Communication and Ethics in Germany and Armenia: What ethical responsibilities do teachers have in education management?

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Content

1. Introduction

The aim of the present paper is to explore the ethical responsibility of the teachers in the classroom. We do not intend to propose new educational teaching methods and techniques; the whole focus is mainly made on the issue of communication management between the teachers and the students. We consider this a very crucial factor as our students are the managers of the future and in case they get used to one-way communication, later on they will most probably handle their employees the same way. Thus, to establish a common ground between the teachers and the students it is of utmost importance to promote the idea of a two-way communication.

"Some teachers probably do not even realize what they can do to us, poor students!" wrote a student wrote in the Blog (Schulz 2010).

He/she should give good grades, should be entertaining, have a high level of knowledge, but also to be somebody who students can get along with, should have understanding, but also call troublemakers to order, but first and foremost teachers should be able to transmit to the students a blend of sophisticated information and recognition bringing out a good feeling in the whole process of teaching and learning. Asked about their notions of good teaching, students see their teachers in a wide and diverse responsibilities (see also Meincke 2002).

Concerning this the Basic Law makes a few guidelines. Article 5, 3rd paragraph states: "Art and science, research and teaching are free. The freedom of teaching does not absolve from loyalty to the Constitution." (Basic Law of the Federal Republic of Germany 2011). In addition, it further follows that the rights and obligations of a high school teacher in Germany in the higher education laws of the countries or in their own laws are governed by the universities. In this context the European study structure reform, the Bologna process, should by all means be mentioned. This pan-European political project created in Europe as of 2010 provides a single higher education area, which facilitates the exchange of students of diverse countries within Europe. Besides, it is also promoting international

competitiveness which is the main objective of employability and promotion optimization of mobility. The optimization of employability is not merely the responsibility of states and universities, but also the responsibility of the individual teachers. Thus, in the sub-objectives of the Bologna process, the following can also be ascribed to the responsibility of each and every faculty:

• Promotion of mobility, for example through the promotion of intercultural competence,
• Lifelong learning opportunity,
• Participation of students in the teaching-learning process,
• Integration of a social teaching-learning dimension, but which should be viewed more as a comprehensive measure rather than an objective.

From the structural requirements that were defined on the basis of the Ministry of Culture Conference on the Bologna process for higher education, there are also concrete responsibilities defined for the teachers: that is, in undergraduate bachelor's degree programmes safe academic basis, good methodological skills and other job-related qualifications are required.

Yet, it is also notable that several student organizations, associations as well as managers of the universities (Thurau, 2008), the Trade Union for Education and Science (GEW), and the Humboldt Society (2010) exercise some strong criticism of the Bologna process. Above all, the students of the bachelor's degree programmes frequently show signs of overwork, stress and frustration. The danger of social selection has actually been criticized from many sides: the students complained about the increased and intensified testing and learning pressure, when in some cases, the curriculum of a four-year master's degree programme was compressed into only a three-year Bachelor's programme, no longer work alongside with their studies. It is also being complained about the fact that the freedom of the students to do individual work has been really taken away from them, bringing the students only to a streamlined form of training because of the overloaded curriculum and depriving the option of working out their own areas of interest which truly might give them the ability to develop and reinforce their own scientific interests. Many critics state that they

miss the "general studies", a comprehensive education that is giving way to an optimized education and economization. The study had been reduced in Bologna too much on purely economic and job-related criteria. Labour market skills and the economic interests of the market stood solely in the foreground of the whole changing process.

In our survey carried out on German and Armenian students and faculty demands general considerations and working factors were named concerning the content areas of effective education, entertainment, and a depiction of an optimized student-teacher relationship. The results come to suggest that the teacher should generally see it in the methodological and ethical responsibility for the success of the students as learners. Hence, according to those German and Armenian students being asked a successful education is primarily about the transfer of knowledge on methodological and didactic manner and mainly refers to the appropriate levels of compliance in order to be able to successfully pass the exams. The working atmosphere, the teaching of soft skills, which is of utmost importance nowadays, and the requirements or conditions play an important role in the quality of good teaching as well, for not only the teacher can be held accountable for this, but also the learners and the institution. Nevertheless, the teacher himself/herself makes decisions on his/her choice of content, teaching methodology and the greatest responsibility for his/her teaching.

The analysis provided by the present survey mainly bearing student focus. Furthermore, it suggests that the main meetings between university teachers and students in the course itself should be limited, the question of ethical responsibility for teaching should be amplified and the whole teaching process itself should provide different wide and useful perspectives. So you could for example discuss the ethical responsibilities of teachers for the quality of teaching by itself, or its responsibility for the level of a good scientific institution, or the qualification level of teachers. Besides, students could also have some time for working simultaneously during their learning course, yet establishing tight mentoring of students by the teachers themselves. We do believe that giving the students some time freedom to work in either non-profit or profit organizations alongside their learning course is essential as after graduating from universities it is generally the demand

of the labour market that they should have some working experience. This is beyond the scope here, however. The present survey, which was conducted among students in Armenia and Germany, the perspective of students of the course is depicted which allows us to come to generalized conclusive result concerning the demands of the students of the 21st century.

