

Quality in work of specialized subjects teachers

Alexander Bilčík*

Abstract

This contribution aims on characterisation of quality in activities of teachers according notions of students in the field of study Teacher training for professional subjects and practical preparation. It originated from a qualitative evaluation of opinions students stated in seminar works within the School Quality subject on Dubnica Institute of Technology in Dubnica nad Váhom.

Keywords:

Criteria of quality
Quality of teachers
Teachers' personality
Professional activities
Professional standards

1 Introduction

One of the key objectives of the educational policy of developed countries, which is given the attention of international documentation of European Commission, OECD and UNESCO, is the quality of teachers' work and its improvement. Quality of teachers and improvement of the system of their preparation are considered one of the most important tools of educational reforms and innovation in schools activities. An important European trend is the emphasis on cooperation of representatives of the educational practice, educational research and educational policy in development of standards.

Professional standards of teachers that are already formulated have the form of professional qualities, competency requirements including of knowledge, attitudes and characteristics of professional activities which are necessary for quality or at least standard performance of teaching profession in the country. In connection with its implementation emerging also concerns about uniformity, suppression of the importance of individuality, authenticity and creativity of teachers.

Sirotová (by C. G. Jung, 1995, s. 111) states that teachers personality is the most powerful mean of educational work. Which implies that pupil is not raised by that what teacher is saying, but by what he is. The actual educational influence rises with live interaction between teachers and pupils. Even great methods, best teaching techniques and excellent pedagogical skills by themselves can not be a guarantee that the educational process is realized in favour of pupil. This warranty is the teacher's personality. (Sirotová, M., Vaniš, L., Ručková, G., 2012).

2 Characteristics of quality in teachers' work from the students' perspective

Students of program Teaching of vocational subjects and practical training are mainly focused on teacher's personality, which they depicted as follows: We meet teachers from earliest childhood, therefore they are being seen as a matter of course. It is a person who meet a child in the social environment outside the home,

* Dubnica Institute of Technology in Dubnica nad Váhom, Ul. Sládkovičova 533/20, 018 41 Dubnica nad Váhom, Slovakia. E-mail: bilcik@dti.sk

outside of family and becomes the close person in his daily activities. Teacher belongs among the main educational factors and is involved in shaping the personality of his students. Not only he is involved in their education, but also affects the development of their self-esteem, creates and deepens their moral values. He can become an example for student, in some cases can play also the role of a missing parent. These are important moments in which is teacher involved. Therefore it is important for teachers to be aware of this potential impact on students. It is important not to become just a conduit of an information, but also a confidant, mentor, friend and educator. On the basis of respect teacher has to himself, he unfolds his relationship to the others and to the surrounding environment. This means not only his relationship to students, but also to colleagues, superiors and parents of students.

Quality teachers is above all one who sees the work with students as meaningful, involves the playfulness into education, awakens the creativity of students and encourages them to own assets. He can empathize with the position of students and uses these feelings by own teaching activities. Tries to be honest and open to students, his work leads not only to the gathering knowledge and skills by students, but also to exploration for students itself and to the development of their personality. Only then students like him, there is good atmosphere in class and satisfactory environment for the development of students' personality. Teachers are factors of education of future generations. Quality teacher is good and sympathetic listener, has sense of humor, is patient, friendly, yet has high expectations for students. Whilst remembering permanent feedback, reflection, analysis and evaluation of own work he strives for the continuous improvement of efficiency and optimization. Teacher tries to attract students and make them more active. Every interaction, glance or gesture that teacher makes influences his students because students perceive him as an example/model. Teacher has to embody positive qualities, positively represent not only in school but also outside of it. A good teacher is perceived as an expert who knows how to motivate their students to good performance. Activities of teacher and students should be ultimately culminate in feelings of satisfaction and pleasure from good results.

In addition to time spent in interpretation of curriculum on lessons, teachers solve during short breaks problems of students, thus becoming a psychologists. They are registering grade of students, put data in classroom books and fill class catalogs making them administrative. They also supervise hallways, organize various competitions, tours, excursions and discussions, communicate with parents, doctors, which makes them managers. Excellent teachers are doing this job with pleasure. Students enthusiastically accept their proposals, let them inspire and follow them, develop their own ideas and even in their free time, they learn with interest. Traditional teacher mainly teaches, quality teacher above all manages the teaching process and helps in the development of students. Quality of teachers work will be shown in a few years on the students themselves on their successful integration into society. Students, who after years are claiming to their teacher clearly shown that it was a good teacher and his work was of a good quality.

