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# **TEACHER TRAINING FOR NEW ROLES**

**BOOK OF ABSTRACTS  
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**PLURALITY OF THE TEACHERS' ROLE -  
WHICH CONTEXT TO ADDRESS?**

**Abstract**

Relationship didactics emphasizes the importance of communicative competencies, interaction, conversation, teamwork - the basis of interpersonal atmosphere which represents a framework of expectations and support to any learning and teaching. When the content comes to the fore, there is a notable lack of relationships, which the critics indicate as pedagogical incompetence and a failed occupation. It is important for students to recognize the meaning of learning, but as they get older they trust teachers less, opening a common dilemma: where does the learning take us? Therefore we need relationships where we can discuss these issues, as well as the issues of applied learning methods, openly and with confidence.

Didactics marks the elements that can help teachers, offering solutions which are partially in the same line, and which provide a variety of options to many particular questions, so that the teachers themselves decide in accordance with their position and needs what can help them in practice, and how they can act according to the tasks of the didactics pragmatically, constructively, and systematically. However, didactics cannot help us with the following: which context should be addressed? Neither model can be applied to all, none analysis is ever completed, none instruction can be predicted for a long term. Postmodernism is plural, contradictory, unclear, ambiguous, and it leads to didactic ambivalence between a freedom of choice and necessity of a perspective existence which is in solidarity with students. Yet again the image of the postmodern pupil is basically ambivalent (simplified, it

can be split into two categories of claims 'I want' - 'I should'). Today the teacher hovers between insecurity and achievement of a particular success, and the very success.

*Key words:* relationship didactics, pragmatic, constructive, systematic teachers' role, modernism, postmodernism.

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## **PERSONAL GOALS AND PREFERENCES OF TEACHER VOCATIONAL IMPROVEMENT<sup>2</sup>**

Initial teacher education for the vocation can be considered as formal and essential condition of dealing with activities in the field of education. At the same time, initial education itself is not a sufficient condition for successful engagement in this vocation. In contemporary society, the field of education is also experiencing continuous progressive change and improvement in various areas of work. It is therefore essential that the acquired initial training for the vocation time continually would be updated by the various educational activities in the area of professional development and vocational improvement, which is essential for successful performance of the teacher profession.

The need for continuous vocational improvement is typical for most professions and is not characteristic only for the field of education. For an individual to fulfill effectively and creatively the obligations imposed by certain professions and occupations, there are permanent needs for learning, acquiring new knowledge and necessary skills, in other words, it is vocational improvement that should last throughout the lifetime of the individual. Parallel to this, education reform requires teachers not only to update and

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refresh their previously earned educational, psychological and didactic-methodological skills and knowledge, but also to perform the complete transformation of its role to transfer knowledge to students in the process of teaching and educates them at the same time. This is one more reason for the involvement of teachers in different models and forms of professional development and vocational improvement.

New reform orientation in education promotes new and substantially different expectations for teachers, students and school community. Therefore, we can expect appearance that some teachers, traditionally prepared to the vocation of teacher, may not be ready to respond adequately to new requirements and to adopt new standards of quality. Vocational improvement helps teachers learn new roles and teaching strategies that will improve student success in the process of education, but also increase teacher professional and personal success.

In addition to the goals and objectives of professional development and vocational improvement of teachers listed in certain laws and regulations, based on the real needs of employees in education, there are some personal goals, preferences, desires and interests of teachers in these areas. These features are the product of different factors of vocational improvement activities, such as the level and quality of initial teacher education, years of service, range and quality of the experience of vocation, the current training needs, teacher's personal view of the importance, role and needs of vocational improvement, characteristics of teacher motivation for the vocation, the level of stimulating in the context of the working environment (school) for vocational improvement, the level of freedom of choice in the field of vocational improvement and more. Factors that essentially determine the teacher's personal goals, preferences, desires and interests in the areas of vocational

improvement are closely linked and interdependent and make the whole impact on teacher beliefs and the nature of motivation for the implementation of certain activities in the field of vocational improvement.

Based on teacher personal goals, preferences, desires and interests in the field of vocational improvement, certain preferences of teachers are constituted, in terms of choice of specific models, form and content of vocational improvement, as their essential expression. In fact, one of the key role is very personal view of the importance, role and needs of their own professional development and vocational improvement.

*Keywords:* teacher, professional development, vocational improvement, personal goals, preferences.

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**GENERAL FEATURES AND SPECIFIC ROLE OF  
TEACHERS IN TEACHING WITH MODERN  
TEACHING TECHNIQUES AND TECHNOLOGY**

The end of last century and the beginning of this century was marked by a strong development of science, engineering, technology and civilization in general, so that today science and technology are woven into the life of modern people, and they consequently permeate the contemporary education. Modern era requires educated citizens who will be able not only to build upon science and technology, but also to set new demands in education. In such circumstances, one of the most important issues related to modern teaching is how to use the funds to offer modern teaching techniques and technology, in order to reach optimal implementation of the teaching task and achieve the highest possible level of quality and efficiency of teaching. Given that the teaching techniques and technologies refer not only to the skill of managing technical resources, but above all, to the procedures of their implementation and training organization of teaching process, their application results in significant changes when it comes to the role of the teacher.

In traditional teaching the teacher used to have a dominant and authoritative role by now lost its importance; teacher's role has been developed in accordance with the modified theoretical concept of teaching, acquiring numerous new tasks. However, in spite of many even radical demands related to the teacher and his role in the process of teaching, what is certain and that will never fade away is his/her organizational and operational performance, which is a permanent feature of his function, quantitatively and qualitative changing in new conditions. Accordingly, the



main focus of this paper will be on the basic characteristics and specifications changing role of teachers in teaching with modern techniques and technology, problems that arise in this field and possible directions for overcoming them.

**KEY WORDS:** Education, teaching, teaching techniques, educational technology, teacher, student.

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### **WHAT PEDAGOGUES DO (NOT) KNOW?!**

In the times of global changes and almost every day interventions into school systems with purpose of rising of quality of educational activities, the discussions about competencies, especially professional competencies of pedagogues, assume a greater importance. The professional competencies of pedagogues primarily refer to possession of special pedagogic knowledge and virtues, but also to personal characteristics necessary for establishment, development and promotion of relations with students as well as with their parents, with colleagues and all the other members of educational process. Only the pedagogue who possesses competencies in various aspects of pedagogic activity, can critically observe him/herself and his/her educational practice, change and improve his/her behavior and create a stimulating environment and atmosphere in classroom/school; he/she has a feeling of satisfaction with pedagogic profession and can expect progression on all the levels of educational and upbringing work.

(Re) valorization of the existing educational systems of (future) pedagogues represents an unavoidable part of all-pervasive changes in society. One of important issues in creating of education of pedagogues is their contribution to achieving adequate competencies of children and youngsters and to coordination of reform policies with purpose of accomplishment of compatibility, mobility and efficiency in context of accepted concept of life-long learning. The context of global changes unavoidably put

emphasis on knowledge about multicultural and intercultural education, on students with special needs, gifted children and many other specific approaches which are necessarily a part of realization of educational work.

In this study, the author presents the results of research of students' attitudes about (un)necessary competencies of pedagogues. The students consider that pedagogues do not get enough knowledge about gifted students, students with special needs and necessary knowledge for work in rural environment. On basis of these results a necessity for different conception of education of pedagogues arises, with "unmetropolization" of educational contents, as we can surely claim that pedagogic profession is one of the most responsible and the most demanding professions - making a basis for the future of a society.

**Key words:** pedagogic (in)competencies, pedagogue, education of pedagogues, school, students

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## **TEACHERS' TRAINING IN THE CONDITIONS OF GLOBALIZATION**

After the Second World War the European countries have often implemented reforms in elementary and secondary education systems. It would be difficult to say that this ensured the care for the institutions, which train teachers for the schools. Rather it could be stated that the formation and development of teacher schools and faculties was accompanied by many obstacles, failures, scientific and professional doubts and ambiguities. It was too often the case that foreign experiences, which later proved to be inadequate, have been transferred into our reforms.

One of the most important factors of efficiency of every educational system is the quality of the teacher's work. This is also the reason why the system of teachers' education in all countries, especially in the countries of the European Union, is under the constant pressure and critical debate of the broadest public. Numerous pedagogic analysts warn that the efforts in the direction of improvement of teachers' education do not happen at the appropriate pace. The traditional didactic and methodical approaches, which supplement the interactive strategies too slowly, are still dominant.

Many warn about the need of building up the concept of the teacher's professional development, in the frame of which the factors of inner development, enabling holistic development, independent and competent thinking and decision-making, are the most important. The notion of teacher development means his professional growth, which

is the result of teacher's personal characteristics, his education, and the factors of socio-cultural environment in which he lives. The factors are interrelated, that is why the change of one causes the changes of the others.

In the beginning of the 21st century we are meeting new social circumstances and challenges, which are most frequently declared with the concept of globalization. Globalization is a phenomenon that has been in the centre of attention in the last decade, so that it has almost received the meaning of a new paradigm, in the frame of which various social phenomena tried to be clarified. Among them is the field of education and related to this, the role of today's school, which preserves the function of transferring knowledge to the young population. Researches show and practice confirms that economic globalization and information revolution predict radical changes in the nature of the process of learning itself. Trans-national organizations accept numerous documents that mediate their vision of education in the global society with clear set educational goals, which, in a way, represent the basis for the selection of the didactic content, didactic strategies and didactic-methodological paraphernalia.

Because a teacher's professional growth happens continuously we could define it as a life-long learning that enables a teacher to develop cognitively and builds up his personal competences, thus enabling him to change his opinions and concepts about didactic work, what consequently brings about the change of his didactic practice.

Nowadays, to be a good teacher it is not easy. On one hand, the amount of information is rapidly increasing, and thus the complexity of professional and social life, for which a teacher prepares the young generation. On the other hand,

the need (and requirement) to activate a learner's cognitive and emotional creative potentials for innovative problem-solving is rising. Most certainly the teaching profession demands high qualifications, continuous (life-long) learning, mobility of education and education for cooperation among partners.