2. Theoretical Considerations

Ethics of science is mostly used in the research and the application of their results. Here those questions are considered what is allowed under the research of ethics, which should better remain unexplored, as well as if and how a scientist is responsible for the application of the results of the investigation. Corresponding examples include the development of the atomic bomb or genetic research.

Ethical standards can and should, however, not only constitute a basis in the curriculum of such disciplines in which these issues have less importance, such as in social science subjects or in general but also in teaching. A seminar, a lecture, and a workshop are implemented by individual teachers in different ways. The realization of ethical standards should play a role in the teaching process as well if one wants to consider the idea of values such as justice and responsibility in regularity.

Classes of ethical theories or moral philosophy can be distinguished according to what criteria lay on their basis for determining the ethically good and right phenomena. In the scientific theory being ethically "good" is determined by various theories of ethics, i.e. if the teleological ethics (for example, Spaemann 1991, Frankena 1973), in which one considers the consequences of the theory, virtue ethics in examination of the behavioural dispositions of the teacher (for example, Darwall 2003), the disposition ethics theory is viewed as a study of the intentions of the teacher (e.g. Reiner, 2005) or the preference-utilitarian ethics theory which considers how to become the interests of the students as a means of a "good" teaching requirements (for example, Nasher, 2009). According to Meincke (2002), a lot of works have been written about the ethical expectations of a "good" or as acting as "good" teachers, but less works have been devoted to the clarification of

the students' expectations of ethically "good" teachers. The article focuses more on the investigation of teleological and preference-utilitarian ethics. He considers the actions of the teacher using the empirically derived student perspective. Of course, at this point of view it can sound really loud, the allegation that the perspective was chosen as a one-sided one as compared to the previous different perspectives. However, the present work refers here to the indications to Bologna, which provides enhanced focus on the students' demands, their conditions and needs. The perspective makes the chosen course and as a result of the selection of the thematic concentration and quantitative standards compliance transparent as appropriate to the issue at hand. Yet, it is of utmost importance to note that by making a shift to the perspective of the students we by no means forget the perspective of the teacher or provide justification for lowering the levels and standards, as it has been noted in the discussion with the teachers about the current study who noted some concern. Rather, the present study provides a contribution to the urgency of ethics in the frames of mutually beneficial and two-sided teaching-learning process at any university and encourages and gives a try to promote a further discussion on the benefits and pitfalls of today's educational system.

The ethical demands of the institutions and business ethics of communication consider that any kind of communication should be authentic, transparent and credible. Especially in the era of globalization, an ethically correct communication behaviour is postulated in such a way that the clarity, transparency and simplicity of messages is vivid throughout the whole speech event. Hence, Kastner (2004) designates 20 principles for an ethical communicative action, especially noting the Internet platform, taking into account all the relating cultural perspectives.

The enlightenment, according to Habermas (2009) emphasizes the project of modernity begins with a sovereign self-sufficiency of the individual. The post-modern man actually lives in the immediate present. This leads to a radical individualism, and is called the "me generation" (Weber 1985). Weber, thus, concludes that the instrumental rationality of the "me generation" merely asks to use the value of the world and reduces the reality onto the rational-technical feasibility. After this, the human subject is reduced to the "homo

economicus", thereby acting rationally, as he wants to get out of his commitment to his/her largest possible profit. If this is the case that all areas of life are primarily seen in this perspective, then the postulate of the lecturers which have been noted, the responses of the students could not be considered useful because they act but just in this way for their own benefit so that they could work only just a little and, as a result, receive good grades. In this way there might occur a polarity between the individual interests, after the quick and easy satisfaction of private needs such as self-affirmation and the interest of an institution of higher education and their teachers' quality higher education and content, and the "good reputation", a high level to have good "academic quality", which have been used and offered interchangeably with high quality and standard.

It follows here an understanding of a procedural ethic that should pay particular attention to the rules of the game. But if the foundation of the so-called core values is always thin, even here differences might arise, because such an ethics is based on fundamental values. In addition, the individual ethics and ethics of the profession of teachers and learners, which should form the basis of procedural ethics, but this must not be mandatory, nor can it, when one within and below the groups no standard exists. The plurality of ethical understandings can be seen as a characteristic of the communication ethics of the postmodern society. This has its natural consequences, which can be understood as a crisis phenomenon of modernity, or as symptoms of post-modernism. Here, it refers again to the resolution of the moral subject in terms of the anthropological and ethical crisis and the social crisis, a radical pluralism, since pluralism of values is present, as Max Weber (1985) formulated. If we consider the concrete experience of today's young people's reality, so many of them do require reference to their past experience in terms of great traditions and values, yet any teacher should take an effort to view the problem at hand from their perspective as well. Thus, the post-modern man lives more in the present. It is characterized by consumerism, which means that the satisfaction of needs is of paramount importance. According to Weber's theory, there is a tendency that is required solely for the use of value of the world, specifically the value of the results to be achieved through various seminars and retreats. A deeper activity with "difficult" topics is not bulky then viewed as a value in itself and valuable as pragmatism prevails, the more the content is

