

School and Teachers Professional

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Abstract

Teaching profession is most often characterized as a complex of professional ideas, attitudes, expectations, desires, but also prejudices and stereotypes, patterns and tasks formulated in work performance through professional behavior and behavior. Teacher is an important member of a society that, on the basis of the established education and relevant laws, has the role of influencing and shaping ideas, attitudes and patterns of behavior. It is the person who teaches and leads educated individuals to have an interest in acquiring and developing this knowledge. We address this issue in our contribution, focusing on the current position of the teacher in today's society.

Keywords:

school,
pupil,
teacher,
teacher profession

1 Introduction

In the teaching profession, personality characteristics, especially positively characterized character and volitional characteristics, value orientation, as well as requirements for private life have a significant role to play (Manniová, 2008). We also agree with the author's opinion. Teaching is a demanding profession, therefore it requires some form of management through certain moral principles, rules and principles. As this profession is actively confronting the teacher with pupils and their parents, collaborators, and other pedagogical corps, it is essential that these relationships that arise between them be ethical and therefore based on observance of certain moral principles, principles and principles. All these moral principles, rules, principles and requirements that are required and placed on the personality of the teacher are created by the school and can be translated into a code of ethics. Such application and observance of a certain order should lead to positive relationships between teacher and pupil and, in general, to good climate and workplace co-operation.

Pajtinka (2006) in his publication commented on the teaching profession. He is of the opinion that the teacher is one of the main, and especially the first, life-guides, that he is first and foremost a humanist of the world, a man hoping for the good and the wisdom of the process, idealists believing in human upbringing, is an eternal child, encompassing all the lives of children or young people, the eternal critic of all the amoral, and the errors of warning, regardless of the impact on his career; is an eternal student drawing up new information and knowledge for his pupils, becoming an actor and director directing his own teaching theater. Teacher is spreading progress, knowledge, and demanding aspirations of pupils after learning.

Teacher is also, according to experts dealing with the issue in question, the person carrying in his profession what we are doing all our life - learning; is also a "perpetuum mobile" that can, even with minimal doses from the state or the European Union, very effectively teach, educate, build, create and bring sympathy to the whole school system. Teacher - Educator - these are all synonyms that we could replace the primary teacher. Each of these concepts offers their viewers a look and feel to the outside world. Do not let them look at the world with the same eyes, just open the horizon, the space for their own projection. His "cake" of knowledge, knowledge, and experience does not offer the pupil at once, but gradually, to enjoy each piece, he does not read or even bloody.

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For the successful performance of the teaching profession, it is important for the teacher to develop from a psychological and pedagogical point of view. From a psychological point of view, Mikšík was of the opinion that "it is important for success in social relationships to develop emotional intelligence in these five components: self-consciousness, organization of one's own life, motivation of oneself, empathy, people" (Mikšík, 2007, In Lazarová, 2008, pp. 102-103).

We agree with Zelina and Zelinová (1997) that education is the most complex and hectic activity if it is to be done professionally. The difficulty of education is that the educator, like a teacher, is partly a scientist, an expert, and a second part is an artist. Education as an interaction of people includes in itself part of the professional and part of the artistic, the part of the principle and the principle and the part improvisational, creative.

Identity of a pedagogue is formed by: a) vocational training; (b) enhancing motivation in the performance of the teaching profession; c) in contact with pupils; (d) in contact with parents and other teachers. Similarly, as with the process of searching for personal identity, it is not possible to say clearly when this process is completed. However, it is difficult to specify precise time limits, as maturity can be achieved by every individual in another time period (Stup, Mareš, 2000). Vendel (2007) points out that high value is currently attributed to education. As the importance of education grows and becomes a factor in the quality of society, it is necessary for the teacher to be a person who is well prepared for this profession. Every profession requires a certain level of education and practice, but the job of a teacher is considered from the outset to be the one to excel in these spheres as it educates and educates our future. High demands are placed on the teacher's profession and defined in the individual categories on the basis of the so- qualifications qualifications. Based on the findings, it can be defined as a theoretical and experience-based eligibility to educate and educate children, young people and adults in the spirit of the demands placed on society.

