



PROFESSIONAL OUTLINES OF THE NEW MILLENNIUM TEACHER'S PATTERN

M. Teneva*

Faculty of Pedagogy, Trakya University, Stara Zagora, Bulgaria

ABSTRACT

Bulgarian school today is experiencing difficult days. Knowledge as a value gradually gives its leading position in modern society. This creates a learning environment in which the teacher cannot completely prove his professional skills. The requirements of the society do not conform to the provided for him status in the professional classifier. In an era of dynamic changes the teacher is expected to be a permanent student who promptly complete and update his knowledge and who keeps up with the latest developments in science and technology. At the same time the teacher must be an elevated and spiritual personality, a holder of universal values. Therefore his pattern attracts notice and quite often it even acquires perfect dimensions. Through the present study we set about to find out what is the opinion of students in Preschool and Primary School Education about the personal and professional important qualities, defining the pattern of the modern teacher. For this purpose we have used the following methods: a test, an inquiry, an essay. From the results we found that in first place the students have put the personal - important qualities of the teacher. Then they have placed the professional skills of the teacher.

Ke ywords: professional look, personal - important qualities, professional - important qualities

Each era brought its own demands on the individual. The specifics of the time is a factor which determines the important qualities that the individual must possess in order to deal successfully with the challenges of life. Twenty-first century is the era of the high technologies, in which everything is upgrading and changing quite rapidly. The more science swiftly progresses, the more it affects on the pattern of the modern teacher.

In the past the Bulgarian school teacher was a symbol of progress and knowledge, a stimulating factor in child development, an educator, an adviser, a counselor, a confidant.

All this now gradually loses its meaning and the life practice shows that a teacher in the new century is not so attractive and highly prestigious profession. Bulgarian school today is experiencing a difficult period in its existence. The balance between training and

education is disturbed, which creates an adverse environment for the students' development. The social factors impact negative influence over the social life, the collapse of family values, the lack of motivation among the young generation for purposeful activity, subject to its future prosperity. In contrast to all these problems is the great success which Bulgarian students have achieved in prestigious international competitions. Children of Bulgaria occupy leading positions in mathematics, physics, information technology, arts and more. On one hand the great success is due to the intellect and tenacity of the students. On the other hand it is due to the dedication and high professionalism of the teachers. This gives us reason to believe that Bulgarian teacher copes successfully with the challenges of the time and the teacher's profession has not lost its noble and humane outlook as well. The fact that many young people have entered to study in the faculties of education at universities, and they have learnt the secret of the profession with desire, also gives us confidence.

Through this study we set about to find out what is the opinion of students in Preschool and Primary School Education (PPSE) -

*Correspondence to: Maria Teneva, Trakya University, Faculty of Pedagogy, Address: 9, "Armejska" str., Stara Zagora, Tel.: 042/613 778, E-mail: m.s.teneva@abv.bg

students from third course who are studying in the Faculty of Pedagogy of Trakya University about the qualities that teachers must hold in the new millennium. For this purpose students completed a test- 'Professional - important qualities of the good teacher.'(1)

To be more objective in their responses, students completed the test anonymously. Twenty-two professional - important qualities,

that should be a personal possession of the good teacher, were indicated in the test. Students were required to range the proposed qualities from first to twenty-second place. They indicated one for the quality they think is the most important and twenty-two for the most unimportant quality, defining the pattern of the modern teacher. After the treatment, the tests presented the following results:

