
ABSTRACTS

FRANCISKA, KÖRTVÉLYESI: Challenges of the teacher-student relationship in the 21st century

Numerous researches have shown that the teacher-student relationship is a key factor in pedagogical work in schools. These studies have mostly focused on micro-level elements, with less reflection on the wider and narrower socio-cultural contexts that also influence the teacher-student relationship. This paper, drawing on the Systems Theory approach, focuses on the macro level: in my theoretical research, I draw on pedagogical and sociological literature to investigate how the 21st century postmodern and information society is changing the lives of teenage youth and how these changes are influencing the development of the teacher-student relationship in secondary schools.

Sociological research on youth shows that in recent decades adolescence has been extended and post-adolescence has emerged, which is characterised by a duality: on the one hand, there is a growing need for individualisation and autonomy, while on the other hand, due to the extension of the learning period, young people separate later from their parents, they remain dependent longer, and they have few opportunities to exercise free, active action and independent decision-making. While adult control is ever-present in the lives of children (especially at school), in the online world, teenagers can experience freedom, boundlessness and create a world independent of adults (although they are exposed to a range of risks due to a lack of awareness and self-control). The changes in young people's lifestyles and mindsets challenge the essentially hierarchical secondary school teacher-student relationship. It becomes justified to develop a more flexible, less formal, more conscious and reflective relationship, which would help teenagers to become more autonomous, active and responsible individuals, both online and offline.

Keywords: *teacher-student relationship, Systems Theory, postmodernity, information society, youth*