In preparatory education, teachers' qualification begins to form and continues to gain pedagogical experience, thus increasing further education. The standardized requirements set by the Ministry of Education, Youth and Sports should be met by a fully qualified pedagogue (Pisoňová et al., 2014). Experts have already pointed out in the past what are the quality requirements for teachers who consider their competencies, knowledge and skills to be important in the performance of their work. This knowledge has been dealt with by various authors in their publications. The Teacher's Teacher Requirement List was formulated by Kalhous and Horák (1987, p. 112, In Seberová, 2006) into a "teacher's desator: knowing how to communicate with pupils, adequately assessing the pupil's performance, correctly translating individual oral examinations, knowing the method of encouragement and punishment, and knowing it apply in class, know how to make decisions in standard and unusual situations, know and know how to apply the methods of explanation, persuasion and example in the education of pupils, know the basic methods of teaching and know how to choose adequate methods in their given situations, have a clear concept of education and education at school family and proving them to diagnose pupils, to understand the importance of family and school cooperation in current conditions."

Professionalization of the teaching profession is both a theoretical and a practical problem. Requirements for the teaching profession have changed and are constantly changing depending on society's needs (Hrmo, Miština, Krištofiaková, 2016). The issue of the teacher's profession and its definition is defined on the basis of various criteria and approaches. Still, in the teaching profession, the teacher should educate and educate his / her pupils and, by their example, shape their character and behavior. In order to be able to perform these difficult tasks, it is important to be an expert in his field, as well as in the field of pedagogy and psychology. A proper teacher should avoid curriculum education being limited to the ordinary dissemination of knowledge but its aim should be a thoughtful and creative personality. A teacher is a person who belongs to a social and assisting profession and a very important function is social. In common professions, the term "client" refers to the target group on which the service is oriented. For the teacher, the client is a child, respectively. students. The service the teacher carries out is their education and education at the same time, and thus makes the service of society, so society is also a teacher.

The evaluation of professional performance, the measure of teacher professionalism, is closely related to the question of quality, since the teacher requires quality education and education. One of the understanding of quality in the pedagogical process is as follows:

1. Guaranteed quality - approved by the state of the central curriculum and the quality is based on the fulfillment of these curricula through tests, inspections. Standardized tests are not necessary because they follow the textbooks.

2. Agreed quality - the framework curriculum covers about 60% of the time and the next part of the lesson can be filled by agreement according to the needs of the client and the service provider, ie pupils and schools. The content is not uniform, so quality is tested by standardized tests.

3. Client-led quality - Minimum standards are developed by the school on the basis of client requirements, at the request of pupils, parents, potential employers, The content is varied and the quality is checked by standardized tests and systematic feedback, and the school must continually evaluate its pedagogical process (Kasáčová, 2004, p. 24).

In relation to the topic, we conducted a survey aimed at analyzing the opinions of teachers - respondents in relation to their profession. In this context, we asked teachers what motivated them to choose the teaching profession and how they contribute to making the educational process more effective. Our survey was carried out in the sample of 108 respondents - teachers of vocational and general subjects in the proportion of 66.67% of women and 33.33% of men in the secondary schools of Eastern Slovakia. The average practice of respondents' teachers was 24 years, the shortest 4 years and the longest 38 years.

In the first round of our survey, we found out what our respondents were motivating to become teachers. According to Zelina (1996), motivation is one of the key issues of education. Research has shown (Veteška, 2010) that motivation is a fundamental issue for the development of creativity, talent and the ability of each person. From our point of view, agreeing with expert opinions (Zelina, 1996; Manniová, 2008), the ability of teachers to motivate pupils is inadequate, especially at elementary and secondary schools. They do not have enough time and space for motivation and correct assessment, but only to fulfill the school plan without more interest to pupils and students. That is why we were interested in this topic and we paid attention to it in our survey so that we could prevent incorrect assessment of pupils in their practice and motivate them to motivate them to perform better.