Teacher lives in some family, work and public environments. As this environment affects his behavior, it is not easy for him to enter the educational process relieved from all of the personal problems and become perfect teacher in one moment that pays attention only on teaching and is completely open to the needs of students. Students also stated that teacher in school is acting on behalf of the society with the aim of fully fledged development on student's personality. On the other hand, there are certain criteria defining the scope of the freedom, which are the constitution, laws and regulations, also the ethical principles of the society.

They were also aware that the quality of teacher is not uniform, that also teacher develops. It is an ongoing lifelong process which is related to his career. This implies not only the need for lifelong learning in the field, but also the need of his scope and his civil engagement. Timely discussions with students about what are the expectations and clarification why, and also provides enough opportunities for self-study. He has the ability of self-criticism and self-reflection, resulting in records about his results of evaluation, leads students into self-assessment of their work. Purposeful self-reflection in the teachers work is a field that will enable him not only the fulfillment of challenging tasks resulting from teaching profession, but at the same time it supports the process of self-improvement and self-fulfillment at work. His relationships with students are based on mutual respect and trust. By his actions, relaxing appearance and appropriate organization raises the interest of students into the education. He uses methods and means to achieve the interest of students and their active approach. He knows how to find ways of satisfying all students despite their differing intellectual abilities and traits.

Students also pointed out on signs that accompany the satisfaction with teachers job: The quality in teachers work means to gain students by own approach and knowledge. Good teacher should be a sincere friend and mentor. Students like him, they are motivated to listen, actively respond, remember and learn. Excellent teacher does not forget that he was also student. Relationships are led based on mutual respect, appropriate discipline, understanding and empathy. He is familiar with the latest teaching trends and research results. Quality teacher teaches so that the content of the curriculum was interlinked and can use the cross-curricular relations between subjects and by that to ease learning for students. The teaching unit should be carried out in order to satisfy current and future needs of students and meet their requirements. Very good teachers at the beginning of the school year formulate clearly their expectations, which are firmly held during the year. If the subject matter is communicated in a clear and interesting way, it is easier to remember and students work is not tiring. Teacher requires readiness from students, which he demonstrates also because he wants to be the natural example for them. Students should keep their joy from learning and desire to be taught, that means high degree of internal motivation.

„The quality of teacher is applied in pedagogical competencies (f.e. teaching techniques, classroom management, social skills etc.) as well as in content competencies, that means in the knowledge of subject“ (Gillernová, I., Kebza, V., Rymeš, M. a kol., 2011)

Quality teacher is positive towards students, respecting their individual talents and dispositions. In teaching he uses the experience of students. Student is constantly encouraged to continually produce his own thoughts and ideas. Teacher puts emphasis on students' motivation for learning so that students had the joy from their new knowledge. Quality of teacher lies in his ability to use appropriate teaching methods so they would bring the incentive effect, awakening the interest and support the creativity and activity of students. Teacher know not to overload the students, so they could manage the curriculum. Teacher's role is thereby to guide the creative potential of students in order to reach higher level of knowledge. Teaching is then not only the mediated reproduction of knowledge, but also the support of own thinking of students.

3 Conclusion

The basis for professional qualities of teachers are their professional activities. These activities are reflected in professional competencies of teachers and are understood as a set of professional knowledge, skills, attitude, values and personal characteristics. Within the professional qualities of the teacher's activities are activities expressed in the form of quality criteria in the following eight areas:

1. Planning of the education
2. Learning environment
3. Learning processes
4. Assessment of students
5. Reflection of the process
6. School development and cooperation with colleagues
7. Cooperation with parents and wider society
8. Professional development of teachers (Tomková, A., 2012)

It is obvious that at present the creativity, resourcefulness and responsibility of teacher will succeed. The promoting of teachers quality became not only the priority of European education, but also the center of attention of pedagogical theory and research. There is no general definition of a good and effective teacher, since they are both slightly different in their professional and personal characteristics. The fact is that if the teacher of vocational subject should fulfill his tasks successfully, he must be not only an expert in his field of interest, but also in the field of pedagogy, methodology, didactics and psychology, and also is able and willing to put his entire personality into the activities linked on his work.

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