according to their value now questioned in regard to the individual. This teaching-seen-as-a-service rather than as a form of acquiring knowledge and method, and knowledge that can be applied to bringing not 1:1, but that might just be viewed as background knowledge for the classification of individual knowledge which has its value, and this will be the only long-term knowledge that comes into play, namely when individual knowledge is to be classified and remembered during the whole educational experience. The ethics of teachers differs therefore from the ethic of students. The combination of the two can only be based on shared values and virtues, which are mediated by the teacher as a good knowledge transmitter. So, it should be passed to the both sides and the best solution of the problem is not about finding a common ethic, but rather trying to train the general perception of ethical issues and find common intersections to nominate or to be defined, which should be included in the essential values of the university.

3. Methodological approach

The present study is based on a survey carried out with the help of several quantitative and qualitative questions asked to students during the period of the 1st till the 25th of November 2011 in Yerevan and Berlin, in each country interviewing 100 students; thus, a total of 200 students were interviewed in the first semester of the courses in Business Administration, Communications Management, English Philology Department. The participating students aged from 19 to 21 years. During the selection process, care was taken that the percentage of female and male participants in both groups was equal, 50% each survey. With regard to the nationality of the students no selection criteria were applied. The students were given the questionnaire as an expression for handwritten completing and delivering. The core questions in the survey are:

• What do students understand by ethically 'good' teaching and to what consequences this will result in concrete terms?

• What ethical responsibility does the teacher bear during the teaching process from the perspective of students?

The aforementioned questions are mainly based on the above mentioned definition of ethics as a teleological and preference-utilitarian concept. The main goal of the survey was to sensitize students to the basic understanding of the responsibilities and the methodological and pedagogical understanding in terms of teaching and the corresponding courses and to learn this, and to try to combine and compare the differences and similarities between the two countries generally as the first questions were asked in two basic types of courses. Subsequently, it was about the question of what is the perspective of the students of ethically responsibility during the teaching and learning process.

4. Results of the survey

4.1. If you had to choose between a teacher-centred and a student-centred seminar, would your decision rather fall for a student-centred one?

Actually what we also added to this question is the following statement as well which says that student centeredness is comprised of many interactive elements, where the teacher does not play only the role of a conveyor of knowledge, but also has the responsibility of bringing out the personalities of the students, developing problems solving skills, critical reasoning abilities, having a deep insight into the students' demands of ethical responsibility to ensure the correct teaching method, in which students might manage to learn the most and have fun at the same time. Based on the methodology, it is about a balance between frontal exchange in the form of a lecture and group or individual work, in teaching about the adaptation of the content to the level and needs of students.
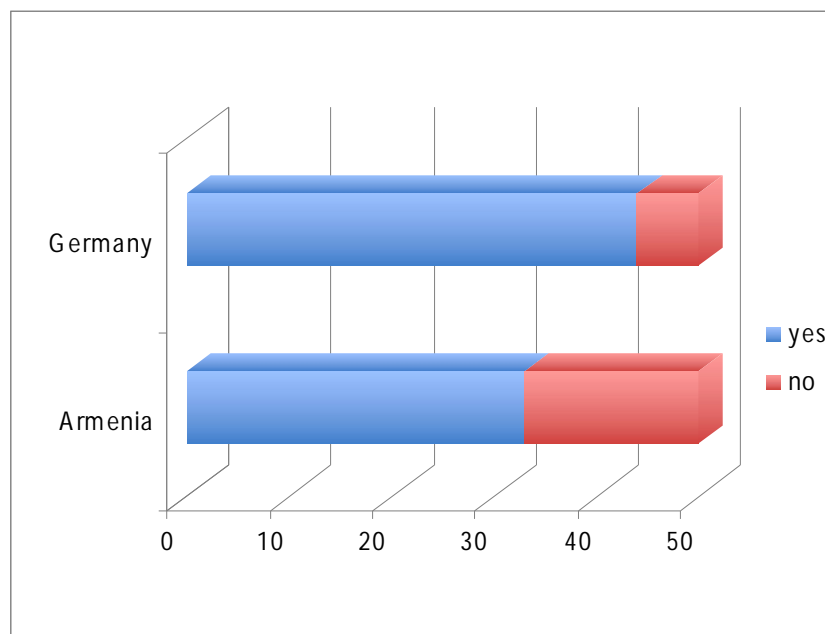
Figure 1: Student-centred teaching.