Under the notion of contemporary concept of education we understand adequate connections between general, professional, pedagogical and psychological, and special didactic matters and connections between theory and practice. Teachers' education has to find balance between academic teaching of topics and practical learning with drilling and modelling. In the search of this balance didactics plays an important role, since it is an integration element of pedagogical and psychological knowledge and acts as a bridge towards special didactics (methodologies) and towards various forms of practical work.

**KEYWORDS:** training, globalization, competences, lesson models

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## **NEW MODELS OF CONTEMPORARY EDUCATIONAL PROCESSES**

Contemporary philosophers from all over the world, in different languages, try to answer the same and always popular issue which was the subject of concern of the Greek philosopher Plato, the French philosopher Jean Jacques Rousseau, the German pedagogue Friedrich Froebel, the American philosopher and psychologist John Dewey... the issue of education. If we observe the world through symmetry and balance, light and darkness, night and day, the hot and the cold, the issue of education reads: what is its antipode? Like the "Bing Bang" there are many answers, or better to say questions without a clear answer: UNeducation? INcapability? UNinvention? INcompetability? MIScommunication? Among many new questions, there is a unique solution to the puzzle: The antipode to education is the negation, prefix, the common denominator to all the new answers to the posed question: shortly, the answer is "NOT". But, is the key of education only in positivism... Is it enough... In the world of communication in which information is, simply speaking, the binary combination of zero and one... How uncreative... By looking at communication with the universal science language, that is, mathematically, I have felt, like Garry Kasparov, after the game of chess, played in 1997, against the imaginary rival, the super computer "Deep Blue"... Defeated. Has the pupil-computer surpassed the teacher-Kasparov? That makes me think... Hasn't the contemporary education posed a great challenge in front of the academic community, the elite, the educational process? Is not contemporary education like the newest technology... If you don't handle it patiently, till the end, it cannot achieve its full sense, sometimes it can get out of control... And could

model, or canon, in the form of a contemporary, educated, creative, competent and sensitive human-teacher, be opposed to the uneducated, uncreative and insensitive machine-super computer, which, paradoxically speaking, has been made up by an educated super active team of scientists from the different countries in the world, united by the globalization process? Is the contemporary educational process returning to the essential source of the meaning of “pedagogue”: a slave (in the contemporary context, serving science)? And what is the criterion of all these: is it science and technological advance or human-teacher and the educational process. It is obvious that the educational process has evolved since the age of Plato, but there is also a fact that the scientific and technological development has evolved in the last twenty years by exponential speed, posing in front of human-teacher unpredictable and uncertain futurity where he should realize his professional, civil and family duties successfully and be a reformer ready to accept new circumstances without abandoning old values. What are the consequences of accepting wrong values? If we, once again, observe the world through symmetry and balance, we will see the law by which nature gives somebody something on one side and it takes it away from him on the other side, in kind so that the system can remain balanced. By projecting the above mentioned law to the educational system, if the stimulus of education is only financial gain on one side, on the other side, the loss will give in the lack of moral and ethics. The key of success of the educational system should be the humanity of relations, the increase of tolerance, intercultural activities, innovation, self-understanding and self-criticism of human-teacher. The strength of the educational process is in its tradition but also in its flexibility. The world changes and the educational process needs change, and human-teacher should be the leader of changes.

**Key words:** educational process, strength, changes.



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**A TEACHER AS A ROLE MODEL, IDOL, IDEAL,  
SYMBOL, VALUE, I.E. A MEASURE OF A PERFECT  
PERSON EDUCATED IN A VERSATILE WAY  
- THE CRISIS OR THE RISE OF TEACHER  
PROFESSION**

The paper deals with the following: 1) **Requests and expectations** of the society from teachers referred to their working qualities and tasks fulfilment, 2) **Personal characteristics** that teachers should have and that conditioned and increased the quality of their work, 3) **Roles and functions** that teacher do in teaching now and will do in future, 4) **Competences** – types and amount of knowledge that teacher should have, 5) **Forms of professional development**, and which will show weather the teacher should be an ideal or measure for **perfect person educated in a versatile way**, due to numerous requests and expectations of the society – which is not seen in any other profession.

As opposed to that, there are statements **that the teacher's profession has entered its crises** and that there is a tendency of minimisation the roles, importance, status and function of a teacher which will diminish the quality of educational process now and in future.

**Key words:** roles and functions of a teacher, teacher's competences, teacher's professional development, the future of education.

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### **CONTEMPORARY TEACHER TRAINING**

This paper emphasises that a qualitative work of university teachers with students, in terms of achieving more qualitative work at faculty and better success of students, is a prerequisite for the learning process to become a personal benefit. This can be achieved only if we meet the needs of learners, so that the learning becomes a desire, not coercion. One should learn for the life and not for a diploma. By the quality of knowledge transfer we should consider everything that is "better", "faster", "more beautiful", "more economical", "more reliable" and is achieved by making efforts. Learning should meet the requirements of interested individuals. Scientific-technical revolution has caused different crises in terms of organising, content and methods of educational process and caused numerous problems in the relationship between students and teachers, requiring advanced training of teachers.

Pedagogical models of traditional teaching can no longer meet the needs of learning in the 21st Century. The challenges of modern civilization are numerous. Nowadays, teaching educational technology sets new requirements. The mass media means have made a numerous innovations in education. These are the requirements for the lifelong learning.

Education reform should start with changing the mode of training, applying active teaching and learning methods, which should be adopted as a future working style. In this way we gain more qualitative knowledge and optimal development of our abilities. Only the knowledge we gain by ourselves will be applicable to new situations.

Nowadays we need flexible schools, which are well managed and organized with trained personnel to work with students with different abilities, cultures, languages, and which are focused in developing skills, interests and needs, not in the contents of predefined, rigid and excessive requirements of the teaching curriculum. It is necessary to provide education for all children, without any kind of labelling and segregation. Class teaching, as a part of the educational system, needs to build the foundations of inclusive education and accept the diversity among students. It is very important not to neglect other students. It is the teacher, with proper motivation, professional training and support, who initiates positive changes and develops a sense of equality among students. It should be borne in mind that no reform against teachers' interests, whenever they were not involved in it, has had a success.

It's the school where learners should enrich and expand their minds, but it is often seen as a place where they cannot assert themselves. They often see their teachers as their enemies or plain bores talking about something that does not exist any longer. Unable to prove and assert themselves in a socially acceptable way, young people often resort to violent methods to do this. They lose their compass and do socially unacceptable and even criminal acts in the larger scale. This significantly happens due to improperly organized educational work, whilst teaching faculties do not sufficiently prepare students for their future profession. The faculties do not have modern equipment and therefore

students are trained in a traditional way, which is obsolete. The curricula are created to meet the wishes of teachers (usually to provide their positions), rather than the needs of young people preparing for their future profession. Thus, the curricula have superfluous subjects or certain subjects in numerous hours, and, on the other hand, lack of pedagogical, psychological, philosophical, sociological, and other subjects, which would significantly improve professional background of the future teachers.

**Key words:** education, training, inclusion, mass media, reform, university, modern methods and schools to meet learners' needs.

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**WHAT IS CONTEMPORARY PREPARATION  
(EDUCATION) AND IN-SERVICE IMPROVEMENT  
OF TEACHERS LIKE**

Whenever greater social and economic changes are introduced, they still impose the requirements for a more appropriate education (preparation) of those who should implement the changes.

We live in a time of globalization, i.e. the world process that is multidirectional and has brought about profound changes in all spheres of life, everywhere in the world, as well as in Serbia.

When it comes to the sphere of education, globalization has imposed a different type of education, as well and the way in knowledge acquisition different to previous one, especially in regard to the following: knowledge is to be practical and applicable and should respond to market needs; knowledge as "goods" and the path to personal success and personal promotion; knowledge that contributes to competitiveness in further development of production and gain of greater profits, and so on.

Such a general orientation to acquire the kinds of knowledge imposed by globalization, has primarily led to the changes in the system of education with schools of various types (i.e. objects and learning content), their different length and duration, reconstruction of existing or introduction of new subjects and instructional content, primarily of practical nature. The emphasis is on the development of communication and other skills. All these changes have aimed at reducing the humanistic education and related humanities subjects and their contents, which

has imposed the issue of the relationship between global and national goals and values. The Bologna Declaration has particularly incorporated these major changes in higher education.

The question arises as to which are those social and moral values and philosophies that form the basis of the theoretical framework of such major changes. It should be expected that for the rapid changes and the changes to occur in unpredictable future, broader and more general education that provides efficient adjustment to rapid changes would be more appropriate, rather than narrow and practical education of shorter duration.

How in such circumstances and conditions to prepare (train) teachers to meet the need to implement such a concept of education? We should also bear in mind the different levels of education (preschool, primary (compulsory), secondary and higher education).

The inherent characteristics and values of a profession of a teacher have long ago been known and established: friendliness towards children and young people, willingness to facilitate their development and growing up, understanding of their needs and interests, a sense of empathy and more. What are the new social and moral values for successful work with children and young people? The emphasis is on the social skills and communication of various types, which indicate the forms rather than their contents. We talk about their behaviour and not about education in a broader sense. In a number of requirements the teacher's personality, its development and progress cannot be recognized.

It should be noted that studies have shown that the teacher profession is one of the so called stressful occupations,

which contains some common stressors with other stressful professions (rapid changes in the system, job insecurity, low wages, low social status, etc.), but also some specific (work with students of different opportunities, the increased aggressiveness of the students, the complex relations and cooperation with students, colleagues, parents, external social environment). On the list of stressors, from 1 to 10, a teaching position takes the place of 6.2, which is a very stressful job.

In these general and specific circumstances it will be very difficult to choose the activities that will be able to meet the current requirements in terms of preparation (education) and training teachers for the many roles that are expected of them. Therefore, it is not only a task of the Ministry of Education or the individual, but requires a team of experts (theoreticians and practitioners) from different professions.

*Keywords:* teacher, initial education, professional development, professional improvement.

