R&E SOURCE

EDUCATION OF TEACHERS

STUDENTS 'ATTITUDES AND FORMATION AS A IMPORTANT PART OF TEACHER TRAINING

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Abstract

In my paper I deal with the attitudes of students of pedagogical faculties to selected attitudes of school and social environment as an important variable that can influence the course of their undergraduate teacher training. Generally, attitudes are conceived of multidimensional, where their internal structure is made up of 3 components - affective, cognitive and conitive.
Attitudes of individuals are grouped into certain semantic units and form internally hierarchically organized groups. Which depends on the characteristics of existing attitudes and on the characteristics of people, their attitudes and their group membership.
The importance of shaping attitudes for teachers is increasingly coming to the fore today, at a time of massive development of information and communication technologies and the associated openness, free access to information, travel opportunities, the impact of other cultures, etc.
In my paper, the main objective is to contribute to the current state of the formation of the professional training of future teachers, by approaching the role of attitudes as one of the characteristics of students that can be applied in the component of pedagogical-psychological preparation through undergraduate education.

1. EDUCATION OF TEACHERS - STUDENTS 'ATTITUDES AND FORMATION AS A IMPORTANT PART OF TEACHER TRAINING

1. 1 GENERAL ATTITUDE

Attitudes are permanent systems of evaluation, feelings and inclinations to act in a certain way with respect to a certain stimulus.

These are typical forms of a person's relationship to objects, people, ideas and things, to himself. Attitude - usually defined as a relatively stable tendency (readiness) to respond in a characteristic way to certain stimuli. Attitude is a relatively stable system of positive or negative evaluations of certain stimuli, phenomena, situations, persons, etc. during life. They are not innate, we create them during our lives, under the influence of individual experience. General attitudes are understood multidimensionally, their structure consists of three components:

- cognitive (evaluative, cognitive) refers to the opinions and thoughts that a person has about the subject of attitude

- affective, (emotional, emotional) refers to what a person feels about the subject of the attitude, ie it relates to emotions or emotional reactions

- conative (intellectual, behavioral) refers to tendencies to behave or act in relation to the subject of the attitude

1.2. CHARACTERISTICS OF ATTITUDES

Valencia

The attitude can be described as positive or negative. Valencia is a characteristic that applies to each of the 3 items of the attitude system. This is the internal scope of the attitude - from the extremely favorable situation, through the zero (zero attitude, not so, not so) to the most unfavorable situation.

Diversity

Each item of attitude may vary according to the degree of multiplicity. This refers to the number and variety of the elements or parts that make up the item. An item that has a large number of different elements is considered a multiple item. When an item contains a relatively small number of elements, we consider it to be a simple item.

1.3 ATTITUDE STRUCTURE: COGNITIVE, AFECTIVE, CONATIVE.

1.) The cognitive component of an attitude consists of an individual's views on the subject. The most critical findings contained in the attitude system are evaluation opinions. This is an assessment of the favorable or unfavorable, desirable or undesirable, good or bad properties of the object. The cognitive component can also interfere with an individual's views on appropriate or inappropriate ways to respond to an object. The cognitive (cognitive) component and the conative component can thus be closely related.

2.) The affective component of attitude refers to the emotions associated with the subject. The object looks pleasant or unpleasant. It's popular or unpopular. This emotional charge gives attitudes their strong, stimulating, motivational character.

3.) In the conative component of the attitude, it is all the alertness of behavior related to the attitude. If an individual has a positive attitude towards the subject, he will be willing to help or reward or support the matter. When he takes a negative attitude, he will be ready to damage or punish the thing, or to destroy the object.

1.4 POSITIONS FUNCTIONS:

1. cognitive - attitudes help to create a view of the world, they bring into the things that surround us order. Attitudes - these are schemes that facilitate information processing

2. value - attitudes express our value orientation, ie. values influence our attitudes.

3. ego defense - attitudes protect us against anxiety and threats to our self-esteem. Authoritarian personality - it is a subordinate personality, but she acts aggressively towards subordinates. The difference is an authoritative personality - a person who has a natural authority.

4. social - adjustment - attitudes help us feel part of a community. Attitudes persist mainly due to conformity.

Attitude and behavior

Attitudes make it possible to assume behavior. nie. (E.g. political preferences) There is a relationship between attitudes and behavior, they do not always predetermine behavior, sometimes they are in conflict. For example, we all know that spinach is healthy - but not all of us eat it.

1.5 HIERARCHY ATTITUDES

„*Attitudes are more important than facts.*" (Dr. Karl Menninger)
We live in a materialistic world. That is why we gladly and often forget the crucial importance of attitudes. And even when it comes to the question: Why do men make careers faster than women and why do they still earn more?

Studies show that there is indeed little difference between a man and a woman. But it is not where most people imagine it, but much higher. It's in his head: men and women live with radically different attitudes.

Unconsciously, men take a stand: Power, money, status, career and prestige show the world and me what my price is - and the pressure for performance, hierarchy and competition are among the rules of the game.