Source: Rostomyan / Ternès 2011th

The graph shows a consistent trend of similar views within the Berliners and Armenian students. However, while advocating the Berlin students approved of a student-centred teaching method voted with 88% for and only 12% against, however, as estimated only 66% of the Armenian students expressed that they hold student-centred teaching method of courses as appropriate. Slightly more than one-third the interviewed students are counted for, however. For the quantitative questions, the students had the opportunity to explain their choice after they cross the answer that they hold as true. The Berlin students who opted for the student-centred teaching justified this with the fact that it is important that they individually have some of the decision making opportunity during the whole course. They wanted to choose between some parts of a course, shaping their learning course schedule themselves, as they think that in that case they would learn the most important things for them and wouldn't be bored or spend time, which is very precious, on learning practically useless materials. In the opinion of the students, the student-centred teaching method is much more effective as the teacher may re-evaluate the students needs and demands and review his/her teaching materials correspondingly and not make the students only tutoring and working machines which digest only whatever is given to

them, rather leaving some space for them for self-realization as independent thinking scholars, thus having their own contribution to the whole course. But this does not mean that they should have gain the feeling that the instructor is less important. The image of an effective student-centred educational system is such that the teacher has the leading position as during a teacher-centred education, simply the stress is put more on the students so that to understand their own viewpoints.

Thus, if the student does not understand something, he/she would much rather trust to ask the instructor. Here the students would get the opportunity to get to know the teachers even better, can exchange thoughts and ideas, as well as they can bring their own addition to the teaching contents in case the teacher considers them to be relevant, such as learning and creativity techniques, trying to do teamwork, acquiring skills how ethically and appropriately to oppose the thoughts of other, gaining debate skills, learning good presentation abilities of survey results and their reasoning skills of giving useful feedback to the presentations of the others. It would also be better to get the students do their work by rationalizing the material and not merely by memorizing.

Students from Germany and Armenia, who decided against the student-centred teaching methods, explained their decision by arguing that they during the student-oriented method, the whole teaching process is only left on some distinguished individual students, who would bring the entire process of the course by understanding the problems of stagnation themselves and not leaving some space for the weaker students to take the floor as well. The course is often unstructured in this case, the noise level is higher in the classroom, so you can focus only frequently on the issues being discussed in a very difficult manner. Yet, it is important to note that if the teachers' choice falls for the student-centred educational method, he/she should do his best to regulate the abovementioned shortcomings of the latter, and in that case, we do believe, the whole course would benefit from the advantages of this method. In fact, the arguments for and against the student-centred educational method were similar between the students from Berlin and Yerevan.

4.2. Is the content of the traditional teacher-centred educational process effecient?

Here, before filling in the questionnaire the participants of the survey were provided with additional information that efficiency is understood as "a criterion, which can be described in a way that whether or not a certain measure is capable of achieving a given goal in a certain way (e.g., in compliance with the economy to achieve)" (Sheikh & Feess 2012). The content which is conveyed is therefore efficient if effort is involved, and the benefits are maximized. Thus, in this respect teacher centred chalk and talk, talk and talk should give their way to developing such productive means as group work. Besides, in the teacher-centred form of instruction, the teacher taught the knowledge that he had prepared beforehand. The level of actual student learning of his/her student group, whose needs for special educational and methodical placement are not in focus in this case. The ethical responsibility here is on the mediation of a certain quantity and quality of knowledge, where the teacher should be capable to adjust to the current situations in the classroom and respond to the students demands just on the spot, being able to and inclined towards improvisation.
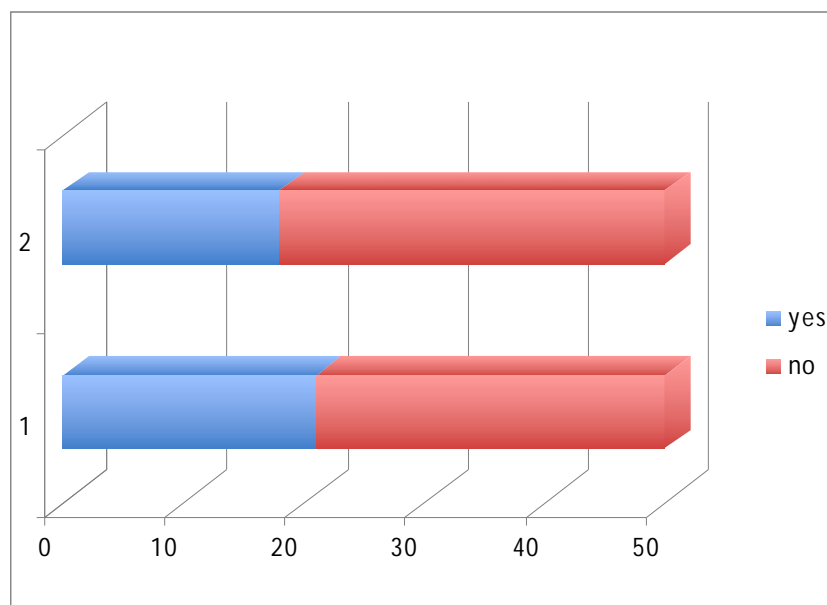

Figure 2: Teacher-centred teaching.