In our survey, a third of respondents (35.19%) decided to pursue a teaching profession because they wanted to work with people. 28.70% of the respondents were inspired by their teacher, whom he seemed to be their professional model. 17.59% of respondents said they wanted to educate the next generation, and the same percentage responded that their lifetime desire was.

For half of the respondents (47.22%), the main motive for choosing a job was the work with people. For one quarter (26.39%), it was a life longing, and 19.44% wanted to educate the next generation. 5.56% respondents were inspiring their teacher. In male respondents, the response rate was completely different. Only three-quarters of respondents (75%) answered that their teacher was the main reason for choosing a teacher's profession. Other responses aimed to educate the next generation (13.88%) and work with people (11.11%). The main bearer of education and training is the teacher, so it is necessary to constantly remember the whole-community and irreplaceable importance of his work. The teacher is able to influence, or even change, the world of the child, the team performs demanding and responsive activities, participates in the formation of the personality of the individual and, in the time outside the classroom, follows the upbringing in the family and school. The family has the greatest influence on the child, and secondly, the school is the teacher's representative. In this context, it is very important for teachers to carry out their work responsibly and also to satisfy them. Based on these claims, we were also directing our further exploratory inquiry.

In the second round, we received responses to find out the expectations of respondents about their profession, that is, the teaching profession.

More than half of respondents said their expectations were met rather than failed (55.56%). The fifth (21.30%) answered "rather than yes". 17.59% of respondents answered unequivocally that their expectations regarding the teaching profession were fulfilled. From a teacher who must be professionally trained and specially qualified, the learning strategy, organization, realization and management of pupils' learning activity, the use of activating methodologies, and so on. Teachers need to be able to acquire pupils for learning, which is many times harder, because many of them do not want to learn, they do not want to overcome their own comfort, but they do not even succumb. As teachers are very much involved in the educational process and, above all, their level depends on them, we have asked them whether they have reservations about the current educational process.

More than half of the respondents (51.85 %) said they had earlier reservations about the current educational process. 39.81% expressed a clear "yes" to that question. 8.33 respondents were not able to comment on the topic. The order of answers for the respondents was the same.

Teachers mostly pointed out that they would change the curriculum and modify the curriculum as part of the educational process. They consider them to be oversized. In the context of education that is part of the educational process, pupils would be more oriented towards creativity and self-employment. They would concentrate on developing self-confidence. Teachers also highlighted the absence of the development of a

non-cognitive personality that can be developed in the context of education. They pointed out that it is important to ask pupils for their opinion, which would be based on arguments, which would lead to the development of their creative thinking. Asked teachers in this question pointed out the importance of an individual approach. Successful pedagogical activity presupposes pedagogical talent, as a potential structure of activity, presupposes pedagogical mastery as a structure of real abilities and presupposes a pedagogical tact as a structure of personality. The creative, educational and educational activities of a teacher, all of his activities, should be actively geared towards active learning, especially learning from text or reading, as well as comprehending the reading. The teacher gradually teaches the pupil to divide the text into micro-tiers and to evaluate the main information according to meaning and logic. It has to teach him to understand the text, every word, every expression. At the same time, the pupil has to learn to mark the points of support and to create his / her own plan of action. Nowadays, in pedagogical activity of teachers we encounter the multiple use of organizational forms in which frontal education is most often used as the most common form of teaching at elementary and secondary schools. Individual lessons usually consist of a whole, organically and methodically mastered. For the time being, the lesson remains strictly time-bound, even though the quantity of the lesson grows, as well as the level of information. Realizing activity on a teacher's lesson is exhausted, because he needs a high rate of tact, good psychological condition and resistance. This is one of the issues faced by teachers in the current school.