Women also take an unconscious attitude: Good work, good content, good performance, meaningfulness of action and a good climate are important - and the rules of the game are cooperation and constant exchange.

1.6 FORMING OF ATTITUDES:

1. imitation mechanism, the child develops attitudes by imitation, especially family members

2. identification mechanism, man identifies with living and non-living patterns. When imitating, the external characteristics of the model are imitated, identification is an internal characteristic of the person with whom we identify.

3. mechanism, the new information is to make others aware of the content of the attitude that is being sought or rejected

4. mechanism, forced behavior adjustment. Changes in attitudes In general, a change in attitudes is most effective when individuals can acquire attitudes on their own.

Sources of facts for the formation of attitudes:

- the relationship of needs, interests, aspirations and attitudes

- relationship between information and attitudes

- authorities (sources of information)

- creating and distorting facts

- self-perception (skepticism about propaganda in World War II)

- values

- hodnoty

- group standards

- primary groups (electoral behavior and primary groups)

- osobnosť (politické postoje a osobnosť)

Types of attitudes

They are divided into 4 basic types of attitudes:

- affective attitudes / unnatural, forced attitudes /

- intellectualized attitudes / intellectual attitudes /

- action-oriented attitudes

- balanced attitudes

Types of attitudes

- verbal attitudes / attitudes that we can formulate /

- action attitudes / attitudes that lead us to a certain activity /

How to change attitudes

1. Adapt your actions to the characteristics of the person you want to change. For example, if a person is rational, I will give him well-thought-out arguments. If he is a superficial person - I make nice speeches to him.

2. Adapt the persuasion to the situation in which the recipient finds himself. For example, if he is able to assess the pros and cons, he needs to be told. If he is unable to judge, tell him only a one-way argument.

3. Use strong arguments (not weak ones), repeat the arguments (they become known so that one can easily accept them as theirs).

How can we persuade others to change their minds:

- We distinguish between changes: coherent and incoherent.
- It is easier to induce a coherent change in the same conditions.
- The more extreme, multi-faceted and consistent the attitude is, the easier it is to achieve a coherent change.
- The main means of changing attitudes is persuasion.

Changing attitudes is due to:

A) experiences from direct social contacts

B) influence of the group

C) v influenced by mass communication means

2. THE PROCESS OF CREATING A PROFESSIONAL ROLE IN A YOUNGER ADULTHOOD

The basis of human society is purposefulness.

The current concept of the educational society, which is a progressive trend of today's society, is increasing the number of university students, and at the same time their age structure is changing. In terms of university psychology, these students can be divided into two basic structures (Slavík, 2012, p. 97, 117). traditional and non-traditional students.

It seems natural for young people who take the school-leaving examination to think about the next course of study. In addition to assistance and support from parents, their decision-making has support, namely through the work of school counselors and the activities of professional staff. There is a division of university students into traditional and non-traditional ones in the professional literature. Traditional students are full-time, full-time, undergraduate students, undergraduate, graduate, master and doctoral students.

The start of the study is between 19 and 20 years of age, and the completion takes place on average 5 years later. In the life of students, it is associated with the transition from adolescence to adulthood. it is the period between adolescence and young adulthood. Emerging Maturity (Ing. Devečková, 2010) characterizes as a period:

- full of instability
- strong self-directed
- characterized by a feeling between

- full of possibilities

In full-time study, university study is the main purpose of a young person's time (although he / she tries harder to combine school with work). They are influenced by the academic environment of the university, the peer environment. They have a certain level of intellectual maturity, certain life and life experiences, and sometimes a short experience in a practical environment.

Non-traditional students are students of other forms of study (external postgraduate (combined, distance, complementary pedagogical study in external form, etc.), among which we include middle adults (35-45 years) older adults (45-60 years). younger adults (20-30 years of age)

Students of other forms of study are people of average age, mostly working. Expanding the qualification of their motivation is to improve the level of knowledge and skills, including the application of knowledge in practice. They are more confident in professional topics, more experienced skills, self-underestimation and low self-confidence. Experiences from other areas of life, e.g. professional, partner, and parental work. It is necessary to perceive them as experienced and professional workers who are practically oriented.

For non-traditional students, the decision to enter a university is not another term, it does not have support and the potential student must set aside time for the decision-making process itself during the work and personal life.

Non-traditional students can quickly succumb to unfair practices in their study offers, and without counseling support, their decision can lead them to inappropriate study.

2.1 ATTITUDES DEPENDING ON THE GROUP

We can define a family as an informal social group of a particular nation, to which it ensures the continuity of the human race and the education of the growing generation. The family reflects the overall economic, cultural and social development of the society in which it exists. It is the most natural environment to meet the most important needs of family members. If it works well, it plays a very important role. The role of the family is to form individuals. It is obliged to provide children with a comprehensive mental and physical development. The family can be defined as an informal social group of a particular nation, to which it ensures the continuity of the human race and the education of the new generation.

The family reflects the overall economic, cultural and also social development of the society in which it exists. It is the most natural environment to meet the most important needs of family members. If it works well, it plays a very important role. The role of the family is to form individuals. She is obliged to ensure children's all-round mental and physical development. When assessing the family, various indicators are assessed that help assess the functioning of the family and include age, education, marital status of parents, family cohesion, composition and health status of members.