Source: Rostomyan / Ternès 2011th

The results of the answers to this question do not arise as a counterpart to the answers to the first question given in our survey, since this question only concerned the efficiency of teaching. The percentage of students who judge a teacher-centred teaching is significantly higher than the proportion of students from both cities who have spoken out in the previous question for student-centred teaching methods. 42% of Yerevan students and 36% of Berlin students, or nearly half, and over a third of the interviewed find the teacher-centred way of working efficient. Explanatory comments make the image clearer. Students explain that the student-centred way of teaching is often more fun, but not so effective to quickly getting on the educational process and therefore not so much of it was effective when the final exams approached, requiring a particular knowledge which should be designed in such a way that both enjoying the lessons and getting the required bunches of information could become an easy undertaking. In the teacher-centred educational method of working all know exactly what is required: how each individual should ultimately learn the task at hand. Yet, it is of utmost importance to note that the teaching and learning process should be a two-sided one and cannot be regarded as efficient in case all the individuals are treated in the same way; instead, it is our firm belief that the students require an individual approach taking into account also their own desires in terms of today's globalized and digitalized world. The answers concerning the student-centred teaching are very often equated with a certain lack of structure, less content and more method.

4.3. For which elements of his/her course has an instructor an ethical responsibility to bear, i.e. what does the ethical responsibility of an instructor during his/her course comprise?

In order to find out the resolutions to this question, students were asked to make some remarks and suggestions. Many participants explained their proposals further by providing vivid and striking examples from their everyday student life. Out of the total responses, there were seven different priority areas grouped in the answers.
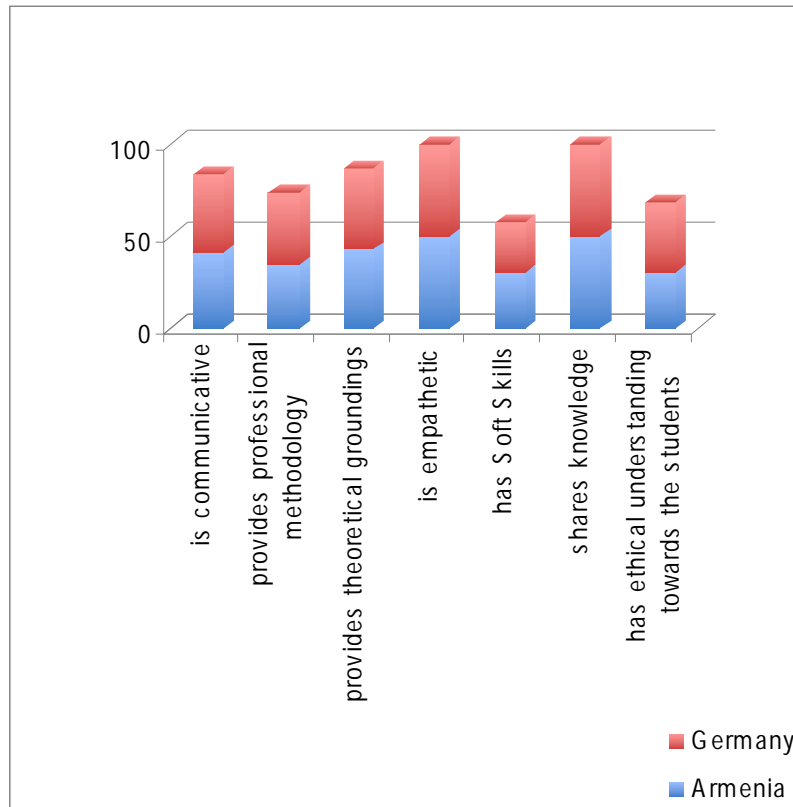
Figure 3: Ethical responsibility of teachers, TN Number: 200

Source: Rostomyan / Ternès 2011th

In the first place is clearly the answer number 5, "The teacher is there for us, even on other issues." Students from Yerevan as wells as from Berlin mostly emphasized the social aspect of the theory, namely the importance of a good relationship with the teachers. Thus, for the students it is very important to have a good contact person outside of the current technical topic to have other issues of everyday life to study and work. The Berlin students emphasized even much more than the Yerevan student how important they considered the personal contact with their lecturers. They criticized large study groups, and stressed out that it is of paramount importance for them that the professor should have "an ear" for them, which means that the professor should be able to listen to the needs of the students, should find quick responses for them and should stay achievable. A lecturer, who had only one screen of standing there just in front of the blackboard delivering only theoretical information and not responding to the needs of the audience, was not for them. So, as we see the students of the 21st century want to have direct contact with the teachers, who also

advise on career choice to focus on the study, internships, job applications and topics for final papers. Thus, it would not work out in the best effective manner to achieve higher educational results, if a teacher is difficult to achieve, and has only once a week for an hour time for a consultation, where you would have to stand in a long queue to speak to him/her for only just a few minutes.

