

## Self-reflection and teacher

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**Abstract:** Just as there is no perfect man, there is no perfect teacher. This fact creates space for self-improvement. This can be done mainly through self-reflection. The notion of self-reflection refers to the thinking of the individual; He needs to think about his personality, actions, thoughts, feelings and attitudes. You should recapitulate a certain section of your own life, your own actions and decisions in situations that are essential to him. The reason is the evaluation of oneself, its inner world, the way of thinking, its thoughts or the experience of events. Based on the above, we decided to pay attention to the self-reflection of the teacher.

*Key words:* teacher, teacher profession, self - reflection, teaching process.

By self-reflecting the activities of the teacher, we point to the awareness, analysis, evaluation, organization and summary of one's own teaching experience and knowledge. Self-reflection helps the teacher to use the acquired skills and experience correctly. In an exemplary way, it stimulates his professional and moral growth. It is an unconscious, natural part of its activity. When called. In spontaneous self-reflection, the teacher does not reflect on his attitudes, emotions or causes of success or failure in his own activity. Therefore, it cannot purposefully aim to improve it. Systematic self-reflection helps to get to know one's own pedagogical activities and offers opportunities for its innovation. At that time, the teacher constantly focuses on the planning, implementation and evaluation of his / her own work. It relies on several self-reflective methods. Their aim is to eliminate existing shortcomings and to continuously improve their activities. Self-knowledge, self-evaluation and self-regulation play an important role in shaping the teacher's personality. Lifelong self-development is also an important factor. A teacher who still teaches the same techniques follows the same methods and methodologies, does not expand his knowledge, often stagnates and gradually loses his qualification (Turek, 2004).

Teacher self-reflection is necessary in the following situations: he meets new knowledge in the field of educational sciences and considers their application in his teaching practice; they will encounter a problem they will have to solve; assesses the results of its work over a period of time and is invited to self-assess; test new procedures and evaluate their results; compares it with a colleague he saw at work (Turek, 2004).

According to Hrmo et al. (2005) the teacher is able to direct his activities towards the set goals and thus start to develop positive values in pupils. He needs his critical thinking, creativity, consciousness, and above all moral interpersonal competences. The driving force of his personality is self-motivation, which leads him to activate his own abilities and free will. The personality of the teacher lies in the use of his unique psychic qualities and dispositions. Can effectively use self-reflection and self-knowledge to improve self-empathy. Among other things, it can also increase its social sensitivity, self-analysis and self-reflection. The personality of the teacher is also completed by other qualities, requirements or dispositions and skills. Self-reflection allows the teacher to become a better professional. At the end of teaching a subject or teaching career, the teacher should state that he has done the best he knew and that was good.

Self-reflection fulfills cognitive, feedback, developing and relaxing functions. The cognitive function shows that the teacher realizes what he is, what his problems are, how he usually solves them, how successful he is, and so on. The feedback function indicates that the teacher gradually realizes how pupils or colleagues respond to his practices. The preventive function is focused on the fact that the teacher reflects on how to react in possible situations. He wants to avoid potential conflicts. The developing function is a consequence of the self-improvement of the teacher through self-reflection. The relaxation function helps the teacher bring

feelings of satisfaction or relaxation. It is through remembering the pleasant experiences of teaching. The methods of self-reflection include observations, self-reflection interviews, questionnaires, assessment scales or self-reflection pedagogical journals. The teacher also receives feedback about his activities from pupil assessment analyzes, through video or audio recordings of his lessons. Among other things, he may receive the results of questionnaire questionnaires or other tools of pedagogical and school psychological diagnostics. Methods of self-reflection should form part of teacher training. It is through them that teachers acquire professional competence and shape their teaching style and personality. Practical personal experience of the teacher from his own pedagogical activity is important in his further personal development. Higher effectiveness of pedagogical activities will be ensured through a comprehensive system of care for the professional and personal development of teachers. It is in the power of teachers to be able to set new goals in front of them and to re-evaluate the results of their own pedagogical activities so that they are capable of self-reflection, self-development. At the same time, it is the moral duty of schools to encourage and support their development and to create an atmosphere of self-esteem and professionalism. The starting point can be projects of professional development of teachers and projects focused on planned activities, outputs, activities, methodological days, etc. Teacher development can work through continuous education (Geršicová, Barnová, 2018). These include, in particular, innovative and qualification education, courses, trainings and training. The in-service teacher education system should have a compulsory and optional part. The principle of in-service training is to ensure that every teacher has a constant motivation to learn and thus contribute to his personal development. The compulsory part of the education of pedagogical staff should serve mainly to maintain and increase the pedagogical competence. It includes innovations in the field of education, pedagogy and related sciences in particular. An optional part of the education of pedagogues serves to deepen the interest of pedagogical staff in the field of pedagogical research, work with computer technology, management of hobby groups and others (Pasternáková, Lajčín, Sláviková, 2015; Oberuč, 2009, Oberuč, Porubčan, Doríčková, 2019).

