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Characteristics of the contemporary teacher

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Abstract: *The profession of teacher is one of the most complex and dynamic professions. It is based on the laws, principles, methods, forms and means of conducting the educational process; on combining the theory and practice of pedagogical activity, on the mastery of the teaching and the teaching technology and technology and, last but not least, on the qualities of the perpetrator of this profession. In this article are viewed determine the nature of the teaching profession, labor conditions, professional functions and profesiogram of teaching profession.*

Keywords: *contemporary teacher teaching profession, profesiogram of teacher.*

Introduction

The teaching profession is one of the most dynamic and fast-adapting professions to today's lifestyle. These living conditions also require changes in the content of education. Over the last 10-12 years, new educational standards that it have been introduced in the teaching profession. The status and name of school subjects only, schooling, but also the organization of the learning process change. These innovations necessitate breaking the traditional style of work of the teacher and lead to a change in his professional - personality qualities.

„Teacher profession builds on the system of pedagogical sciences, on the set of laws, principles, methods, forms and means for conducting the educational process, on combining the theory and the practice of pedagogical activity, on the mastery of the didactic technique and the technology of the didactic and educational work, but not least the qualities of the perpetrator of this profession” [6, p.10].

Teacher's work with all its scope and versatility, with all its complexity and dialectics, obeys and regulates the laws of human development.

The main trait of the teaching profession is its forming effect on the overall development of the child, the student, the personality - in professional, intellectual, moral, aesthetic, etc. This is one of the oldest and most massive professions, but it is also the basis for everyone else, because without it we cannot imagine the mastery of any other profession or specialty.

Based on this cases is structured *the purpose of this article*, namely to describe the specifics of the modern teaching profession, taking out its main functions and making the teacher's profession as a general one.

Material and methods

The following indicators determine the nature of the teaching profession [2, 8, 9, 10]:

1. The purpose of teacher education is the first basic indicator, which is determined by the requirements and needs of social development. It is comprehensive, complex and not only associated with the formation of knowledge, skills and attitudes. Also with the formation of the student's personality as an autonomous, self-thinking, capable of self-identifying and forming an own position that can assert, capable of orienting himself in the contradictions of modern reality, of solving emerging problems, of finding his place in the social community.

The goal is related to the upbringing of universal values and virtues, civic duty, awake conscience, dignity, high sense of responsibility in the student. Mastering knowledge becomes not a goal, but a means of intellectual, moral, aesthetic development of personality.

2. The subject of pedagogical work is the child, the disciple. It is complex, dynamic and intensely alters its feature. It is important to emphasize that the student is not only an object, but also a subject of his / her own development and personal creation, has his / her individual and age characteristics, which the teacher must know in full and in detail, to comply with them.

3. The subject of the teaching profession is the educational process in school, understood as a deeply humanized and democratized process.

It must be so planned, organized and realized by the teacher that it makes possible the formation of social feelings, responsibility towards oneself and other, full development of all aspects of the personality of the student.

4. The means by which the teacher is employed in his or her professional activity are subordinate to the ultimate goal and expected results.

In theory and in pedagogical practice, in the foreground, as the guiding tool, the learning content is mentioned. Secondly, among the means is placed the personalities of the teacher because it includes heuristic elements and elements of the situation [8, p.41]. Students' activity also goes into the means of pedagogical work. The teacher should be able to activate and motivate the students for the different types of activities, as well as to be able to manage, regulate, judge and control it.

Labor conditions are also an indicator of the nature of the teaching profession. These are a set of material-technical, health-hygienic, socio-psychological conditions, which must be in optimal availability and favor the successful outcome of the pedagogical activity.

Another specific feature that illustrates the peculiarity of the teaching profession is its social essence. All its elements have social content - object, means, tasks, mechanisms, end goal. It fulfills the social order of society - the education and upbringing of the growing generation. It is realized in a certain type of social relationships, absorbs all social influences.

Nowadays its social essence acquires new dimensions determined by the reforms that take place in society.

It is complex and integrative in scope and volume because it requires a wide range of knowledge in different areas. It brings together the achievements of many sciences and majors.

Another feature is her dynamism. It is determined by the dynamics that changes the object (ie the student) from changes in all of its individual characteristics. The teacher has to be very observant and impressive, to seek and use the latest in science and technical progress, to transform and apply them in his work.