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**CONTEMPORARY ECONOMIC AND SOCIAL  
CONDITIONS AND OPPORTUNITIES OF  
PREPARATION AND TRAINING OF TEACHERS**

In considering the study of personality and qualities of teachers, psychologists Getzels and Jackson (1963) used the term person to indicate the *whole personality behaviour*, taking into account the *cognitive aspects of behaviour*, along with *affective*, such as interests, values, attitudes, needs and their adjustment. Consideration of the concept of "personality" shows that there is no single comprehensive theory of personality of the teacher and his profession. The teacher is, above all, *personality* (individual) and only then a *member of a profession*. The teacher is a being with certain requirements aimed at their own individual needs and specificities. Personality of teachers was significant, possibly *decisive*, and in the same time the *most complicated* variable in the educational work of the school.

It should be pointed out that the *goals of education result from certain values* that are important to society and the specific environment, and to emphasize the role and importance of values.

Scientific-technical revolution of the sixties and eighties, the technological revolution and the direction to the information-oriented society, point to the changed role and changed the demand on Education, the role of schools and teachers.

Globalization (mondialization), a complex process, has become dominant in our time and included economic, political, cultural and educational spheres of life and work, breaking down the traditional and national cultural



heritage, imposing values, norms, ideas and ideals of Western civilization.

In the framework of globalization and its role in education, beyond the *intellectual*, the person and its properties and characteristics has not been mentioned (feelings, emotional life, creativity, *social and moral values*), it is insisted on the requirements and satisfaction of production and markets, a narrow and specialized skills and occupations, regardless of broader theoretical foundation of the presence of marginalization and humanities. However, the individual is an *indivisible whole* (totality) which has certain knowledge, feelings, activities, establishing human relationships and thus the person.

In the modern society that is rapidly changing, the largest number of values, especially moral, has been abandoned or changed, with many ambiguities and uncertainties about the importance of certain values. To note a few basic questions and dilemmas: what are the basic values of contemporary society; are there any value accepted by the whole society, or most of it; which values should be changed or redefined, which values have transformed and whether there has been the emergence of new values; what kind of relationship should be established between individual and community needs and how this can be approximated; which values should be to develop schools and teachers that their work was in accordance with the needs and demands of society.

Teachers and educators, while studying and preparing for the profession, were expected to acquire a *solid social and ethical educational foundation*, what society requires of them and expect students and parents. Bringing social and moral (ethical) values, the adoption of certain principles, norms and moral categories, not just a matter of immediate care

and cannot be considered normal teaching discipline. Adequate facilities are necessary, the *elaboration of the system of moral education*, both in individual subjects and areas, and in other school activities, harmonization of cognitive and moral aspects of education, facilitating discussion about the role and importance of certain values, with reference to examples and illustrations, the experiencing and experiences in direct moral situations, and practical application in everyday life and work. Moral education should be "based on firm theoretical grounds about the entire moral personality", as well as on holistic approach, for moral education to be considered within comprehensive psychological personality and its developmental needs and opportunities.

It is necessary to reconsider the objectives, tasks and contents of individual subjects, relationships between teachers and students, among teachers themselves, goals and tasks of building and formation of moral personality. It is necessary also to deepen the theory and practice, relations between philosophy (ethics) and psychology and pedagogy, without which one cannot imagine a moral process as efficient, high quality and successful.

**Keywords:** social change, teacher, globalization, values, moral education.

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## **TEACHER KEY COMPETENCIES**

The consideration of teacher key competencies presented in this paper is based on the following two approaches: (a) a competent teacher is a crucial factor in young people's education, especially due to his new roles and tasks, and (b) it is of utmost importance to harmonize our system of education, as well as teacher training, with a growing need for changes in education in the European Union, all in accordance with the general integration processes in which Serbia participates.

Considering the aforementioned in the light of improving teacher competencies, their current tasks and roles were analyzed, and so were their competencies defined by a European Union expert group (for new work formats in the classroom, for tasks outside the classroom, for developing new student competencies, for improving teacher competencies, for applying modern information and communication technologies). Moreover, some implications of PISA research on teacher preparation in our country were also analyzed.

**Key words:** teacher competence, teacher roles and tasks, teacher education, PISA research.

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**TEACHERS' PROFESSIONAL DEVELOPMENT -  
FORMULA FOR SUCCESSFUL WORK WITH  
GIFTED STUDENTS**

Gifted students are the strength of our society, so it is necessary to provide them the best possible education and upbringing. Since the quality of education largely depends on teachers as professionals we feel it is very important and current to deal with their professional development and training to work with this category of students.

Working with gifted has many peculiarities. Teacher's personalized access suits them best as well as greater degree of autonomy, individualized programme of work, mentoring and support that does not take the initiative and does not relieve the individual creative action. Therefore, teachers should create conditions and programmes that encourage students to develop their creative potentials, interests, values and improve their talents using special system of teaching methodology, procedures, facilities and resources, and especially mentor-pedagogical approach. Therefore, theachers need constant openness and focus on personal and professional development for further success.

**Key words:** professional development, teachers, gifted students.

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## **THE ROLES OF TEACHERS IN MODERN EDUCATION**

The paper discusses the impact of changes in contemporary education on the processes and relationships in the current educational theory and educational practice. Transposition of these changes on the position, role and status of teachers refers to commitment to a critical examination of various aspects of the theory and practice of education and teaching.

Experience shows that changes in theory and practice of education in a new way reflect the additional demands on teachers. We should bear in mind the specific features, relevant for different levels of education, as well as issues that connect them. The teacher does not appear only in the role of a teacher and an evaluator, he rather becomes a coordinator and a motivator, an innovator, a mentor, a researcher, a creative collaborator, a partner in the pedagogical interaction and expert in his field.

Since teachers are the main leaders of changes in education, it is evident that their engagement and willingness to actively participate in school life and the wider community to a large extent depends on the quality of processes and results which were achieved at all levels of education.

**Key words:** teacher, student, role, teaching, learning and education.

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## **DIDACTIC COMPETENCES AND EDUCATIONAL REFORM**

The author of the paper starts from the assumption: The main role of a higher education system is/is not to create competences. This is the point where certain problems arise: What are the possibilities of a certain system to generate competencies? Who asks for and in what a way the mentioned competencies are created? What are the components of competences? What is the role of pedagogy in the relation of offer-demand for competencies? In his study which is conceived as an analysis of basic ideas from pedagogy domain, the author brings about a number of arguments in order to determine the concept through the prism of educational reform.

**Key words:** competence, pedagogy, education, evaluation.

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**THE TRAINING OF TEACHERS FOR NEW ROLES IN  
INCLUSIVE TEACHING, BASED ON  
EXPECTED OUTCOMES**

Inclusive teaching is a new didactic model of organised teaching and learning which comprises, accepts and intensively includes children and youth with problems in learning and participation, i.e. learners with special needs (i.e. learners with developmental needs, talented students, returnees, newcomers, national minorities, segregated groups, speakers of other languages) and all other learners in the classroom (group, tandem and school), according to their individual potentials, interests and expected outcomes to personal maximums.

The precondition for a successful and efficient inclusive teaching practice is a professional education of students at teacher training colleges and a well-organized professional development of teachers for the following new roles in such instruction: 1) a pedagogic-psychological diagnostic of developmental needs, educational potentials, individual differences and student achievement (methodological-pedagogic competences); 2) a planner and programmer of macro plans and micro plans of individual and collective educational work in inclusive teaching in reverse design (inclusive -didactic competences); 3) a didactic - methodological innovator, instructor and leader/moderator of learners' learning and creation in understanding, revision, application and practice of permanently valid contents in inclusive individually-planned teaching (innovative-methodological competences); 4) a partner with pupils' parents, and a coordinator of professional team support to the learner in development and educational process

(advisor-pedagogic competences), and 5) an evaluator of fundamental qualities of learners' work, of other participants, developments and outcomes of inclusive teaching (docimological competences).

In an innovative university level instruction, it is possible to competently train future teachers for such roles, within the models used for the interactive and creative professional development of present teachers for pedagogically effective inclusive teaching.

***Keywords:*** Inclusive teaching based on expected outcomes, the training of teachers, new teachers' roles, professional competences, diagnostic, planner and programmer, innovator, instructor and leader/moderator, partner, coordinator and advisor, evaluator.



Slavica Jašić<sup>3</sup>

## EDUCATIONAL NEEDS OF TEACHERS AS A FACTOR MANAGE THEIR PROFESSIONAL DEVELOPMENT

Contemporary conditions and progress of the whole society, requires quick decision making and effective planning, monitoring and management of all systems. Strengthening the educational needs of teachers as a factor of managing their professional development increases motivation and satisfaction of all those involved in the educational process. Changes that are happening in education arguably carry teachers, who can be cataliysts of change, and their development must be permanent to advance professionally. To keep the pace with the demands that are placed before them, it is necessary to go through the process of education and training and to explore the contemporary knowledge and skills that will allow them to be able to do it.

**Keywords:** management, educational needs, teachers, the process of training and development.

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## **SOCIAL COMPETENCE OF TEACHERS**

Conceptual basis of institutional education can be structured on new foundations in the context of process variables – the institution, the trainee (student), the educator (teacher) and the environment. It is particularly important to respect the category of "peculiarities" that has several dimensions: the degree of openness and spontaneity, interaction, readiness for participatory innovation and the respect for intercultural differences. Discussions on the understanding of others and sensitivity to their problems refer on social competence or social intelligence, or emotional-interpersonal intelligence, empathy, social skills, social interaction, altruism, solidarity, social support, integration, perception and adaptation, indicating noticeable increase in research on social behaviour and social competence required from teachers. A fact should be acknowledged that it is clearly not possible to argue either in favour of the claim that it is a common factor, i.e. feature, or the statement that that it is a specific skill necessary for successful functioning in everyday situations. Perhaps the competence is more specific for a certain role.

Our work includes a theoretical introduction and the definition of the concept of social competence and its basic features, as well as the practical explanations of the stated term, through the definition and analysis of social competence of teachers in practice, more specifically through the example of the teacher role in the institutional education.

