

## Teacher and contemporary society

Branislav Tkáč<sup>1</sup> - Gabriela Gabrhelová<sup>2</sup>

**Abstract:** The world provides us with great joy and equally great worries. There are studies showing that Westerners today are about as satisfied or dissatisfied as they were many years ago. In this context, we are interested in the personality of the teacher and his role in contemporary society. We pointed out the factors of the current environment that influence the personality of the teacher and the performance of his profession.

**Key words:** teacher, role of teacher, contemporary society, profession of teacher.

Modern society is characterized by certain signs that are evident and that affect the life of individuals within it, whether it is the everydayness of being or any area of our life. They also affect the nature of the teaching profession and the preparation for this profession. In this context of change, Keller (2007) considers as a hallmark of modern society: a) individualization - people are condemned to individualization. We live in an individualistic society. In our world, we need to show what we can do as individuals, not as members of a group, race or race. Individualisation leads to an increasing dependence of individual individuals on social systems; b) functional differentiation - an increase in functional differentiation is intended to increase the company's performance in all areas of its business. Mutual assistance and support between people becomes only one of the specialized areas; c) rationalization - the system rationalization model that corresponds to the logic of increasing efficiency is applied to different areas; d) generalization - the conduct of people is oriented towards increasingly universal and universal relationships, norms and values. The advent of utilitarianism leads to the fact that the fields of education, social protection, family, politics and science are only transformed into the economy; e) transforming the structure of society - social inequalities are exacerbated, misery stops connecting people, divides them. Work ceases to provide workers. The family ceases to be more or less reliable support for their members; (f) in a modern society, the transformation of socio-social in terms of the various links of aid and protection in critical situations has been transformed into institutions of secondary sociability; g) colonization of the public by private - while in the first phase of modernity it was private colonized by the public authority, now the area of the public is colonized by private forces. Privatization of public services - education, health, social services, but also the judiciary, police and prison is the motto of modernization; h) uncertainty - modernization of society brings uncertainty. Confidence and trust as a basis for stable relationships are disappearing. Managing everyday life is so burdened with uncertainty that it becomes a risky task.

One of the professions that have a special place and mission in the system of professions (profession) is also the profession of teacher. Among other things, this also results from the demands placed on the exercise of that profession. The teacher is expected not only to be a professional in his profession, that is to have formal competences to pursue that profession, but - above all - to be truly professional in his profession (Pasternáková, Lajčin, Sláviková, 2015).

The teacher is one of the basic actors of the educational process, a professionally qualified educational worker, co-responsible for the preparation, management, organization and results of this process (Průcha, Walterová, Mareš, 2001).

Some experts believe that the teacher is the main mediator of systematically adjusted and matched knowledge from various fields of science in the school and, at the same time, alongside the father and mother, the third main factor in education. In everyday communication, the term "teacher" refers to a person who teaches at school. However, for professional and scientific purposes this claim cannot be unambiguous. A teacher is a person taking care of children in kindergarten, just like the term teacher we call a professor at the university. The atmosphere of pedagogical-didactic situations is not determined only by partial isolated features of the teacher, but by the whole structure and dynamics of his personality. The variability of pedagogical situations, differentiated professional tasks that a teacher has to solve, as well as inter-individual differences between pupils, conditioned by different quality of the environment from which they come, place differentiated

demands on the characteristics of their personality. The teacher has a strong formative influence on pupils, their communication, attitudes, expectations and relationship with pupils can greatly influence their attitudes, but also the learning outcomes themselves. It is therefore natural that he assumes a great responsibility for the fulfillment of his professional tasks and for the harmonious development of each pupil (Čepelová, Krásna, 2014).

Despite many changes related to the transformation of education and its humanization, the teacher remains a decisive factor in the educational process. It remains a model, an example, a living model that pupils imitate with which they identify in many areas. The quality and effectiveness of his / her educational work depend on the teacher, his / her general culture, personality, expertise and moral profile. The awareness of responsibility and the position of the teacher among the educational actors will be manifested in teachers in their efforts for self-reflection, self-education, self-improvement in personnel, moral and professional dimensions. The primary requirement for teachers in today's school is to create an optimal classroom climate and an environment where pupils' activities are encouraged without fear of error or error. It should show respect for the pupils' personality, teach their tolerance towards others, but also enable them to express their own views, attitudes and develop their critical evaluation thinking. The traditional methods of his work should gradually replace the creative-humane methods, and the one-sided focus on pupils' performance should give way in favor of strengthening the experiential sphere, educational values. Educational tactic is a complicated social skill of a teacher, which develops in parallel with the development of his personality due to his permanent self-reflection, feedback, analysis and evaluation of educational work, its optimization and designing changes.