The teacher should constantly learn, receive and verify new information and ideas, constantly learn from others and from his practice. It is essential that he work on himself, his mental and physical condition, and his health. He should be sensitive to other people, making sure he is a creative personality and a good teacher. However, this requires not only the effort and interest of the teacher, but also the conditions that society must create (Germušková, 2003).

After the Velvet Revolution, strong efforts have been made in Slovakia to humanize the school as a response to previous uniform and directive pedagogy, but also in connection with attempts to transform and plurality of education. However, the effort to humanize education is not new, it has a whole history of education and pedagogy. It has been most prominent since the 1960s, when the tendency to reinforce the scientific content of education has resulted in a strong preference for the cognitive component of education, with an emphasis on pupil performance, the preference for its science component, underestimation of its human aspects. The seventies are known as the crisis of man, which manifests itself in the decline of moral values, consumer way of life, ethnic or religious intolerance, distorting mass culture. Pedagogy, psychology and philosophy have begun to emphasize their anthropological orientation, asking to develop new qualities of a man who will not want to rule the world but who will constantly improve himself and his relations with people in the spirit of universal values. He is to be an individual, himself in his nature, but a full-fledged personality, with a profound moral and spiritual dimension to be able to consciously manage his own life, overcome himself and the world by creative actions.

Humanization is literally a humanization. The humanization of education and training means renewing, continuously creating, protecting and developing human potential. Under the conditions of our schools, this can only be achieved by transforming the unified concept of education (all equally, for the same goal, same content, methods, forms) into a concept based on the real individual development of each pupil's personality according to his or her abilities and abilities. The essence of this transformation is that the focus of attention in the school, which has so far been on the content of education and the activities of the teacher who was supposed to teach him, will transfer to the pupil person as an active subject of his own development. Humanization of education and training requires two aspects to be considered: a) bringing education closer to human nature, creating conditions for education to meet the child's natural needs and patterns, based on his possibilities and interests, which is misinterpreted as being 'kind to children ', reduce them 'or reduce the difficulty of teaching; b) development of the pupil's personality in all abilities, to the extent possible, to the extent possible - to create means of education that will activate as much as possible his / her own personality growth, it is often forgotten that even self-development is a human need; even higher and requires space to satisfy it.

The starting point of humanization of education is the orientation on the child's personality. This means that it is the starting point for respecting four principles: The uniqueness of man as a goal and condition of education; Human self-development as a goal and condition of education; Wholeness of personality development; Relationship dimension priority in education.

The uniqueness of man as a goal and condition of education means respecting that everyone is different, and should remain different, even if they go through the process of education. If we were all the same, the development of humanity would stop. If we recognize that each person must be different, unique, then education must create the conditions for the birth of authentic diverse personalities. Diversity is a guarantee of progress, the very existence of human society, to provide different educational ways, different educational alternatives. The set goal is the same for different pupils and the expectation of the same results is unrealistic and meaningless. Pupils will only have equal chances if the teacher has a different approach to them according to their level of development. But equality must be in giving love, the possibility of space for self-expression, in just law and in adhering to agreed rules. In school practice, this means individualizing the educational process. It is teaching as if tailored to individual pupils, adapting to the needs and interests of the pupil, in differentiated progression and differentiated teaching materials, to himself and to himself in the most effective way and pace, to provide him with a method through which he can work at the level of his personal maximum. The teacher must be able to diagnose the needs of the pupil or group of pupils and flexibly adapt their teaching to them. Thus, it is teaching that is very adapted to the pupil, not to the teacher (Turek, 2004).

Self-development as an objective and condition of education presupposes the use of such methods in education where the pupil sets achievable goals in front of himself and as independent and active in achieving them as possible. The student can do everything himself. The pupil should be led to self-regulation based on his own decision. Humanistic education is considered a higher degree of individualization if an increasing part of learning and work is gradually managed by the pupil. Humanistic pedagogy accepts leading pupils to freedom and responsibility through pupils "centered", ie self-directed teaching.

## 1.1 Conclusion

Self-directed teaching is characterized by educational methods and procedures in which the pupil is as self-employed as possible and in which he has to cooperate with others - such as discussions and cooperative activities, discovery, role playing, projects, creative tasks, free choice of tasks, self-correction and self evaluation. They combine individual free choice and social development of the pupil. Applying the pupil's free choice and assuming the responsibility of the personality, the process of becoming a personality - personalization. Humanistic pedagogy recognizes that personalization requires the active position of the individual, i. that the teacher cannot make the pupil personality, the pupil must become the pupil himself. The contribution was created as the outcome of the project "Strategies to support adherence of students to the rules in the educational environment" Project no. 005DTI-4 / 2018th

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