**Keywords:** social competence, interpersonal, social interaction, servile guidance, communication.

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## **REFLECTION OF THE CONCEPT OF LEARNING ORGANIZATION TO THE SCHOOL**

An important aspect of the development of modern, contemporary society is the development and improvement of the quality of education, from primary to higher education. Schools across Europe are exposed to a package of new requirements from the education authorities. Educational institutions are seeking ways to increase their efficiency and effectiveness, and ways to gain and maintain competitive advantage in the market imposed by the present society. Schools should be flexible and responsible, and able to change in response to changes in the environment. The development of intellectual capital, and know what, how and why, and understand the importance of this knowledge becomes the key to achieve the desired advantage. Individuals who know how to get to know and how to use their produce new knowledge are the main source of power. That schools were able to respond to any changes in the environment must be mastered continuous changes that occur in their environment and in the school, which is to be in the true sense of organization that continuously learns. From the above follows that no matter how and in what direction the sphere of education develops, it must be able to follow, but also led many changes. One possibility for this is that traditional schools to adopt education as a life style and transform in the learning organization. For this reason, the paper explores the application of the concept of learning organization to the school with the goal of determining whether schools have the characteristics of learning organizations. This article presents the result of a research undertaken on a random

sample of 32 schools, dealing with the question whether they function as learning organizations, ie. how many of them expressed the individual components that characterize a learning organization (systems thinking, personal development, mental models, building shared vision, team learning). In the end of the paper some of the questions and directions for further researches on this subject will be dealt with.

**Key words:** school, learning organization.

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## **METHODOLOGICAL ASPECTS OF THE EVALUATION OF THE SYSTEM OF TEACHERS' EDUCATION AND IMPROVEMENT PROCESS**

The paper starts from a viewpoint that a complete and coherent system of evaluation and self-evaluation of teachers' education institutions represents an integral part of the system of selection, education, improvement and advancement of teachers. Such system should provide a scientific and professional base for efficient functioning of the system of education, improvement and advancement of teachers and its continuous innovation and reforming in line with the goals of modern educational system.

Adequately structured and scientifically established system of evaluation may significantly contribute to realistic and objective perception of achievements of teachers' educational and improvement systems, relative to their missions, visions and national and European standards of education, improvement and advancement of teachers. The system of evaluation should provide for appropriate theoretical-methodological foundations for a high-quality implementation of contemporary standards of selection, education, improvement and advancement of teachers, as well as for continuous upgrading of national educational system in accordance with the needs and capabilities of our society.

In this paper we thoroughly examine basic theoretical-methodological aspects of the system of evaluation, advancement and improvement of teachers. A particular attention is given to: explaining the sense, importance and capabilities of such a system; structural components of the

system of evaluation and self-evaluation; the principles of evaluation and self-evaluation; types of evaluation; the uses of the evaluation's results; sources, methods, techniques, procedures and instruments of evaluation and self-evaluation; methodological procedures of evaluation and self-evaluation, as well as quantitative and qualitative aspects of evaluation of the system of education, improvement and advancement of teachers.

**Keywords:** system, evaluation, education and improvement of teachers, methodological procedures.

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**COMPETENCE OF TEACHERS IN THE WORK WITH  
THE GIFTED - The conflict between tradition and  
contemporarity**

New world and European trends in education are increasingly oriented towards the revision of the functional determinants of the organizational and individual performance and development of human resources (Starc, J., Kevereski, L. 2009). This means that the organization is not a mechanical assembly of parts or statistical collection of individuals, but this dynamic system of interactions that individuals develop their competence not for yesterday, not today but for tomorrow. In this context the tradition is being understood as orientation average, a contemporarity to look towards the individual and gifted. The paper discusses several focal points that are elaborated further in the organizational context projections. The first refers to the compelling need of the new observations of the gifted and talented in all educational direct current, where the gifted hope to come out from the institutional framework with the help of their capabilities.

Another emphasis of this paper is the question of humanization of education that does not stop and not come down from the top priority educational policy in all countries because this construct provides the ethical legitimacy of the educational institutions. Implicitly, this leads us to a statement about the actualization of one of the central issues in the spheres of education, and how to respond to the needs of different groups in teaching as a theoretical approach and care for them in this case does not mean a priority exercise of the humanizing aspects, but the level and quality of their pedagogical-psychological treatment. The next emphasis is to define teaching

competencies that are a challenge in the educational process in working with gifted and talented, and models of training teachers to work in this regard. There are two main areas of competence of teachers working with gifted and talented: competencies specific to the subject and the socio-emotional competencies include also the intrapersonal and interpersonal skills. The merger of the Sternberg's practical and Gardner's social intelligence served Mayer, Salovey and Goleman to place the groundwork of the construct of the emotional intelligence that is especially significant for the new role of the teacher. For this, the ground base is set in the postulate of Gardner (1999) who states the most important points for the multiple intelligence: intrapersonal and interpersonal intelligence.

Therefore, for the development of the conceptualization of the educational strategies, in recent times, experts are increasingly distancing themselves from the domination of the concept-oriented instructional method-didactic discourse. They are increasingly inclined to a personalized concept that is characterized with a dynamic system of relations of the dynamic teachers and students where to meet their socio-emotional and motivational mechanism. In this context education and development of a wide range of competencies of teachers is a top priority in the countries in the so-called transitional vortex. How to find the answer to the question of who is (usually) a better way and how to find the key to further development of more efficient and humane education of the gifted is a journey full of (un)certainty? Answers, models, projections and many controversies about the treatment of innovation as social, institutional and individual are the challenges of these authors.

**Key terms:** gifted, competence, humanization, models of teacher training, personal concept.



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## **ECOLOGICAL EDUCATION AND NEW TEACHER ROLES**

The time in which we live is characterized by great pollution of the environment and irrational consumption of natural goods. Today we are increasingly more aware of the inevitability of dealing with the problem of greenhouse gases, ozone layer destruction, the presence of other toxic and nuclear waste and other negative effects through the direct impact on the environment. Because of such problems it is necessary to raise environmental awareness and responsibility to the extent to which human activity affects the future generations. Ecological problems must be development of ecological consciousness, and science and knowledge must be seen as holistic concept of education and environmental protection. That is a place in which we must see a new education role of teachers.

**Key words:** future generations, ecological education, ecological consciousness, globalization, science, education, resources, living environment, environmental protection

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## **HUMAN RESOURCES IN SCHOOLS - NEW ROLES OF TEACHERS**

The paper discusses the new roles and competencies of teachers who accepted the fundamental change in approach to teaching, learning and class teaching. The conceptualization of schools as a pro-social community and learning community assumes recomposition of teaching profession roles in accordance with the need for maintaining continuity and dynamism that the era of globalization brings.

There is an undergoing change in the structure and content of the teaching profession. Definitions of education are determined with postmodern view of nature of teaching process and with implementations of new models of teaching and learning. What essentially defines education is a postmodern view on the nature of the teaching process and introduction of new models of teaching, learning and class teaching. Acquisition of new competencies and adaptation of new roles of teachers is part of the process of re-professionalization of teacher's job.

The change in the structure of the teaching profession refers to the shift of proportions of intellectual (project and evaluation of the work) and executive work of teachers in favor of intellectual work and the new position of teachers in social context.

The change of the teaching content refers to the differentiation of teacher's competencies and roles as well as their recombination, in accordance with the requirements of following models of teaching: transmissional, transactional, constructivist (cognitive-constructivist, socio-constructivist and cultural-constructivist), meritocratic-transformational and socio-transformational model. Each of these models assumes the use of some competencies and roles of teachers. Furthermore, change of the content concerns, the way that the classroom discourse is constituted, and the socio-emotional climate in classroom.

Teacher's profession consists of a whole new specter of teacher's roles: co-worker, co-participant, democratic leader, organizer, communicator, presenter, agent, co-learner, co-teacher, emotional "umbrella", advisor, moderator, partner, comforter ("shoulder to cry on"), mediator, facilitator, animator, *advocatus diabolo*, evaluator, auditor... The common denominator or modus operandi of these roles is a non-authoritarian or non-direct position of teacher in the distribution of social power in the classroom. Expansion of the range of teaching competencies and roles corresponds to cognition about the importance of diversity, the need to encourage manifestations of social diversity, prevention of stereotype development, prevention of discriminatory practices on any basis and introduction of zero tolerance towards violence policy.

The new class teaching models, assume the placement of student in real life situations and achievement of self-actualization. Students acquire relevant life experiences and focus on generic processes of education.

In the new perspective, the student creates his own transformation and gains new experiences which he uses to shape his world. New models of professional teacher's work

foster “poietic” identity development based on intrinsic motivation, interests and creative potential. The introduction of new models for 21<sup>st</sup> century teacher assumes a completely new approach to in-service education - the application of the *communities of practice* model.

We called this new *approach modern and perfected maieutics for the needs of the 21st century*.

**Keywords:** teacher’s professionalization, teacher’s competencies, teacher’s roles, models of teaching and learning, class teaching model, maieutics.

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## **THE PSYCHOLOGICAL RESOURCES OF TEACHERS IN SOCIAL CRISIS**

This paper is a part of Serbian Ministry of Science and Technological Development's project called „Teaching in schools in Kosovo and Metohija in social crisis“, which is being realized in cooperation with Departments of Psychology and Pedagogy, Faculty of Philosophy, Kosovska Mitrovica.

The paper will show some of the psychological resources of the teachers who live and work in Kosovo and Metohija. The objective of the research was arriving at relevant data that might enable us to organize support programs for the teachers who live and work in complex and chronic social crisis. In keeping with this, we will show in the paper some psychological resources of the teachers that might help them in their 'struggle' with the social crisis (self-esteem, locus of control, hope, self evaluation of success at work, self evaluation of health...), since the crisis entails numerous problems (burnout syndrome and the degree of endangerment while satisfying existential needs, the need for independence at work, the need for being respected by colleagues and the like), and requires the teachers to accept new roles.

