Abstract

The older school age is very considerable in terms of developmental psychology. The pupil’s characteristics require an adequate reaction, a specific attitude and a psychological knowledge of the teacher. Pupils have some ideas of the teacher’s personality, which may not correspond with the requirements imposed by experts. The presented work defines the factors, that are likely to affect the perspective of the learner of older school age to the personality of the teacher. There are recommendations, how to deal with the undesirable factors and generate or enhance the positive factors as well, so that it would indemnify the necessary positive relationship of the older school age pupil with the teacher.