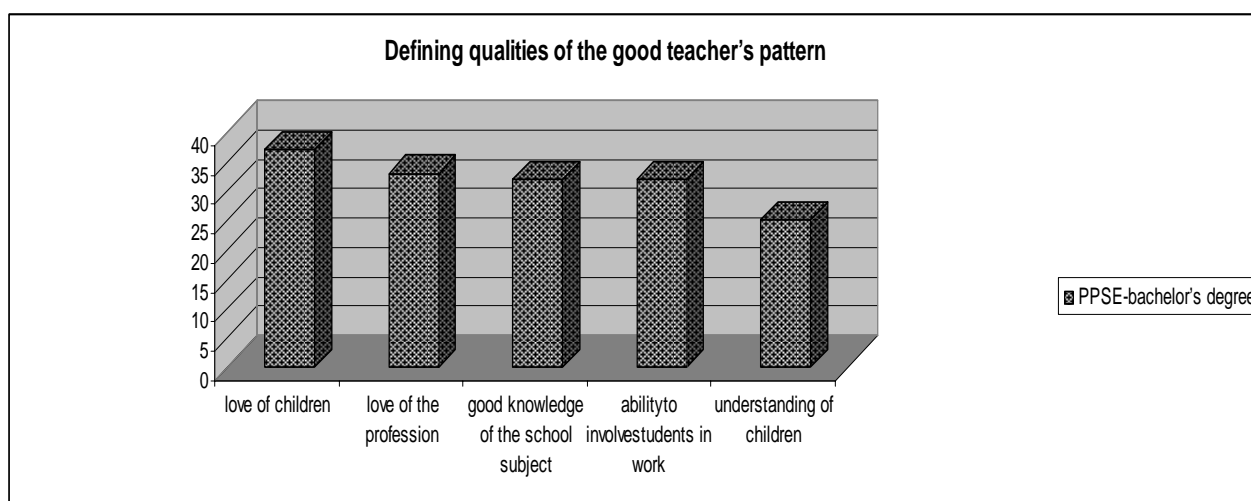


Figure 1

As it is shown in **Figure 1**, the highest percentage of students (93 percent) believe that in order to be a good teacher in today's school you must be first and foremost led by love of children in your professional activity. As Rumén Stamatov emphasizes 'Love is permeated not only by feelings. It is an intertwined deep understanding of the other person as well. "(2) Love is the only way of penetrating into the inner world of another being and it helps to get to know its nature. The teacher could not make effective educational interaction and successful educational process without the extensive knowledge of the students as individuals. In clarifying the nature of teacher interaction, Emilia Rangelova emphasizes the importance of the subject - subject connections and relationships, which includes teachers and students. According to Rangelova 'The interaction is realized as a purposefully organized collaboration between teachers and students in order to be achieved definite and common objectives for both sides'(3) The interaction between teachers and students implies interpenetration through the mutual influence between two entities. In fact, the

mutual penetration is impossible without the expressing of mutual love and respect. The unity of the pedagogical influence is realized through the interaction. The interaction between teachers and students is a dynamic process. It is a component of a system of multiple mutual connections and influences, as a result of which direct or indirect influences are realized on the pedagogue or his alumni.

In the second place among the personal - important qualities, students have put the love of the profession (83%). In a discussion held after the completion of the test, they have emphasized the relationship between the love of children and the love for the profession. They express the opinion that you cannot be a good teacher, if your activity is not subordinated to the love of children. At the same time you cannot love teaching, if you do not reveal love and humanism to the students you interact constantly with. The teacher should be interested in the world of children. He should love and understand them as well. This would help him to work with love, to be more perfect into his profession and to obtain professional satisfaction. The basis of the

pedagogical skills is the pedagogical interaction. The pedagogical interaction should be developed primarily in the direction of humanization and democratization. This means that student's identity should be placed in the center of the educators' attention. According to E. Rangelova 'The basic criterion for evaluating the effectiveness of interaction is the development of student's personality, the formation of universal values and moral behaviour.' (4)

Students have placed equal values (80%) for the good knowledge of the subject matter and the teacher's skill to involve students in work in the next place in the scale of qualities.