The research focused on the primary and secondary school teachers in Kosovo and Metohija (n= 104), who follow the syllabus and curriculum of the Republic of Serbia. The following instruments were used for the gathering of data: Global Self-Esteem Scale, Locus of Control Scale, Hope Scale, and the Teachers Burnout Scale, the Questionnaire about the degree of endangerment and the Questionnaire about the basic socio-demographic data (created specifically

for the research). The following statistical procedures were employed while processing the gathered data: descriptive statistics, Pearson correlation coefficient and t- test.

The results of the research demonstrate that teachers have a somewhat greater degree of endangerment in relation to the average values, higher self esteem, mainly outward locus of control and relatively high values on the hope scale. The results also show that the teachers who were tested do not suffer from burnout syndrome; they estimate their health as good and they feel they are successful at their work and that certain needs of theirs are satisfied (the need for independent work, the need for being respected by their colleagues, students, management and the like). The results show that there is positive correlation between self evaluation of success at work on the one side and the satisfaction with one's material status and health on the other. The results demonstrate that there is negative correlation between the self evaluation of the teachers' health and self esteem and burnout syndrome. There is also negative correlation between self esteem on the one hand and burnout syndrome and the degree of endangerment on the other. The degree of endangerment of the teachers in the place where they live and work is negatively correlated with the satisfaction with one's material status. Statistically significant difference of the locus of control in relation to sex has been determined: namely, women teachers have a more pronounced outward locus of control in relation to their male colleagues. The received data are partly expected and in keeping with the initial assumptions. The received data are also encouraging, because they show that teachers do possess certain psychological resources despite working in social crisis. The planned programs of support for the teachers who work in Kosovo and Metohija should be directed at strengthening the already existing psychological resources, further developing of health and enabling the

teachers to accept the new roles occasioned by the work in social crisis.

**Key words:** psychological resources, teachers in Kosovo and Metohija, social crisis

**Prof. Dr Radenko Krulj**  
**Prof. Dr Milenko Kundacina**

**A TEACHER FACING THE CHALLENGE OF  
PEDAGOGIC OR CLERICAL COMPETENCES**

Pedagogical criteria in evaluation of work and contribution of teachers to the success of education process are before all, reflected in a teacher being trained to apply in his teaching insights, both traditional and contemporary, grounded in educational science, i.e. more precisely in the disciplines of pedagogy representing the corner-stone of the contents of teacher education. In order to meet this need teachers are facing, the developed educational systems today offer various solutions. Responsibility, competences and the role of a teacher in a contemporary process of education are such that it is unacceptable to accept the luxury of improvisation in regard to the essential obligations of teachers - to be engaged in permanent learning and to be capable of giving their best when their work as pedagogues, i.e. educators is in question! The fact that a teacher allows him/herself to legitimize his abilities at any moment, to prove and confirm the level of his/her aspirations in regard to participation in the process of education, has to be made public so that it could always be clear and transparent who are those in whose hands are the destinies of students, children, young people, the future of the nation. It seems necessary for the level and quality of teacher competencies to be made recognized and acknowledged in any educational setting; the level of support to the teacher should also be evident. In other words, the environment with its high demands for schools, rather than the teacher him/herself, should be actively engaged in the issue, it should support the successful and get rid of problematic ones, those who survive despite the difficulties and failures of their students.



**Key words:** a teacher, competencies, education, responsibility, modern process, school improvement, quality, a student, the law.

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## **ACTION RESEARCH AND TEACHER REFLEXIVITY**

Modern society has led to a changing attitude towards a teacher, who from the propagator of the teaching process has become a driver of critical change taking the role of critical reflective practitioner. What is important for a reflective practitioner is reflection in action which can be defined as a willingness to innovate and act in new ways. An action in this case is a situation where we try to solve a novel problem. Reflection in action is an intellectual and verbal activity, but above all it is the ability to improvise, a situation in which participants of the educational process listen to each other in order to reach an agreement. The paper discusses the role of teachers as reflective practitioners. The place of action research in reflective teaching and educational practice improvement has also been emphasized in the paper.

**KEY WORDS:** Reflexivity, Reflective practitioner, Teacher, Action research, Promotion of educational practice.

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## **THE PLACE OF GLOBALISM THEORY IN EDUCATION OF TEACHERS FOR NEW ROLES**

The discussion on education and competencies has taken a significant place in numerous, more and more frequent scientific discussions on education. The discussions point to the fact that a competence should be understood as an orientation to solving of professional tasks within ever-changing social-economic relations in current reality.

The training of teachers for new roles basically refers to their training for competent solving of professional tasks within changing social-economic relations in reality. Understood in such a way, the training of teachers for new roles has driven a set of issues of the content of their education and pedagogic-psychological, especially didactic preparedness.

In such a structure of their education significant place belongs to the insights gained within globalism theory on global society researching general regularities of humankind development and the models of management of scientifically and spiritually organized world in the unity and interaction of three main global spheres of human activity: ecological, social, economic in real conditions of our planet; in a word, successful competent activity in dealing with professional tasks is not possible without its connectedness with global social reality.

**Key words:** education, competence, a teacher, global theory, society.

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**THE ROLE OF THE PHYSICAL EDUCATION TEACHER  
IN THE ORGANIZATION OF SCHOOL CHILDREN'S  
FREE TIME IN SCHOOL**

In the ever-changing society, the school has to undergo developmental changes as well. Its pedagogical structure has to be enriched with some new concepts of work and time management, with special emphasis on school children's free time management, as it opens a window of possibilities for their upbringing and development. French sociologist Dumazdier emphasizes that those incapable of meaningful use of free time are no different than pack-animals.

The role of the physical education teacher is of utmost importance for the organization of recreational activities for school children in their free time in school. During teachers' academic studies and later in-service education an insufficient amount of time is devoted to acquiring the necessary competence in free time management and organization.

The paper also discusses the functional aspects of free time (relaxation, leisure and personality development), further emphasizing the need for better preparation for primary and secondary school teachers.

**Key words:** school children's free time, the role of the physical education teacher, competences of the physical education teacher.

**Milan Matijević**

## **NEW MEDIA AND TEACHERS' NEW ROLES**

When Komensky wrote his *Didactica Magna*, teachers and schools could use only books and the nature as knowledge sources. The class-subject-period system which was then founded functions as the basic didactical solution in all schools till this day. What would Komensky recommend if he were alive today, and if he could see all the media options teachers today have?

Children attend school only 180 days per year. They do not go to school more than that, but they use numerous attractive and powerful media. Those media and the Internet in particular, mobile phones and satellite television are powerful competitors to that which is learned or which happens at school. As experts, it is impossible for us not to foresee those facts and ask ourselves: Who or what raises our children today? How powerful is the school with such an organisation of classes today? How competitive are such classes in the match with the other attractive and powerful media mentioned? How many life-important competences do children acquire in schools today and how many of them do they acquire through various forms of formal and informal learning outside of the school?

The list of questions to be considered by experts for school and teaching issues, and education can be completed with some other questions. For example, what should the relationship between the man (teacher) and technology (new media) in teaching and school be like? Do modern children need a teacher to teach them or a teacher who is an organiser, a mentor, a diagnosis setter, a therapist, an educator...? How well are today's teachers prepared for instruction with the use of the new media? How are we preparing future teachers for educating and teaching with

the new media? How much of a help/competition are the new media to the teachers?

In addition to the mentioned, on the list of the Recommendations of the European Parliament and the European Council (2006) we find the following competences: digital competence; learning to learn; social and civil competences; initiative taking and entrepreneurship; cultural awareness and expression.

How much are all the teachers in today's schools competent for enhancing the development of the mentioned competences? How well are teacher faculties organized and prepared for enabling teachers for new roles and organisation of classes through which the mentioned competences can be acquired? The answers to these questions need to leave the boundaries offered by the rigid class-subject-period system as a framework established at traditional teacher education faculties.

A particular aspect of anachronism dealing with the acquisition of new competences and teachers taking over the new roles is the fact that we train future teachers on didactic models which have been the object of the professional critique (class-subject-period system and frontal teaching). Either there are no experimental schools and institutions of teaching practice, or they are not in the function of enabling teachers for performing the new roles. The leading faculties of teacher education provide training in methodology for future teachers on didactic scenarios which are more appropriate to the past than present times. There is one exception to such practice. It is the well-known Laborschule (laboratory - working school) which was founded by the well-known pedagogue Hartmut von Hentig in a German town Beilefeld as the institution of teaching practice for Bielefeld University. Such schools

should represent a prototype of institutions of teaching practice for training teachers to take over the new roles and for the acquisition of new didactic models and paradigms.

**Key words:** new media, teachers' roles, the Internet, mobile phone, satellite television, acquiring new competences, experimental schools

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## **TRAINING TEACHERS FOR THE CONTEMPORARY NEEDS OF TEACHING BASIC MATHEMATICS**

In this paper we put emphasis on the contemporary needs of teaching basic math and requirements which should be met by the teacher in this process. Training for new roles in the educational process in the function of the realization of mathematics contents imposes a demand for constant innovation of higher education of teachers, on the one hand, and further training of those already involved in the teaching process, on the other. Changes in all fields of human activity, primarily in science and technology, require innovation in the process of knowledge transmission. This is particularly important in the field of acquisition of abstract content such as mathematics, and to achieve this it is necessary to extensively broaden and improve teaching competence.

Initial teaching of mathematics requires not only good mathematics teacher education, but also pedagogical and psychological knowledge of developmental characteristics of children which requires a good practical, i.e. teaching methodological training of teachers to apply this knowledge in practice. Classes are heterogeneous and needs of children in them are different. In mathematics, at any level, according to modern requirements of a democratic education we should approach every student individually and provide them with the education suitable for real level of his/her predispositions. This is quite a complex process and requires a permanent education of teachers.