The main feature of the profession is that it is creative, which is a condition by the complex, variable, internally contradictory nature of its subject. The creative process here is continuous. The teacher has to make a quick analysis of each pedagogical situation, make a decision and act quickly and adequately, by selecting the appropriate methods, approaches and approaches. It is the teacher, who creates a problematic situation, reveals internal contradictions, speculates, discusses, proves their truth, or disproves them with the help of experiment and demonstration. He has to make the students accomplices in the search, to promote the development of their logical thought.

All this requires original and combinational thought, autonomy, wits and intuition. Another feature of the teacher's work is the use of pedagogical improvisation, which is the ability to find an outlet in unexpected conditions and circumstances that change the content and realization of the preliminary plan.

Creativity also manifests in the style of the teacher's work, in his desire to seek and introduce innovative methods and forms of training, advanced technologies that support and develop a more efficient learning and cognitive and practical activity of the students.

From what has been said so far, it is clear that the teaching profession is a complex, specific, multifaceted profession requiring creative personality, intellect, erudition, responsible and productive thinking.

„Pedagogical culture is a synthesis of high professionalism, abilities and qualities of the personality, knowledge of pedagogical skills and the availability of creative abilities. It is also a sign of a highly developed consciousness, creative potential, and the mastered cultural and historical experience of mankind” [8, p. 163].

In addition to the characteristics of the teaching profession, the specificity of its functional system and its structure is important for the disclosure of its nature and scope. „The individual components of the profession are formulated as its structural functional components, or, to a lesser extent, functions [11, p. 10]. They are generalized, global and cover the typical, typical professional tasks, actions, skills, abilities. Although relatively independent, they are united by the general purpose of the ultimate goal, the common resources and the working conditions of the entity's integrity. The professional functions that make up the functional structure of the teaching profession are communicative, constructive (including projecting), organizational and cognitive [2, 3, 9].

1. *The communicative function* characterizes the communicative nature of the teaching profession, professional-pedagogical communication, speech communication (verbal); the “language” of the body - mimics, gestures, grimaces, movements (non-verbal).

Contemporary teachers should be able to communicate with students and to organize their communicative behaviour, to construct and implement in their pedagogical practice an optimal model of pedagogical communication. In order for the teacher to be able to organize communicative situations fully and creatively to realize the cooperative act, it needs to have skills and abilities related to orientation in communication, planning and realization of communicative activity.

„It is necessary for the teacher to form an individual style of communication, democratic and humane, adequate to the specific features of both the personality of the teacher and the peculiarities of the pupils, requiring: mastering and realizing the basics of professional pedagogical communication, technology, as well as the acquisition and formation of relevant communicative, interactive and perceptual skills and abilities to realize the communication in the pedagogical process with the students and to achieve the expected achievements our results” [8, p. 203].

The communicative function is summed up as „learning objectives are achieved through interaction” [5]. This feature addresses issues related to teacher-student relationships. There is development of communicative skills, educational skills, and skills to build a human relationship. The skills to build human relationships between the teacher and the students must be based on unity of respect and rigor. Respect can only be built up through trust, fairness and tolerance in teacher-student relationships.

Piousness means formulating such expectations for the student, as he is able to accomplish. It is related to the condition of certain rules, known as discipline. The rules, norms, standards, traditions to be respected need to have proven constructive value and to outline an effective way to achieve success. The indicators that can be judged about the level and type of relationship between the teacher and the students are:

- Respect and benevolence.
- Clarity in requirements.
- Freedom of choice in certain situations.
- Responsibility for the performance of both the teacher and the student.
- Individualization of relations.

2. *Constructive function* - This is a feature of „bright creative nature” [9, p. 19]. It is related to the programming, forecasting, anticipation, and design of the teacher's work (lecture, extra-curricular, extracurricular). In general, and above all, the pupils' future is program, which is a leading element in the

content and realization of this function. This requires an excellent knowledge on the part of the teacher, the interests, abilities, talents, age and other specific characteristics of the pupil, as well as the presence of the creative potential of the teacher.

According some authors [7] **designing** is as an independent function because of its importance and peculiarities. The design function is associated primarily with the ability to design and specify the desired results, design new forms of the educational process, design of lessons, circles, observations, excursions; designing personal development and building the pupil as a whole or in individual countries; also design related to the class, with its formation and stabilization; designing the teacher's own activity, interacting with students, and other social groups.