In the second place stand the answers 1 and 2. Both groups of the interviewed students explained the same high percentage of how much importance it had for them to be well prepared for their exams. Some of the participating German students explained this that it is increasingly important for getting a job later that the applicant for the vacant position has graduated with the best grades. This means a great shift concerning the placement of the course content. However, it is equally important for them to finish well. One of the interviewed students also said that although during the examination time they all were standing under a high pressure, when the teacher was preparing them well; it was the best help and motivation providing better results. And some teachers are not doing only through the mediation or the practice of test-relevant content, but also through the mediation of learning techniques to learn to be much more easily reachable than you would have learned in elementary school.

The participating Armenian students emphasized a bit more than the students in Berlin that the teacher is responsible for mediating knowledge that is relevant to their future career. For this reason there are also some explanations from German participants, who write that they do not require learning as much theory as possible, instead a better should be focused on more practical issues. However, it was stressed out by the students from both countries that it is important for them that the instructor provides them with a particular framework of knowledge, with the help of which the students could arrange things in the future job and acquiring the practical knowledge which they could use at work not only thematically, but also socially, for example with the help of knowledge on intercultural communication. They would have none of it, if they had learnt things only theoretically, with which they could not do anything later. Nonetheless, all the students find education and

acquiring theoretical knowledge important, the only thing that they would like to change is to get deeper practical knowledge for their future careers.

The No. 4 ranked the following: "The instructor taught only course content," was mentioned by two student groups about equally often. Some participants of the survey lead from here to the point that there are some lecturers who only teach prepared stuff concerning the course and nothing more. Thus, the interviewed students highly believe that the task of the lecturers has to be transported to understand and enlarge the content of the course. Otherwise one would not have a need not to go to the college or university, but could very easily stay at home, learn at home and only appear for the mid-term or final tests.

The other points mentioned by the students are: the entertainment value of a course, the right methodical selection and the training of soft skills which were mentioned by both groups of students with similar frequency. Students from both countries stressed out that it was much easier to remember things when the teacher managed to impart knowledge to entertaining via riddles, jokes, games, or any other entertainment activities, for example, interesting case examples and role playing games with the students, etc. The methodical selection has been emphasized by many participants in the survey. You can provide knowledge and not be boring at the same time so that it can be easily remembered. In fact, it is the duty of a lecturer. Thus, a lecturer should have mastered the material so well that he/she can find the proper and the best method for the students. This is like the entertainment value of options as you can remember things better and more enjoyable. Some students explain in their comments on the questionnaire that they want to feel that learning can also be fun.

The teaching of soft skills: many students of both groups rated as very useful, some even as necessary. As illustrating examples, among other things the students mentioned the learning and practice of presenting, moderating, and reasoning skills as project work, which they would also benefit from later in their future careers. Also, for many German participants to gain knowledge in the area of soft skills is to learn techniques for creativity,

dealing with knowledge, learning, individual scientific research and conflict management, how to set boundaries, feedback is required, convinced and ensures that all listen to others in the room. Some of the German participants explicitly emphasize the necessity of soft skills to such a point that it would help them learn how to deal with other cultures, and understand what values and morals other nations have. Because there are many people who are, indeed, smart, but are narrow-minded and think without any regard to the others, only having their own needs and goals in the frontline of any issue. And in case one has the privilege of getting a job abroad, it is of greatest importance to have cultural competence.

Another point that is also very interesting is that the students connect with the ethical values of responsibility, especially in the direct emotional relationship with their teachers. What they assert is that teachers should not only teach content but be there for the students to understand their needs and values, their desires and expectations; they should prepare them properly for the upcoming exams and for the working world. The students repeatedly stressed that they wanted teachers to which one could rely on that report back reliably on a phone call, and not only be there for just an hour at the university, but also may appeal to take time, even for subjects that are off the current exam topics, for example see through the application documents, help in finding an internship for education, etc. As for ethical responsibility for teaching, the details of the survey between the participants from Yerevan and Berlin the relationship management of the lecturers stands at the top. The students explain in their commentary of the survey that they expect from their teachers:

• *Reliability* in the general behaviour towards them, as a kind of serious consideration and accountability as a person and in preparation for exams, as well as in knowledge transfer or in relation to the proper preparation for exams and the later work, in teaching proper knowledge, etc.

• *Trustworthiness* in general for a possible person of trust, but also in regard with questions and information, including exam preparation, internships, commentaries on suitable thesis topics, application procedures, etc.

• *Assistance* in preparing for the exam, as well as relevant general questions about studying and personal issues in special situations, also one of the lecturer's responsibilities was seen to have a continuous commitment for consultation, such as taking time for explanations difficulty in understanding a particular topic.

• *Structured nature of the material*, including related theme topics, as a kind of general discussion which will be a useful addition to the whole course material.

In summary, it should be stated that currently there is no absolute satisfaction between both the Armenian and German students concerning the ethical responsibility of the teachers in the educational system; a significant number of surveyed students of both countries pointed out to the fact that they should like to have teachers who bear more ethically responsibility in the teaching process.

