

Contents

	Preface	ix
1	The elements of group dynamics	I
	<i>Historical background: milestones in the study of interaction</i>	I
	<i>Dyadic relationships and communication</i>	6
	<i>Primary groups: leadership, conformity and cohesion</i>	9
2	Sociometry in the classroom	16
	<i>Moreno and Sociometry</i>	16
	<i>Construction of classroom sociograms</i>	17
3	The teacher's image	22
	<i>Teacher as a 'prime source' of knowledge</i>	24
	<i>Characteristics of teachers</i>	25
	<i>Motives for teaching and personal qualities</i>	28
4	Teacher interaction styles	32
	<i>Communication structure</i>	32
	<i>Categories of teaching style</i>	34
	<i>Classroom climate: learning and control</i>	36
5	The teacher's place in society	39
	<i>Historical and cultural determinants</i>	39
	<i>The teaching task</i>	44
	<i>Selecting and socializing</i>	46
	<i>Diffuseness and affectivity</i>	49
		vii

CONTENTS

6	Aspects of personality, self and others in the classroom	52
	<i>Personality and notions of 'wholeness'</i>	52
	<i>The self-image and significant others</i>	54
	<i>Physiological factors and social expectations</i>	54
	<i>Personality, motivation and learning</i>	56
	<i>The peer group, the teacher and the child's self-concept</i>	58
7	Social orientation and linguistic environment	65
	<i>Language development and its social implications</i>	65
	<i>Language and cognition</i>	69
	<i>The teacher and the language of the classroom</i>	73
	<i>The schoolchild and his language</i>	75
8	Towards maturity: the developmental context and implications for education	79
	<i>The younger schoolchild and his acquisition of skills</i>	80
	<i>The middle years of childhood and early physical maturity</i>	83
	<i>Cognitive development</i>	87
	<i>Adolescence: reflections of self and the developing personality</i>	91
	<i>The education of adolescents</i>	97
	Bibliography	100
	Suggestions for further reading	113