

## საზღვარგარეთ სწავლების პრინციპები

### Principles of Teaching Overseas

თორნიკე მღებრიშვილი - საქართველოს უნივერსიტეტი  
მაგისტრი, [tornike.mgebrishvili@outlook.com](mailto:tornike.mgebrishvili@outlook.com)

**Tornike Mgebrishvili** – The University of Georgia  
Master of Philology, [tornike.mgebrishvili@outlook.com](mailto:tornike.mgebrishvili@outlook.com)

**Abstract.** Working in an international environment may lead to several issues such as misunderstanding of the local attitude towards many aspects which may cause expatriates to lose their interest, passion and doubt their professionalism. This concept mostly affects teaching abroad and, as a result, many prefer to operate locally.

Teaching overseas, especially in an international school, means getting accustomed to working with students and academic staff from many diverse nations. In the modern world, "knowing the knowledge" is no longer enough to be successful in certain areas and, in most cases, one needs to rely on their active skills rather than their qualifications and theoretical knowledge.

Certain areas have to be taken into consideration while deciding on teaching international students such as their favourite activities, interests and hobbies, their expectations and needs etc.

**Key words:** International education, teaching abroad, working overseas, survey amongst KS2 students, basic needs for great teachers, possible difficulties related to teaching international students.

As an expatriate myself I've encountered some difficulties when I first started working for an international school. Needless to mention that I had to rearrange my priorities and resources. Personally speaking, I found it quite complicated to perceive my students' ideas and preferences as well as that of the managerial department. Soon enough, I realized that my priorities had to be altered and adapted to the local mindset.

In December 2019, I conducted research amongst students aged 10 to 12. 80 students were given the questionnaire and the questions were designed to receive objective and authentic data regarding all the teachers combined and help the teachers become more engaging and enjoyable for the learners.

There are the questions presented below:

1. Which activities in the classroom do you enjoy the most? Why?

2. If you were given one thing you could change in the class, what would it be? Why?
3. On a scale of 0-10, please rate your teachers (write a comment)
4. How much time do you spend every day on homework?
5. What are the achievements you are proud of?
6. Do your teachers encourage you to perform better?
7. Do your classmates encourage you to perform better?
8. Top 3 things that you love about your teachers.
9. Top 3 things that your teachers need to improve.
10. Top 3 things that your classmates need to improve.

The learners were comprehensively explained the rules of completing the questionnaire, therefore the results I received has been substantially significant for my development as a teacher.

It is worth mentioning that I am very surprised by the results. It appeared that the majority of students greatly appreciate what they are given and what they need is a happy, caring, interesting teacher who listens to them and understands their problems or difficulties. Nevertheless, one of the notable matters that the students appreciate so much is teachers' passion for the subject.

As for the favourite classroom activities "playing games" dominate the chart with 33%. Apart from that, classroom discussions and teamwork accounted for 19% and 10% respectively. 10% enjoys making presentations, completing tasks and working alone. However, there are quite a few students who do not enjoy anything during their classes (29%), which is a dramatically high number.

"Things to change" seems to be an interesting topic for the students. The results keep surprising me though as 18% likes everything in the classroom, while 35% finds their classmates' behaviour unacceptable. 18% and 15% consider the classroom layout and teachers' methods inadequate accordingly. Apart from that, timetable, boring lessons, homework, resources and school rules account for 14% in total.

The teachers overall rating is another interesting matter to discuss. Giving 10 is quite unrealistic but still, 17% did so. However, more realistic scores - 9 and 8 were given by 29% and 33% respectively. 12% considered the teachers to deserve 7 and 4%, 3% and 3% marked them with 6, 5 and 0 respectively.

Time spent on homework is one of the crucial elements while trying to make the learning process enjoyable for children. In this case, the results were not so dramatic as only 10% spends more than 5 hours on completing the homework. The majority - 38% need 1-2 hours, followed by 27% who need just under an hour to finish their tasks. 17% and 8% use 2-3 and 3-4 hours respectively.

The answer that startled me the most was regarding achievements the students consider worthy. 24% of the children do not realise whether they have any kind of progress and have no answer to this question while 41% are proud of their results in exams and certain competitions. 31% are happy that they became better in some subjects and only 4% believes that their biggest achievement is their improved personality.

Fortunately, 60% believes that teachers encourage them to perform better, while 36% consider it to be occasional and 4% don't feel that whatsoever.

On the contrary, 51% answered that their classmates don't care about them, 31% feels support from some of them while only 18% believes that the class constantly encourages them.

As I mentioned above, students love kind, professional teachers who conduct interesting lessons and show love towards them, whilst they would like to have more positive, friendly and happy teachers.

As for the classmates, they would love to have supportive, kind, appreciative and respectful partners who continuously motivate them.

To summarise, working abroad with international people may mean having many unpredictable issues as well as surprises. Yet, every great teacher needs to listen to their students, adjust their methods and make them believe that they can achieve more than they could have ever imagined.

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