5. Emotion management as a relationship management for the ethical responsibility of the teachers

The expression and the ethical handling of emotions in certain situations is a very complex, interesting but also challenging process. Lecturers bear a great responsibility in teaching, evening regard of the vital range of emotions. First, they are the teachers, of whom the students expect to get the right knowledge on the proper way and expect it to be delivered in a very professional manner. Second, they should praise and encourage, show understanding, take time to provide useful help and support, be patient, but also set limits for the students not to relax, and which is mostly important, in addition to the "*what*" they should provide the "*how*".

It has been proven in many cases, for example, in the studies by Rosenthal and Jacobsen that encourage a positive attitude and a warm personal attitude and inspire people to better performance.

In 1975, in line with this finding, the National Education Association (NEA) adopted the "Code of Ethics," which is mainly aimed at lecturers and appeals to the needs of the students. According to the values that underlie the Code of Ethics, teachers should always have the dignity of the human eye, the pursuit of truth and power, personal and professional use with respect for the others; manifest a respectful behaviour that one can build the trust and democratic principles accordingly. Essential to these goals should also be to learn to protect freedom and to teach and to give all of the students the same educational opportunities. Then teachers should also undertake a comprehensive ethical responsibility in the teaching process.

The Code of Ethics is intended for professionals in education goals, values, morals and standards by which teachers motivate their students to support, ameliorate and improve their analytical skills and to encourage being able to achieve more heights. The provided principles are reflected in the excerpt below:

"I Principle: Commitment to students
The teachers should strive towards helping all the students individually and to encourage their own inner potential, so that all students find a place in the society where they develop and manage to achieve effective inclusion in the society. Therefore, the teachers should by all means have values, understanding, application and implementation and knowledge. This implies that teachers should promote self-reliance among the students; allow different views, opinions and ideas among them, teach the students the 'real' learning; ask students about their progress and encourage them with showing respect, challenge discriminatory speech and action; treating all students equally "(translation: National Association Ethics 1975).

Some teachers see themselves in the conceptions of the multifaceted teaching process in the role of the provider and facilitator of information leaving the learning process absolutely to the students. It is however rather difficult to pick up those bright students with their previous knowledge and their socialization and to conduct the student-centered education in such a way that the students themselves learn everything new based on their former experiences and find their way out while individually working scientifically and thus acquiring a strengthened personality. For this reason you should not also disconnect the soft skills of the knowledge. Thus, the best way out is to find and to hold the balance being the facilitator, providing the students with the needed information, leaving some space for them to work individually, but at the same time guiding the whole process. This means, that the teachers now have the responsibility to be reachable as never before so that not only provide information but also teach how to deal with it. This holds true for the relationship management which cannot be achieved without giving the emotions of both the students and the teachers a respectful place.

With respect to the transmission of content, methods and skills, the role of emotions and their actual impact on the learning process and the resulting findings are very significant nowadays. The power and energy are dependent on motivation, positive mood or distraction by negative thoughts, which can 'pollute' the whole educational process. This means the emotions in the twofold teaching and learning process have two major points of importance. First, emotions have a positive and/or negative impact on the learning process of the students. For this reason, it is very important that the teachers fundamentally bear responsibility in terms of creating emotionally positive and safe working atmosphere. Secondly, the teachers learn how to control their emotions and feelings so that they not only act out their negative moods and feelings to the fore, but also strengthen a general positive ambience. That does not mean that they should play on negative moods that hang in the air, or noise. This is rather a kind of "emotional intelligence". According to Goleman (Goleman 1995), emotional intelligence helps one's own feelings and emotions and those of the others, in this case for the students to correctly perceive the provided information and how the teacher can create a positive atmosphere conducive to learning. As said above, it is not about the suppression of existing problems and inhibition of negative

emotions which can possibly harm health, but rather it is about the creation of a kind of a positive appreciative basic atmosphere of students and teachers in dealing with each other. This promotes a feeling of security, focusing on the matter, a culture of friendly social relations with each other and thus a better and more efficient learning atmosphere (Oatly & Nundy 1996). In contrast, if a teacher creates an atmosphere that is impersonal or negative, without obligation or even influenced by fear or rejection by the students, teaching and learning processes would be greatly harmed. Here, the overall atmosphere is crucial, which is determined by the person of the teacher as standing at the forefront and his/her relationship in regard to the students.

This makes it one of the most important tasks of the teachers to guide not only the process of learning, but also paying attention to perceive the emotions and feelings, needs and desires, goals and beliefs of the students (Graham 1997, Weiner 1994). Here it is important for the teachers to develop a competence in the perception of how to show certain emotions to the students understand their own emotions and develop them to respond appropriately when students are particularly upset, anxiety, show pronounced uncertainty, joy disappointment, envy, anger or even rage (Arnold, 1960; Andersen & Guerrero, 1998, Smith & Lazarus, 1990).