Teachers of secondary schools who participated in the survey therefore also asked which areas in education they consider to be problematic, respectively. with whom they encounter most often. The vast majority of respondents considered the most problematic area to be financial (79.63 %). 12.96 % said it was an education and training area (6.48 %). One of the respondents (0.93%), the respondent teacher, said she considered the communication area problematic.

Respondents are therefore considered to be financially affected (69.44 %), education (19.44 %), management (9.72 %) and communication (1.39 %). Up to 100% of men's respondents consider the financial area to be the most problematic. One of the options for alternative answers was the staffing area. None of them asked. Based on the above, we can say that the personnel component of the schools is in the opinion of the respondents without any problems.

From teachers, we also wanted to know how motivating their pupils, because the area of positive motivation is very important not only within the educational process. Teachers, according to their answers, most often motivate their pupils by methods of encouragement and punishment, based on our survey, the most common stamps. They recognize the importance of verbal evaluation, but also point out that the mark is the most motivating factor for pupils. It's a pity that even today, the pupils learn about the stories. There is always a threat to them but also the biggest reward, unfortunately. We were interested in how respondents contribute to making learning more effective. The most frequently answered questions were that they are trying to apply modern information and communication technologies to the educational process. Teachers have appreciated the possibility of lifelong and further education in this respect, enabling them to learn how to streamline the educational process by modern, innovative methods that they seek to use in their pedagogical practice. Thus, according to their survey responses, teachers will create their own worksheets and assignments according to their experience and the needs of their pupils. In their view, it is important to combine theory with practice and to do so with their activities that they prepare for pupils.

The result of the teacher's work is not according to Pisoňová et al. (2014) in the presence or near future is graspable and evaluable. Teachers are often more successful at working and communicating with children than with adults. It is often called the fact that pedagogical staff, although university graduates themselves, least use the results of research in their field. There is still a clear gap between pedagogical research and practice, distance, difficulty and misconception. The pedagogical process is most likely influenced by the recent attitude of teachers to the curriculum reform.

The traditional notion of school as one place where the pupil receives new information and knowledge is no longer valid for a long time. However, it is true that inertia and a certain degree of conservative notion persists in schools and the minds of educators, and it is often the source of misunderstanding and groping in terms of education as such. Teacher has long been a source of truth, information and knowledge, but it is important to remember the systematic education of a key actor of educational policy, that is, a teacher. In the teaching profession, personality characteristics, especially positively characterized character and volitional characteristics, value orientation, as well as requirements for private life have a significant role to play (Manniová, 2008). We also agree with the author's opinion. Teaching is a demanding profession, therefore it requires some form of management through certain moral principles, rules and principles. As this profession is

actively confronting the teacher with pupils and their parents, collaborators, and other pedagogical corps, it is essential that these relationships that arise between them be ethical and therefore based on observance of certain moral principles, principles and principles. All these moral principles, rules, principles and requirements that are required and placed on the personality of the teacher are created by the school and can be translated into a code of ethics. Such application and observance of a certain order should lead to positive relationships between teacher and pupil and, in general, to good climate and workplace co-operation.

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have appreciated the possibility of lifelong and further education in this respect, enabling them to learn how to streamline the educational process by modern, innovative methods that they seek to use in their pedagogical practice. Thus, according to their survey responses, teachers will create their own worksheets and assignments according to their experience and the needs of their pupils. In their view, it is important to combine theory with practice and to do so with their activities that they prepare for pupils.

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The traditional notion of school as one place where the pupil receives new information and knowledge is no longer valid for a long time. However, it is true that inertia and a certain degree of conservative notion persists in schools and the minds of educators, and it is often the source of misunderstanding and groping in terms of education as such. Teacher has long been a source of truth, information and knowledge, but it is important to remember the systematic education of a key actor of educational policy, that is, a teacher.

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