Hanuljaková, Porubčanová, Hasajová (2016) point out that in addition to the pedagogical-didactic, methodical readiness of the teacher for the performance of his profession, his / her personal and psychosocial prerequisites are increasingly emphasized. It is important to keep in mind that the teacher has been one of the most important adults involved in shaping his / her personality since the child's entry into institutional education. It is therefore essential that a person be personally mature and mentally healthy.

The so far underestimated teaching profession is becoming one of the most important occupations with particular responsibility. Intense changes in the social environment place unprecedented demands on the human subject, which has to cope with the complex problems of today's world. The requirements for teacher work increase with increasing scientific knowledge and especially the dysfunction of many families. The educator must at least partially compensate for the malfunction of the family and intensively seek ways to cope with this situation. The variety of pedagogical activities implies high demands on the personal prerequisites of the teacher, because the pedagogical tool is also the personality and behavior of the teacher with all his characteristics. The personality of the teacher is formed during his studies at the university, but especially during his practice. During his studies the teacher should acquire the necessary knowledge, professional and pedagogical knowledge and competences, but also to develop the need for further education. The growth and formation of the personality of a teacher depends on his efforts to constantly improve himself and also in his pedagogical work.

We were intrigued by the opinions of Miština, Jurinová and Hrmo (2018), who say about the personality of the teacher that the educator believes that humanity can be improved, that both brilliantly gifted children and children with mental and physical health problems can be raised and educated. He fully believes that one can learn from early childhood, from cradle to symbolic grave. From the first cry with which man is born into this world, to the last exhale with which he leaves this world. It can be recognized very quickly among people not only by opinions, but also by eternal belief in the purity of the child's soul. He is an eternal critic of all the negative and wrong things going on around him and in the world. He has a fairy-tale vision of a world where good triumphs over evil. Otherwise, the world would lose its eternal idea. He experiences failures and losses every day in his work and efforts. Nevertheless, he never loses the hope that he will achieve his goals. Another in his place would have given up hundreds of times, but the true teacher is not in such a situation.

Čepelová and Krásná (2014) point out the personality attributes that characterize a psychologically healthy and mature personality of a pedagogue: an appropriate assessment of reality, an effort for self-knowledge, the ability to control their actions, creativity and initiative, the ability to create positive emotional ties, moral demands stress, sense of humor and optimism, ability to communicate optimally. By spreading knowledge, developing pupils' creativity, encouraging pupils' desire for knowledge, the teacher helps to grow new personalities, new scientists, new geniuses in schools. According to experts, teachers are a kind of perpetual mobile. With minimal consumption and subsidies for education they can work very effectively, educate, but also keep the whole education running. They can endure the adversity of the state economy, the state subsidy policy.

In today's education, the teacher's personality is an anti-system phenomenon. If a personality appears in the school system, it is always despite the system, not because of it. It is necessary to make such a systemic transformation, a rebuilding, so that the system forces the teacher to be a personality without it. Today the situation is reversed, everything is leveled up, detailed curriculum is an insult to the teacher's personality and contempt for his expertise. Indeed, if a person who has studied for five years, who is a university-qualified professional, gets into practice a set of curricula and elaborated instructions that anyone in the street would be able to teach, he has the full right to be offended. Psychologists have formulated several opinions about what qualities a teacher should have. First of all, they must have a thorough university education at the master's level. Of course, they are not expected to know everything. Rather, they need to know where they can complete the necessary knowledge. For the professions of the teacher, it is also important to have the practical experience that the teacher has already gained during his university studies, although this is to a very low extent. Among other things, the teacher must have certain personal qualities such as responsibility, mental and personal maturity, independence, dedication, consistency, honesty. The teacher should also be responsible and especially like his discipline and children. Every teacher should be able to speak a standard language, have an appropriate vocabulary and a clear pronunciation. On the other hand, the teacher should not be aggressive, impulsive and without mental defects.