Teachers here have a different role than the students. Even if they are not themselves free of their own likes and dislikes, beliefs and desires, feelings and moods, it is their task to create a positive and enjoyable learning environment that is as much as possible ideal for the students. It is also important that they contact with the students with trust, reliability, credibility and clarity. This is indeed a very crucial issue as the lack of concentration of the students caused by negative emotions may lead to malpractice and poorer educational results. Being the guide in the classroom the teacher ought to forget for a period of time his/her own personal problems and issues as having them in the head may have a negative impact on the teaching and eventually cause the distortion of the whole educational process.

Emotion management is seen as an integral feature of the professional requirements for teachers (Lazarus 2001; Gross 2002). For students, it is then in conflict situations, therefore, important to be able to manage them properly and, for teachers to help them and give tools to their hands, with the help of which they can all discuss conflicts and issues more peacefully trying to find the best solution (Gottman & Declaire 1998). Thus, the responsibility of teaching the manner of handling conflicts in the teaching and learning process imparts to conflict management techniques as an important and inseparable area of soft skills (Goleman 1995). In this regard, Hochschild (1983) speaks of "emotional labour" which means that every profession requires certain skills to handle the emotions at workplace according to the occupation which ensures better labour output and the educational system is not an exception.

Still, it is notable that this should be carried out on both sides in the teaching and learning process - both students and teachers should learn compassion, empathy to be able to recognize emotions in the others and have compassion for the others (Goleman, 1995). In fact, empathy is a prerequisite for social problem-solving and any kind of conflict resolution. Those students and teachers who show empathy, are good listeners, are sensitive to the needs and feelings of the others and respectful in all our dealings. Thus, to promote self-confidence and performance in a non-competitive manner in the classroom the teacher should help the student acquire empathy towards their peers and towards himself/herself.

An emotionally positive atmosphere due to the teacher and students not only promotes cognitive learning, but also builds up creative expression and a respectful interaction with the others. Therefore, teachers need no code of ethics, but only a sensitive perception and the knowledge that the teaching is not just about imparting knowledge. It is always about creating the proper working conducive atmosphere, which can be a product of social learning, and it can always improve the achievement of integrated and sustainable positive results.

6. Summary and Conclusion

Comparing the results of the survey with the main and sub-objectives of the Bologna process, also involving some viewpoints of the teachers, the results generally manifest a great match. For students, the social dimension is of paramount importance. The students largely demand ethical responsibility on the part of the teachers; they expect them to be there for them and to accompany them with advice throughout the whole study. Also, they expect that the teacher supports them for the tests providing some training skills before the tests. A good teacher is expected to participate actively in the teaching-learning course and not only deliver lectures speaking on certain predefined topics. It was also outlined by the students that they should develop and maintain their soft skills during the course. These include not only the self-presentation, argumentation, facilitation, or project work, but also teaching cultural and intercultural competences. In addition, the Armenian and German student participants in the survey pointed out that it is very important for them to learn diverse useful techniques on how to study effectively. In contrast, the majority of the interviewed students clearly speaks against the delivery of a pure theory knowledge in the form of a lecture or via the chalk and talk method. Thus, it goes without saying that the teachers should review their position and to give some further ground for the students to express their ideas and to have a chance to vote on the content they are being taught, in other words teaching content should be matched to their needs, demands and special situations, accordingly approaching the demands of the labour market which hill greatly help the students to get jobs easier in the future.

The ethical responsibility of the teacher, hence, comes to the fore: Klöckner, a professor at the University of Bremen, said:

"In practice we are observing more and more that many of the young people who come to us to the university to get educated, to bring home from the higher educational institution technical information handling skills. Yet, they generally get the predefined teaching methods throughout the learning process; specifically they do not have control over their own study: the tedious, lengthy intrusion into the given field of study, the opening up of the necessary system, the acquisition of its own knowledge base are a must. They should

instead be very well trained more or less to investigate any information concerning the facts and to present them illustrating their own acquired scientific data. Still, generally the preparation of the material seemed often not necessary; a copy-paste technique was observed in the works of the students." (2011, p.2).

The Bologna process and the preferences of the students (see above) are, however, not the main issue of our study. Rather it is about to manage to start up a conversation with the students which will eventually ensure to come up with better results concerning the amelioration of the twofold teaching-learning process. And this is only possible if the students are ready to start up that very conversation. Therefore, we do believe that the teachers can only achieve mutual understanding with the students if they motivate them to enlarge the scope of their knowledge, to regard them as individual serious people, teach them how important and useful it is to develop knowledge about themselves and about the others, promoting intercultural awareness. According to Klöck, to achieve this we need: "Contact and communication. Direct personal contact between the teachers and students is very important which will, as a result, promote the genuine teamwork inclination among the students, the promotion of activating teaching, rapid feedback from the teachers on good or poor performance abilities are largely required. It is required from the teachers to convey clear messages regarding the services they demand and to take up the level that they want to reach, and thereby to approach different personalities and learning styles" (Ibid., pp. 2f.). Therefore, it is our firm belief that in case teachers handle communication skills together with the students, always bearing in mind their individual likes and dislikes, emotions and feelings, desires and beliefs, we all surely stand a better chance to achieve better results.

7. Literatur

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