From the point of view of educational management, today the design takes on a very important role in the activity of the teacher - manager. The teacher must be familiar with designing as an activity, having the autonomy to produce interesting, diverse projects for the classroom as well as outside. With the centralization of education, where everything is now regulated by normative documents, curricula, curricula, there will be opportunities and conditions for creating a specific vision of individual schools, and the individual projects, the individual projects under which they work, can be extremely varied and contribute to their specific appearance [4]. After programming and design, another significant and complex field of application of the constructive function is predicting personal development of the student. It is consider the highest body in the complex of design skills of the teacher. Predicting the course of the results of professional work is relate to:

- prediction any difficulties students or the teacher in the course of the project;
- prediction of student initiatives;
- prediction g the effect of your own initiative (in the direction of students, parents, colleagues);
- prediction of student reactions or reactions from other backgrounds (new ideas, tasks, formulated decisions, different conditions, etc.).

The essence of the constructive function is sum up with the phrase „how do we achieve learning objectives“. In its context, the issue of teaching content, forms, methods and principles of learning is solve: skills for activation, closely related to the ability to motivation of students, access to teaching skills, individualization and differentiation of learning, which is associated with diagnostic skills, ability to systematize learning content. The principles, in turn, integrate the content, the forms and the methods of learning, knowing and implementing the principles means learning, it contributes to its effective realization.

3. *Organizational function*. It is relate to all the activities of the teacher in and outside the school, which are of an organizational nature. The system of organizational actions outlines [9]:

- Orientation actions - provide teacher orientation in the different pedagogical situations, orientation in the situation and the problems of the students;
- Mobilization actions related to engaging students for active activity, attracting and retaining their attention, developing their interests, their wilful persistence.
- The mobilization actions are also associated with the pedagogical initiative of the teacher.
- Guiding organizational actions - they are the largest and most important part of the organizational function. Leading among them are action-based leadership activities that are subject to certain pedagogical requirements: to be realize in a certain sequence, to differentiate (to relate to the inner peculiarities of school age, with interests, needs, opportunities).
- Other management organizational actions are relate to the management of the student team.

The essence of the organizational function in the cited source is summarize by the phrase: „the learning objectives are achieved by the optimal combination of factors time, space, materials, resources, participants“. In the context of the function, the time and tasks are allocated; the resources and materials chosen by the participants are selected. Here are organizational skills, which include **orientation, mobilization, leadership, regulatory skills**.

4. *Gnostic function* - this is a cognitive function related to the accumulation of new knowledge, the extraction from its own activity, the learning and scientific information. Internally, this function differentiates into several spheres of expression [10]:

With respect to the subject of the teacher's work - the students. It is related to the ways and means of discovering and understanding the constantly changing characteristics of the students.

The complexity and difficulties here come from the richness of childhood individuality.

The other important sphere is science and its fields, which are directly related to the work of the teacher. These are the science of pedagogical systems, the psychological problems of human relationships, the special areas from which the learning content is formed.

Pedagogical experience is the third sphere of Gnostic function related to the study of generational accumulation or new pedagogical experience. In this experience, the teacher discovers problems and difficulties, possibilities for solving them, discovers the unique, specific, or commonality, similar to the conditions and situations of his own work.

The teacher's own personality, labour and results are the fourth sphere of Gnostic function. This is related to the formation of the pedagogical reflection of the teacher, which is a way of understanding the achieved level of the professional-pedagogical development through self-knowledge, self-analysis, self-regulation, self-control and self-assessment of his / her activity.

Gnostic function is summed up with the phrase: „Learning goals are achieved through knowledge.“. The teacher realizes his or her own knowledge as well as that of the students in the field of pedagogical theory and practice, the subject matter and the corresponding sciences. Here are identified control-assessment skills that relate to diagnostic skills, self-education skills and reflex skills.

All the abilities listed above derive from the functions of the teacher, according to the cited source, have been analysed and merged in terms of meaning and as a result, the following are the most important ones:

- Skills to motivate students.
- Skill to individualize and differentiate learning.
- Skills to build a human relationship.
- Control-assessment skills.
- Prenatal skills.
- Objective skills.
- Skills for accessible teaching.
- Ability to systematize the learning material.