The biggest and most important task is the upbringing of children, the influence of generations of adults on immature people, the transfer of experience. Family habits have a great influence on the behavior of family members. It can manifest itself in speech, attitudes, relationships with people and in other areas. The family is attributed various functions that it performs in society. In this sense, we can talk about the function of emotional, social-reproductive, economic, educational and regulatory-control.

Main impacts:

• Pupils are primarily influenced by their parents, there is no difference between the influence on pupils living in the countryside or in the city.

• Parents influence their child on the basis of external stimuli, which popularize professions and not the needs of the market and employers, social status is important.

• The perception of a career in our society is highly hierarchical, and the expertise and specializations in our society are not currently supported by the media. Examples are various media-supported competitions, such as: Manager of the Year.

• At present, the school does not play an important role in influencing the pupil in choosing a profession and studying in high school.

2.2 SUPPORT WITH THE ASSISTANCE OF SCHOOL ADVISERS

At present, there is a disparity in the number of students enrolled in universities in Slovakia (a larger number of students enroll in grammar schools that they do not prepare for a specific profession and the number of graduates of secondary schools and grammar schools. General education prepares students to continue their vocational training in the next level of education, where the student will then specialize.

Professional information is an important part of the counseling process. When using professional information in career guidance, it should be borne in mind that a person, an individual is seldom destined for only one profession, is usually a group of certain professions in which he can successfully apply and be satisfied.

It is essential for the student to get to know adequately, to know the diversity of the world of work, to be able to choose the optimal path, professional life plan. The system of professional information is one of the basic methodological prerequisites for effective career education and career counseling.

In recent years, information and communication technologies have also been successfully involved in the consulting process. The first stage of the counseling process often takes place using self-service information and counseling programs.

Centers of pedagogical-psychological counseling and prevention

In the region of their operation, they provide a wide range of professional services in the field of psychological counseling to pupils, parents and pedagogical staff. In the field of career counseling, they help students make professional decisions, and significantly participate in their preparation for entering university.

Educational consultants

They work in schools as first contact advisers; they perform their function in addition to their pedagogical activities. They perform a number of tasks (research, consulting, information, educational, organizational, administrative, etc.), their cooperation with class teachers and school management is important.

Young people get a lot of professional information useful in choosing further studies directly from teacher**s**. It is not only knowledge and knowledge of individual subjects and their interconnection with practical use, but also knowledge of personality prerequisites of young people, assistance in decision making, estimation of potential success in further studies and success in school.

3. PROFESSIONAL TRAINING OF TEACHERS

For the teaching profession, it is necessary to work practically with other people in ever-changing educational situations.

Professional training of teachers has been in the center of interest of teachers (teachers, academics) preparing future teachers, but also of related fields, such as sociology or applied psychology. A separate area of pedagogical science (Lukášová 2009) dealing with the issue of self-understanding and understanding of the nature and quality of the teaching profession is the "Teaching Profession Theory". It raises issues of requirements for the structure of teaching knowledge, creativity in the performance of teaching professional activities with students, communicative skills, professional identity, autonomy and responsibility, but also such issues as: the ethics of the teaching profession. In addition, pedagogy points to new requirements for the professionalization of teachers in the Slovak, European, but also in the global context. It clarifies the new requirements for teacher education, based on the results of pedagogical research of teacher education and the teaching profession.

The teacher really uses only a part of all his theoretical knowledge, those that have been sufficiently integrated with personal experience and through reflection have become the dominant theoretical interpretations of practice. This requires teachers to have practical training at a qualitative level.

3.1. TEACHING PROFESSION

The first feature of the teaching profession is a strong ideal of service, professional service of development and education of the child in the conditions of the educational process. The prerequisite is the teacher's specific knowledge, which can professionally perceive and reflect pedagogical phenomena in his everyday practice. The prerequisite is the teacher's (Janík 2005), specific knowledge, which can professionally perceive and reflect pedagogical phenomena in his everyday practice.

In the Pedagogical Dictionary of Průcha, Walterová and: "a summary of the prerequisites for pursuing a particular profession or for a specific type of work activity *i,* with a certain degree of complexity, degree of labor intensity, and in the required quality".

3.2. TEACHER'S PROFESSIONAL IDENTITY

Consolidating professional identity and self-awareness of the essence of the profession and one's own professionalism, together with the need for autonomy, initiative in taking an appropriate level of responsibility and a high degree of engagement in negotiations, is a constant process of professional experience. Spilková (2004) distinguished the stages of developing the professional identity of a future teacher: the starting identity; identity transformation and professional identity.

3.3 TEACHER COMPETENCES

The issue of teachers' competences is currently often discussed because it is related to the problem of teacher professionalisation it is there is talk of "open professionalismo" "real profession", " reflective practices", "univerzitarizácii", " personalistic and constructive approaches", discusses the inadequacy of existing models, separation from school practice, etc. (eg Spilková 2004, Lukášová 2003).

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