**Key words:** teacher / basic mathematics / training / modern requirements / student.



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## **THE ROLE OF TEACHERS IN THE DEVELOPMENT OF ENVIRONMENTAL AWARENESS OF STUDENTS**

In terms of global ecological crisis development of environmental awareness is one of the priorities of education. This paper emphasizes the need to abandon the academic tradition that ignores the complexity and points out to the inclusion of knowledge that accepts holistic and ecologically view of the world which can contribute to the creation ecological culture. At the same time ecologisation educational process requires new competencies of the teacher in order to effectively influence the development of environmental awareness of students and thus responded to the demands of modern society.

**Key words:** ecological crisis, ecological culture, ecological education, competence of teachers

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## **TEACHER EDUCATION TO DEVELOP STUDENT LEARNING AND READING CULTURE**

Today's world has already become a learning society. This society is a heritage of social changes that brought to material and cultural improvement of a man and society itself. Social changes are based on achievements in science development, knowledge, technique and culture but also in human need to live in a humane world. Knowledge is basic cultural element, and science is basic component of knowledge and is an inevitable part of world culture. The most efficient way to sustain, promote and disseminate knowledge has become a global problem. Scientific-cultural and educational institutions, before all school, have to a great extent contributed to the solution of the stated problem. Students acquire knowledge and skills there, developing capabilities and forming their world-views. The development of learning and reading culture has become the most important task. Culture of learning, in its basis, marks different characteristics of those who learn, as well as the circumstances shaping conditions of man's existence and interests. It provides possibilities for fruitful encounter of young people with a contest of learning and conditions in which they form as persons. Culture of reading has contributed to getting to know, understand and accept cultural and civilization heritage. The point is to overcome circumstances in which students learn in a way different to the one they would like to, they know less than they want, read less than they could and need. However, this seems impossible without a teacher who is trained for work and motivated for professional development. He is a decisive, the most complex variable of educational work in schools,

pedagogic value of the great influence on student's personality.

**Key words:** "learning society", culture of learning and reading, school, student, teacher.

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**THE UNIVERSITY OF THE 21ST CENTURY  
A New Philosophy of Education?**

What changes does European integration presume? Are cultural and scientific creations a priority within national policies or those of the European Union? Is the relationship between science and education essential to our generation? Can we trace it within the universities' management and leadership? Is the change of cultural code and mental reflexes useful in East and Southeastern Europe? Who are those who conceive, formulate and apply curricular reform in the former communist countries? Is university able to debate and rearrange the educational system without involving politics?

I have formulated the above questions having in mind the search for new answers in a very important sector of human being such as education. The intention is to identify the reasons of the crisis of consciousness at the beginning of the new millennium and to formulate some new working hypothesis concerning educational reform. I have considered that a great responsibility in defining the principles and strategies of human formation falls on university, the institution able to bestow values resulted from ideas, innovation and scientific knowledge on their right place, being oriented by the spirit that generated them. Through its representatives, university is the institution that keeps on making great scientific discoveries; consequently, it is the university that should clarify the fate of human cognition. In this later sense, institutes, departments or chairs within universities are meant not only to enrich their own knowledge through specific researches and valuable discoveries, but also to contextualize them, which are

possible through updating educational languages, respectively through re-semanticization of the key concepts such as: science, culture, education, communication, globalization, cosmopolitanism, multiculturalism, religion. It is about those concepts that help the recurrent rethinking of the sets of values and, consequently, establishing the formative benchmarks of human behavior, compatible with its aspirations of today.

What I intend to present shall be focused on the change of light in the intellectual-scientific milieu, on the importance of transfer of the universities into the scholars' hands, of those who genuinely represent the sciences and education and who already have gained professional recognition within their respective fields. I shall bring into discussion some of the Central and Southeastern European peculiarities, wherever the arguments in the favor of the scholars rather than of managers, of the professionals rather than the politicians in choosing the university leaders expect to be known and assumed. These shall be highlighted taking into consideration the debasement of organization and coordination of the process of cognition during the decades of the totalitarian regimes - fascist and communist -, the new laws of education (the case of Romania) which are still far from understanding and valorize professionals in various activities, professional services and the art of organization. Finally, my intention is to suggest some alternative solutions concerning university conception, solutions that can contribute to the educational system reform in general.

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## **TEACHERS' EVALUATING ROLE IN MODERN SCHOOL**

The role is the system of teachers' expected behaviour in the classroom. There are many different interactive roles teachers perform at school (organizational, planning, etc.). Changes in teaching organization influence the change of the teacher's role in it. Teacher's role in school is influenced by socio-cultural, systemic, organizational and personal factors. One of the important roles a teacher performs is the evaluating role. The quality of teaching to a large extent depends on the quality of evaluation. The main function of evaluation is to improve educational activities at school.

In order to be in function of developing educational work, it must be based on continuous monitoring at school, measuring and evaluating the students' achievement. Each step of student's working progress must be followed by evaluation. It obtains feedback on achieved results. Without continuous feedback there is no teaching based on systemic basis. If a student is the centre of the educational system, then he must be an active participant in his own development and in this evaluation of his achievement. The evaluating teacher's role is based on the emancipatory position of student in the learning process.

Further, the paper discusses the roles of teachers and students in the learning process with special emphasis on the evaluation of student's achievements. It gives a critical review of the evaluating system and it points out it is "a bottleneck" of the developmental changes in modern school.

**Key words:** teachers' evaluating role, evaluating students' achievements, feedback, evaluation and quality of teaching

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Teacher-training Faculty of Uzice

## **THE PROPORTION OF THEORETICAL AND PRACTICAL CONTENTS IN THE TEACHER TRAINING PROGRAMS**

The constant demand for improved professional teacher competences has changed the system of teacher training. In order for the professional work of a teacher to be effective, it is necessary to use all pedagogical, didactic and methodic knowledge and skills: that is why the present-day teacher training is the high-priority task in the reform of any educational system as a whole.

Having in mind the modern goals of education, as well as the outcomes which are the starting point in the conception of organization and the contents of education and their realization, there is a tendency in Europe and in the whole world to find a model of teacher training that will make it possible to reach the expected results in a most efficient and suitable way.

One of the essential questions in the conception of teacher training is the question of the proportion of the theoretical contents and practical work in the structure of study programs; that is, the proportion of the academic disciplines and practical work which should provide not only the functional knowledge but the reflexive teacher skills as well. This paper intends to point to the possible solutions for the right proportion of the academic disciplines, professional subjects and practical work in the contents of the institutionalized teacher training.

Regardless of the modern tendencies and conceptions of the recently reformed teacher training, there are still the old-fashioned conceptions and paradigms present in the academic and professional disciplines and practical work.

**Key words:** teacher training, contents of education, academic contents, practical work, conceptions, models.



**Milka Oljača, Academician**

## **PROFESSIONAL IDENTITY OF TEACHERS AND THEIR PROFESSIONAL DEVELOPMENT**

Fundamental education of teachers and their advancement is closely related to the issues of understanding of their professional identity and professional development. Researches on the teachers' professional identity have been developed in three directions: the researches on the formation process of the teachers' professional identity, the researches aiming at studying the teachers' traits determining professional identity, and the third group examining the subjective experience of the professional identity of teachers. The task of this paper is not to provide definitive answers to the questions related to the professional development and identity of teachers, but to create a framework for consideration of numerous open questions related to the mission of teachers, their professional beliefs, their roles, competencies, and finally the characteristics of their pedagogical response and behaviour in a given school environment.

**Key words:** teachers' professional identity, teachers' professional development, teachers' competencies.

**Păun Ion Otiman, Academician**  
General Secretary of the Romanian Academy

**REFLECTIONS ON THE SCHOOLS OF HIGH  
DOCTORAL AND POST-DOCTORAL STUDIES IN THE  
ROMANIAN ACADEMY**

**Case study: Project "Post-doctoral studies in economy -  
Continuous training  
program for elite researchers"**

The main concern in the direction of the Romanian doctoral and post-doctoral education compatibility with the European system, from the standpoint of the real integration into the common higher education area is represented, both in the universities and in the Romanian Academy, by the **adoption of a university system of accessible, comparable and compatible degrees** for the mutual promotion of the simple, efficient and correct recognition of national qualifications at European level, regardless the place (university or country) where the diploma was obtained. This requirement is inherently linked and conditional to the **European compatibility of the basic fields and specializations, of the university curricula and academic structures**; we hope that this requirement will be largely met by the adoption of the new Law on national education, as well as through the experience accumulated in the concrete activities from the doctoral and post-doctoral schools.

**Keywords:** Bologna education cycles, bachelor's degree, master's degree, doctor's degree, post-doctoral school, European compatibilization, university curriculum

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**KANT'S PEDAGOGICAL CONSIDERATIONS AND  
REFLECTIONS ON THE CONCEPT OF TEACHER  
EDUCATION NOTION DEVELOPMENT**

In his pedagogy lectures Kant insisted on putting utilitarian educational movements aside. A man is by his nature such that without education he cannot become human, having in mind that by doing so he respects his sense of duty, he is subjected to mind and fulfils his inner purpose. According to meaningful pedagogically conceived view on the perspective of ultimate purpose, he was able to better determine the place of nature in the so called "imprisoned" and "liberated" aspect, entering the essence of the task of practical mind, i.e. its moral determinations. Consequently, pedagogy has appeared as a pre-phenomenon of human life equally original as love and death, order and rule. Viewed as a means of politics, characterised by both blessing and curse in its subordination to the ways of ruling, it has always found a way to turning to the comprehensiveness of moral power determination. The `language of power`, and the `language of technology` provide communication mediating in history of `domination of man over nature` (work); having in mind that in ruling itself the "work on people" is undesputable, the power reflected on action is `provocation of being` which belongs neither to politicians nor technicians, but to the essence of the challenges arising out of physical-theological aspect of pedagogical process.

**Key words:** Kant's pedagogy, Humanity and education, Grammar of the work and domination, Freedom of the human nature, Physicoteological aspect of a pedagogy.