The teacher in the 21st century, when every day some novelty appears, faces the difficult challenge to be both a teacher and a student. He should teach what he knows and at the same time to comply with the changes in the world of science and technology and to acquire the innovations as well. This fact turns the teacher into a permanent student. A teacher could not be a good professional without being acquainted with the subject matter he teaches. Students have got much better technological options for obtaining information nowadays. As a good specialist in any area a self-respecting teacher must not allow presenting of outdated or incorrect information to his students' attention. The teacher performs different didactic functions in the training process. According to Marin Andreev teacher is required to be:

- an organizer and a leader of the entire cognitive activity of students in the learning process;

- an important source of knowledge;

- a chief assistant of the students when they encounter cognitive difficulties;

- an educator of students;

- a representative of the state power in such an important institution as school is.

'Deciding important teaching tasks and performing basic management functions in the learning process, the best thing the teacher actually trains his students, is how they teach themselves.' (5)

Considering the functions that teachers must do, we are directing our attention again to the fact, how complex and responsible is their profession. We realize that together with the purely didactic functions as an important source of knowledge, students' assistant and

tutor, the teacher must perform administrative and management functions as well. In this respect, a number of teachers share the opinion that pedagogic mastery is considered as a combination of personal and business qualities, that afford the individual an opportunity for professional employment. A good teacher should be able to involve students in a voluntary and conscious activity, definitely aware of any student as a personally significant work. He should use an individual approach in his activity, which implies extensive knowledge of children as individuals and mastery of technology for learning their individual abilities. The extensive knowledge of the inner world and the characteristics of children inevitably associate with understanding of their personality and respect for their individuality.

In the next place in the scale, 63% of students have put the requirement of understanding of children, which correlates with the positions of the previously indicated qualities. Only a teacher who loves children and his profession, who extensively knows his subject matter and who knows how to involve students in a diverse educative work, could understand the inner world and the interests of children. The role of the teacher in the child's life is very important. He plays a key role in the development of each child as a useful person for the society. The school must serve our lives, but the teacher should be a combination of humanism, free-thinking, fastidiousness, ability to keep up with the challenges of the present and last but not least to be a creative person. He should be able to educate creative individuals who carry high human virtues. The teacher in the twenty-first century confirms the relationship and the interaction between the child, the family and the school. His role in the child's life quite often exceeds the role of the parents. The influence of the pedagogue on the young person is very strong. Hence, one of the fundamental contradictions derives in the present. On one hand there is extensive awareness of the responsibilities and importance of the pedagogue for the development and the future prosperity of the child as an individual. On the other hand, there is depreciation and disparagement of the status of the teaching profession. It is hard being a teacher today, when dedication and humanity are in deficit. Society has got too many requirements for teacher's personality. The teacher is expected to accept what he makes as

vocation, to love and respect the students, to inspire respect and confidence, to be a bearer of high professionalism and delicate pedagogical tact, to develop the potential of each student. We should ask ourselves is there another profession to which society is so fastidious. Is not the image of the modern teacher too idealized and do not we expect too much from him? It is a satisfaction for us the fact that the future teachers have got a clear idea for the specificity of teaching profession and for the challenges they will soon have to face up. They realize that teachers play a key role in developing and shaping up children's personality and the responsibility that lies at their shoulders is very high. At the same time students aware how noble and grateful is the profession of the educator and his professional portrait should not be shaded in black and white only. As a result, the survey reached the following conclusions:

In determining the personal-important qualities of the good teacher, students have directed primarily to those qualities, associated with love for the profession and the humane attitude to the pupils.

On lower positions in the rank scale they set the high professional skills.

According to the students, the physical parameters determining the individual aspect have got the lowest degree of importance.

REFERENCES

1. Vassilev, D. (2008, p. 280). *Experimental Pedagogics*, Sofia, Siela Publishing House.
2. Stamatov, R., Pl. (2006, p. 205). *Psychology of Communication*.
3. Rangelova, E. (1998, p. 156). *Methods of Educational Activity in Schools*, Sofia.
4. Dimitrov, L. (2000, p. 435). *Theory of Education*. Sofia.
5. Andreev, M. (1996, p. 90). *The Process of Education, Didactics*, Sofia.