In education, the general rule is that a teacher must continue to study after graduation and have a professional perspective, as a non-professional teacher gradually loses her qualification.

Another type of management is class management to maintain discipline in the class. The teacher must be able to cope with problems in pupil behavior, as larger or smaller excesses in pupil behavior still appear in schools and the teacher must ensure that they do not grow to larger dimensions. An effective teacher is needed to manage the class. He's a kind of teacher who knows about everything in the classroom. Maintains eye contact and oversees several classroom activities simultaneously. It engages as many pupils in the activity as possible, the flow of activities. Such a teacher leads to an increase in pupil activity. It seeks to lead to thinking, to incentives for comparison. Another important aspect is communication with pupils. However, communication with parents is also important. Teachers should regularly have three kinds of meetings with pupils. The first should be devoted to pupils' behavior. The second should focus on collecting pupils' comments, and the third should be on pupils' welfare. The teacher should not be hard at the meetings, but not too liberal. It should avoid assessing pupils. During meetings, it should emphasize the use of non-verbal communication. Especially eye contact, face expression and gestures.

The workload also greatly influences the teacher. The source of this burden lies mainly in poor behavior of the pupils, in bad interpersonal relationships in the team of teachers or with the school head and in poor working conditions. In addition, teachers are often dissatisfied because their remuneration is very low compared to other equally qualified jobs. All of this leads to teacher fatigue, which may culminate in a symptom of burn-out, ie mental exhaustion. The teacher is losing energy, goals and feeling frustrated (Keller, 2007).

The opposite is the job satisfaction of teachers. It appears when the teacher has the possibility of self-realization. He likes working with children and young people. Equally, satisfaction prevails among his colleagues and superiors. He can also enjoy better school equipment, working environment, but also salary. Satisfied teachers are mostly extroverted, optimistic and resistant to stress. They trust and are interested in their own work because they are convinced of its meaningfulness. Unfortunately, the reality is different today and there are very few teachers who enjoy their work and are happy with it.

At present, pedeutology focuses mainly on questions of the content, methods and forms of teacher education, increasing their qualifications, increasing qualification and social requirements, but also examines other factors affecting the development of teachers' personalities, such as personal qualifications, motivation of choice of teachers, and their further personal development, of course always based on current social conditions.

## REFERENCES

- BAUMAN, Z. 2004. Individualizovaná společnost. Praha: Mladá fronta, 2004. ISBN 80-7207-033-9.
- ČEPELOVÁ, S., KRÁSNA, S. Sociálno-pedagogický výcvik ako inovatívna forma celoživotného vzdelávania učiteľov stredných odborných škôl I. Brno: Tribun EU, 2014. ISBN 978-80-263-0847-8.
- HANULIAKOVÁ, J., PORUBČANOVÁ, D., HASAJOVÁ, L. 2016. School culture educational reality. Karlsruhe: Ste-Con, 2016, s. 73. ISBN 978-3-945862-05-6.

- MIŠTINA, J., JURINOVA, J., HRMO, R. et al. 2018. Design, development and implementation of e-learning course for secondary Technical and vocational school of electrical engineering in Slovakia. In *Advances in intelligent systems and computing*, ISSN 2194-5357. 2018, vol. 715, s. 915-925.
- PASTERNÁKOVÁ, L., LAJČIN, D., SLÁVIKOVÁ, G. 2015. Management of the current school terms only. In: *Management of companies*. ISSN 1338-4104. Roč. 5, č. 1 (2015), s. 18-24.
- PRUCHA, J., WALTEROVÁ, E., MAREŠ, J. 2001. *Pedagogický slovník*. Praha: Portál, 2001. ISBN 80-71785-79-2.

Author's contact:

PaedDr. Branislav Tkáč, MBA  
Vysoká škola DTI  
tkac.branislav@post.sk

doc. PaedDr. PhDr. Gabriela Gabrhelová, PhD.  
Vysoká škola DTI  
gabhelova@dti.sk