Nikola M. Potkonjak

**IDENTIFICATION AND ESTABLISHMENT OF  
DIFFERENTIATED TAXONOMIES OF  
TEACHER ROLES ARE THE GROUNDS FOR TEACHER  
TRAINING LEADING TO REALIZATION OF THESE  
ROLES**

The paper is an attempt at identifying the roles – both present and new ones – of teachers, according to categories: primary school home teachers, primary school teachers, secondary school teachers, and college and university teachers. *Differentiated taxonomies of teacher role* should be established accordingly. The attempts to standardize the roles of a teacher should be abandoned. Differentiated taxonomies should become the grounds for teacher training for their present and future roles.

**Tatjana Radojevic, MA**  
**Philosophical Faculty**  
**Kosovska Mitrovica**

## **IMPORTANCE OF COMMUNICATION COMPETENCE OF TEACHERS IN THE PROCESS OF ORGANIZING A COURSE**

In the system of education and professional development of teachers it is necessary to create conditions for the development of those competencies that result from the changed role and demands imposed on the teacher today and in the future. In the process of modernization of teaching and improvement of the efficiency of teaching, communication role of the teacher must change and expand. The new role of teachers requires, apart from scientific knowledge of the discipline taught, a number of pedagogical qualities: communication skills, scientific curiosity, love for their own work, humanity, trust and attitude towards students.

In contemporary school education is the main form of work. Teaching is the most appropriate area for the establishment and development of communication and well developed communication is the basis for successful learning. Communication itself is always present in the school, classroom teaching and extra-curricular process. The most complex task among the many tasks faced by teachers, are those related to communication, communication with students.

Successful communication with a student asks the teacher to have communication skills and teachers will have developed communication competence. If we accept the view that the basic components of communication: language

skills, interaction skills and cultural knowledge, then we can determine the competence of communication as the unity of language, social, cultural and strategic competencies or as a combination of language and social interaction. Developed communication skills of teachers depend on the quality of teaching communication. The quality of the recorded teaching communication quality depends on the objectives and tasks of teaching and the quality of actual interpersonal relationships between its participants. Relationships in the school include the relationships between teachers and students, students and teachers and pupils and teachers. Thus, the entire teaching process can be viewed as a process of interpersonal communication that is focused on education and personality development.

**Key words:** education, communication, communication competence.

**Prof. Dr. Milan Ratkovic**

## **PARTNERSHIP BETWEEN TEACHERS AND PUPILS**

The notion of partnership (French: *partenaire*), in the context of this title, means that a teacher and a pupil together converse and make agreement about solving school tasks, honestly and equally, with no subordination or superiority. A parent is involved in this process as a part of synergy.

However, there are also dilemmas and contradictions. There are quite a few defenders of the thesis that *a teacher is in the centre*. His or her knowledge and experiences are greater than those of a pupil, which naturally results in a teacher's supremacy, even if he or she does not want that. Yet, the teacher's function will always imply a role of coordination, organization, leading (Greek: *paidagogos*), informative, interpretational, and more and more therapeutic. On the other hand, the other side proves that *a pupil is in the heart of education* – a main subject of that process. More realistic, prospective and modern views warn about the following: subjectivity of one defines subjectivity of the other.

Therefore, partnership requires a flexible, adaptive adjustment of a pupil to a teacher, without cowardly condescending, and vice versa, of a teacher to a pupil with no subordination. In such relationships three ways of communication are possible: *communicative* (exchange of information), *interactive* (method of a dialogue), and *perceptive* (understanding the other: empathy and reflection). The partnership requires development of abilities of both a pupil and a teacher: to listen and question each other mutually, hence to lead a mutually functional and equal dialogue. Therefore, adaptive approaching of a pupil to a

teacher and of a pupil to a teacher is an introduction of *a new pedagogical culture in schools*.

**Key words:** partnership, pupil, teacher, adaptive adjustment.



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### **SOME RELEVANT ASSUMPTIONS OF QUALITY TEACHER TRAINING**

The issue of more efficient and quality professional preparation and training of teachers as a condition of educational work of higher quality has for a certain period of time been pointed out as one of the highest priority. Consequently, significant changes have recently been made in the system of primary and pre-school teacher education, before all in regard to making their studies longer and raising the level of their education to the level of higher education. However, the fact that their education has been prolonged will not necessarily provide greater professional competency, unless other relevant assumptions for their quality professional preparation are ensured.

Relying on a critical review, the paper points to certain weaknesses in the previous practice of teacher education (especially in regard to the design of curricula) and emphasizes certain relevant assumptions of qualitative professional teacher training, like, for example:

- critical consideration of the existing practices of teacher education (weaknesses and positive experiences) as a starting point of curricula design and its harmonization with the current professional roles and necessary competences for successful realization of the determined aims of tasks in educational practice;
- the provision of suitable staff-teaching-technical working conditions, suitable textbooks and literature which is to contribute to higher quality of professional teacher education, thus increasing professional competences of teachers in realization of more and more numerous and versatile functions expecting them on their working place;

- respect for the programs of educational work at school, psycho-physical characteristics of children and positive experiences in teacher training in the countries of the European Union (contemporary trends);
- suitable selection of candidates during the process of enrolment to the faculty (previous education and determination of personality features and motivation for the profession).

**Key words:** teacher training, professional roles and competences of teachers, a curriculum.

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## **TEACHER TRAINING AND CONTEMPORARY EDUCATION**

The school as an institution has the function of preparing its pupils to become effective and healthy citizens with developed learning abilities and democratic values, who will be able to cope with the challenges of present day society. Also, a good educational system should respect differences among students.

But to achieve all this we need good and well educated teachers and good textbooks Each teacher should be prepared to use a variety of methods and materials to be able to achieve the educational objectives.

Key words: education, teacher, learning, abilities, teaching, school, classroom, training, educational objectives, learning objectives, learning outcomes, learning abilities.

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## **TRAINING OF FUTURE TEACHERS FOR MODERN TEACHING**

Contemporary teaching demands *quality teacher training*, significantly different from the former organization of their education. There are numerous reasons for this. The paper will deal with certain aspects, starting from the fact that the functions of modern education and the mission of a modern school have conditioned *new roles of teachers* in the process of education (the planner of lifelong learning of students, the programmer of individual development of individual student, the designer of the program and the learning setting, the professional guide and mediator of the comprehensive student development, the organizer of problem learning, the drive of creative research activities of students, the creator and coordinator of a team climate, the analyst of his own work and work of students, the innovator of one's own knowledge, habits, skills...). New roles are in accordance with contemporary critical-reflexive views on professional development of teachers grounded on cognitive-constructivistic understanding of learning and teaching. As a consequence, we are facing the *demand for suitable competences of future teachers* (professional judgement based on arguments, understanding of context, critical analysis, rational and intuitive reflection, meta-cognitive abilities, creative problem solving, ethical responsibility, evaluation skills, self-reflection skills, etc), in the recent literature described as *pedagogical, cognitive, social, emotional and working-action competencies* of teachers.

**Key words:** teacher competencies, contemporary teaching, professional development, new roles of a teacher, self-reflection.

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## **OLD CHARACTERISTICS AND NEW ROLES OF TEACHERS**

A phrase “teachers characteristics” is not related only to personality of teachers but to their style and method of work in the class, their relation to students, their social role and status, their values and value orientations as well as their physical appearance and posture (Suzic, 1998). Do the new roles brought by the learning civilization of the XXI century depend on teachers’ characteristics and what are those new roles? The author brings this issue and discusses this relation within the context of pedagogical trends recognized by pedagogical futurology. When a teacher says: “I have chosen to be a teacher because I love children”, it still does not mean that he/she loves children only because they are obedient and conformable and because they enable him/her to cherish narcissistic picture of him/her. On the other hand, teacher who truly and exceedingly loves its profession and tends to give maximum to children has a greater chance to be influenced by “burnout syndrome” as the system and his surrounding do not provide support for the tendency to apply human pedagogy in his classroom. We have more and more children in our classrooms who have never been physically punished, who have been the centre of the world of their parents and grandparents, and who have never experienced the discipline measures still used in today’s school. How many teachers do we currently have who want to work with these children, who want to apply modern means of motivation and not to discipline and apply method of suppression as they have learnt in traditional pedagogy. Traditional schools want children to

memorize and reproduce and modern schools will want children to learn fast and easily and to apply their knowledge effectively and use information. The mission of the modern school is to train children to learn and its mission is also for children to love to learn. To what extent are the teachers in their new roles ready for this kind of future? This is the question addressed by the author at the end of this work.

**Key words:** teachers' characteristics, roles of teachers, traditional school, modern school, futurology.

**Nada Šakotić, PhD**  
**Čedo Veljić, PhD**  
Faculty of Philosophy- Nikšić

## **TEACHING COMPETENCIES IN INCLUSIVE EDUCATION**

What is naturally present in teaching is asymmetry: on the one hand, we have the one who teaches (a teacher), and on the other – the one who learns (a student). Teaching quality is not measured only by professional knowledge of the subjects the teacher has acquired in his initial education. Today, teaching competencies are understood in a much broader sense and include an ability to learn according to one's own practice, through reflexive experience assessment, exchange with colleagues, evaluation and planning, both at the level of teaching activities and contents and at the level of a school as a whole (Jerković and Damjanović, 2007). It is usually accepted that a good teacher must have some kind of two-fold, expert knowledge, but it is also known that he can't be both an expert in his academic subject and in regard with his teaching skills, like, for example the specialists in each of the these two areas. That is why we are facing a problem of measuring, i.e. of determining what is the optimal complex of competencies in each area and how many competences is necessary, sufficient or optimal for a quality teacher in inclusive education. Educational reforms have aimed at introducing new high-quality models. The basic principles have led to the introduction of indicators and quality standards, the introduction of open and flexible curricula and promotion of a teaching style focused on a child (OSI, 2007). Teachers who participated in this research agreed with the statement that initial education does not prepare teachers for adequate implementation of inclusive education. They stated that the concept of teaching at university teacher education should be redirected to the implementation of new educational

models and encouragement of innovation in teaching approaches, in order to provide staff with more knowledge, which can meet the challenges of modern educational concepts.

