the teachers and what topics were discussed

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