**Key words:** teaching competencies, inclusive education, initial education.



**Milorad Todorović**

**PEDAGOGY IN THE SPACE OF CULTURE'S  
NEUROTICISM**

Culture as a form of sublimation in which the proscribed drives are being transferred on the substitute object, by definition was and will be neurotic. That what does not remain same is the dominant principle of reality and the form of neurotization which follows. Family and school were always within the function of culture: every segment of work in school, not only the pedagogic one, primarily aims at the realization of sublimation. Sublimation of drives is a specially emphasized point of cultural development which enables the higher psychic activities (as scientific, artistic) to achieve such an important role in cultural life. Although, the problem reflects in culture's renunciation of man's fundamental wishes for the sake of preserving him, *it changes his representation of reality* to keep him within reality; it makes him unhappy to make existence possible. The school, as a cultural institution misses for sure the understanding of its place in the fact that culture is a neurosis.

Without the understanding of these sublimatory movements, it is difficult to understand the relation between the participants of cultural events, as well as the nature of the consequences which proceed from that relation, especially those consequences which affect pedagogy and education (teachers, students, parents) where more than in any other place the pleasure principle is being given up, and where the behaviour subordinated to impulses is slowly being transformed into a life ruled by reason. Which is the dominant reality principle today? What sort of deprivation and neurotization is being brought to pedagogues which transfer it to children? How large is that indirect

neurotization of children? How can the pedagogue avoid and diminish children's pathogenic conflicts?

All pedagogic strategies have to start from this broadest and least obvious context: *culture = neurosis*, that is the role of the pedagogue and his transfer on the objects of his deed. Only after that, on the second level, these strategies have to bring in precise conceptual instruments for the analysis of the *wish for knowledge*, and on the third level they have to acknowledge the fact about the character: the early formed *prototype of the intellectual selective capacity* (including its nature and direction of its formed damage).

All of this tells us about a great proximity between *educating* and *the psychotherapeutic activity* which some sorts of psychotherapy don't distinguish from educating.

**Goran Vilotijevic**

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## **EMOTIONAL COMPETENCES OF TEACHERS**

The results of teaching work are to a great extent conditioned by emotional competences of teachers. Successful teachers drive emotions and create positive climate in a class. To what an extent teachers will successfully manage the feelings in the realizations of learning aims and pedagogic work in general depends on their emotional competences. Optimism, enthusiasm and positive emotional energy encourage work of students and influence the results they reach in the teaching process. The paper points to the resonant cooperation between teachers and students in a class. The resonant cooperation is grounded on synchronized emotional balance between teachers and students. Emotionally intelligent management of the teaching process, as a rule, establishes a resonance which broadens and prolongs teacher's emotional influence on the quality of student work in teaching. The basic task of teachers is to encourage students in their independent knowledge and other values acquisition. It is necessary for a teacher to establish a resonance as a spring of positive feelings encouraging and liberating what is the best in students as personalities and creators. Empathy is essential for the establishment of resonant relations between teachers and students. Empathy, involving listening and acceptance of students' views opens up possibilities for teachers to establish emotional connections with students and create resonant, positive classroom climate.

Insufficient attention has been paid to the acquisition of emotional competences in the system of education and professional development of teachers.

**Key words:** emotional intelligence, emotional competencies of teachers, resonant emotional relations, empathy and emotional classroom climate.

**Prof. Dr Nada Vilotijevic**  
**Prof. Dr Mladen Vilotijevic**

## **DEVELOPMENTAL CHANGES AND THE ROLE OF A TEACHER IN SCHOOL**

All-permeating characteristics of contemporary time are change and information. In the context of new understanding of knowledge as a change, developmental value, the role of the school should be considered, the conception of its pedagogical work (teaching, etc), the role and the competence of a teacher, derived from the conception. It is necessary to define a new conception of school and teaching, as well as other forms of its pedagogical work and the place and role of a learner in the process of knowledge acquisition and other values. Contemporary half a day school in shifts, still dominated by old and out-of date technology of work has to become suitable for the new role of school as a leader in developmental changes. New concept of teaching seeks for the innovation of former and the development of new roles of a teacher. Students should be trained for changes, they should be provided with the skills to anticipate and solve problems imposed by new situations. The task of a modern school is to teach students to learn, to think to have constructivistic and emancipatory position in knowledge acquisition. Instead of former transmission, a teacher takes the role of a creator of pedagogic situations. His/her mentor role is increasing. The new concept of learner-centered teaching has influenced the innovation of teacher's old roles in regard to **teaching** (planner, organizer, etc), **methods** (innovator, motivator), **students** (mentor, evaluator, development agents), **class** (manager, trainer, role-model, arbiter), **school** (professional, researcher), **family** (collaborator, etc).

In order to innovate old and create new roles it is necessary to acquire suitable methodological, emotional, ethical and other competencies.

**Key words:** conception of school, teaching concept, teacher role, teacher competencies.

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## **THE TEACHER AS MODERATOR AND FACILITATOR OF CRITICAL THINKING DEVELOPMENT**

Traditional approaches to pedagogy still have a significant impact on the teachers' *education* in Serbia. The industrial-era concept of school (often described as authoritarian, rigid, static and based on the factory paradigm) and the process of teaching seen as *transmission* of knowledge-in-final-form, strongly influence mindsets of *educators*, including those advocating for education reform. Due to the fact that the teachers' training process always relied on the traditional, empiricist and cognitive philosophy, as well as on the theory of associative learning, it is understandable that nowadays educators find themselves challenged by the requirements of the post-industrial society school.

It is a well-known fact that the educator represents a central agent in a teaching process. Having this in mind, it becomes clear that the accomplishment of numerous and complex goals of contemporary school requires a whole new approach, new contents and new strategies. This fact will consequently reflect on the teachers' training process, that is now expected to become efficient enough in order to equip teachers with competencies necessary to respond to the new set of expectations.

The central issue in a process of defining the goals, and anticipating the possible outcomes of contemporary education within a context of continuous and complex changes, is reinforcement of those qualities that were traditionally considered marginal. We refer here primarily to the development of higher forms of learning and

cognition processes, such as logical, critical, evaluative, divergent and convergent thinking. These are namely the qualities that occupy a central position within a group of ideas concerning the education in a *postmodern* era. Development of these qualities is to be perceived as one of the key factors in the advancement of an individual as well as the society as a whole. The existing tendencies focused on the importance of changes in learning and teaching practices in terms of reinforcing an active, creative and constructive principle, depart from the concept of *critical thinking*. New generations of students will still be exposed to the traditional teaching methodologies; however and in addition, they will be now expected to think and act critically, to evaluate, interpret, analyze, make well-thought decisions, be creative, search for information and be capable of revising their decisions, opinions, models of behavior and points of view. In the core of an ability to think critically, there is always an active, thoughtful and inquisitive attitude towards the reality.

The critical thinking development takes central part of a learning process and is one of didactic strategies employed in attempt to improve the quality of education. However, critical thinking skills cannot be acquired through a simple lesson-based approach. Critical thinking should be achieved only if incorporated into the core of the educational practices, and particularly into the process of learning.

The process of acquiring those teaching skills that will be directed towards the development of critical thinking in students, requires changes in strategies and approaches used in teachers' education. These changes will take place in the field of methodology and techniques employed as well as through the creation of a stimulating learning environment. Within the area of didactic strategies, special attention is to be given to the part of training that equips the



teacher with *competencies* and knowledge necessary for the role of a *moderator*. The educator will be equipped to guide, in a systematic way, the process of learning. She/he will be capable of creating the proper environment for the critical awareness development, make selection of the relevant contents that will aim at the critical thinking development, shape and reshape these contents in order to create adequate patterns of critical thinking, and finally create relevant situations that will reinforce the application the critical thinking skills.

**Key words:** critical thinking, education, moderator, competencies, postmodernism, transmission, educator.

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## **A PROFESSIONAL TEACHING COMPETENCE: THE ABILITY TO DEVELOP STUDENTS' LITERACY**

The paper deals with one of the professional skills of teachers, recognized within the sub-professional competencies as the one related to knowledge of the subject, pedagogy and curriculum. It is a competence of teachers who adequately organize the work on the development of reading and mathematical literacy, and literacy in the domain of science.

Contemporary views on literacy are much different from earlier ones. The changes are especially visible to the first decade of this millennium, especially thanks to numerous international studies (especially those which are organized by the OECD, such as PISA). Today the term literacy is mainly used in the plural, and has become a real problem challenge for the designers of curricula and textbooks, especially teachers who are directly responsible for their methodological design.

After elaboration on the selected issues, we carried out a research in order to examine the opinions of teachers on students' literacy development opportunities, and on their familiarity with contemporary views on the phenomenon. The results show that much work should be done in order to get teachers who are really adequately trained in the field of the competence discussed.

**Keywords:** student, teacher competencies, curricula, textbooks, literacy, methodical approach.

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**PROFESSIONAL IDENTITY AND SOME FACTORS OF  
QUALITY OF TEACHERS - IDENTITY, REFLECTIVE  
ACTION AND RESPONSIBILITY**

The results of empirical testing of structure of teacher professional identity using the TPI (Cheung, 2008.) scale consisting of 18 highly reliable items have been presented in this paper. Four-factor interpretable structure has been obtained by the factor analysis. The factors have been interpreted as: teaching practice, student needs and development, school and profession, teacher personal growth. The most outstanding extraction in factor matrix has factor school and profession, whereas the least extraction was factor teaching practice.

This factor structure was then correlated with some indicators of teachers quality, extracted from basic teacher quality scale (2 of 7 subscales). We were interested to find some significant correlations between reflectivity and responsibility, which we consider as fundamental for teacher responsiveness and decision making, with factor structure of professional identity. Reflective action scale (Eby & Herrell, 2002.) and teacher responsibility scale (Brown, 2000.) have acceptable psychometric characteristics. We used varimax rotation for correlations investigation.

There is significant statistical correlation between professional identity, reflective action and responsibility. Correlations between reflectivity and professional identity

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were lower than correlations between responsibility and teacher professional identity.

**Key words:** professional identity, reflective action, responsibility, teacher responsiveness, factor analysis.