The pedagogical skills thus defined can be considered as nuclei in the development of the teacher's professional competence and are essential criteria and indicators for assessing his / her professional activity.

Teacher's professional functions can not be achieved successfully without a system of pedagogical skills that he / she must possess, which is why they are essential for his / her professional realization.

In dictionary vocabulary, skills are generally defined as „integrated in a system of processes and properties of the personality that not only allow it to successfully perform certain tasks and achieve certain achievements, but also develops further in the performance of an activity“.

Skills are transformed into the behaviour, knowledge and qualities of the person, they are its functional characteristic.

Numerous and diverse skills, according to their sphere of operation, can be classified as follows [6]:

Social skills that realize the individual's desire to integrate into the structures of society through information exchange, adequate interpersonal perception and interaction, this type of skill is manifested in all spheres of social relationships;

Wide professional skills - they provide successful implementation of a wide range of professions. These are: organizational, analytical, prognostic and self-learning skills.

Specific pedagogical skills - they are formed and developed in the context of the pedagogical profession and derive from its peculiarities. These are integrated into a complete system of intellectual and practical actions of the teacher, ensuring the success of his professional activity.

The pedagogical skills are differentiated and realized in the professional functions underlying the functional structure of the teaching profession, namely: constructive (including designing - according to N. Kolishev [5]) it is considered as a separate communicative, organizational and gnostic.

The essence of the design function in the cited source is summed up with the phrase „what do we want to achieve“; what is the teacher's idea of the result of the activity. In the context of this function, the issue of the learning objectives is addressed. The main pedagogical skills here are design skills, targeting skills, prognostic skills. The goal-setting skills are related to the realization and perception of the goal by

the teacher, it organizes and clarifies ideas about the forthcoming activity, directs its course, determines the choice of resources and the organization of the work, motivates the efforts of the students, creates a benchmark for the achievement. This also specifies the specificity of the curriculum and the way it is used.

The main indicators of the targeting skill are:

- Clear and accurate placement of the goal.
- Adequacy of the pupil's age-specific target.
- The optimal combination of the content and behavioural aspect of the learning objective (the content aspect includes the knowledge, skills, competencies and attitudes students need to learn, and behaviours - the activities that pupils should be able to do after completion of the learning act).
- Justification of purpose.
- Matching the aim of the main and additional didactic tasks - passing on new knowledge, consolidating knowledge, forming skills, systematization and summarizing, controlling and evaluating knowledge.

The already described professional functions and their characteristics become part of the basis of the structure of a theoretical model of professionogram of the Bulgarian teachers [10].

Professionogram of the teacher

The professionogram is the method (way) for modelling professional activity and its structure.

„Solving this extremely important problem is related to building a systemic model of the teaching profession in which to reveal the most typical subsystems explaining the typing and the relations between the teacher and the pupils deployed in the external and the internal (direct professional) environment. It is only on this path that a teacher's profession can be created because the systematic approach allows to establish the „core of the profession and separate the primary relationships and relationships from the secondary, the supporting ones” [10, p. 17].

To build a model of the system in general and of the teaching profession as a system, in particular, it is necessary to define the many elements, signals, states and operators over them that determine its functioning and define it as a system.

The „teacher profession” system has as its basis the characteristics mentioned in the basics of the Professionogram – the social, complex, integrative, dynamic and creative nature of the profession, as well as the previously described functional structure containing communicative, constructive, organizational and gnostic functions.

The latter relate to the professionally significant qualities of the teacher. They relate to all spheres of personality, as it has already been stated that the personality of the teacher becomes a kind of „instrument of influence” and means of work.

The projected system is dynamic, constantly evolving over time, because its respective characteristics are seen as functions of concrete historical development over time.

The system is also complex and complex. Based on the view that the examination and learning of the teacher without the students is meaningless, because without this interaction the teacher's profession would not exist, it is appropriate that the main one leading among the four subsystems be a „teacher-pupils”.

The „internal environment” is the one in which the teacher-pupils subsystem is emerging and evolving. And the „external environment”, as a subsystem interacts with the central one and is important in the functioning of the unified complex system of „teaching profession”.

The system studied has a hierarchical structure. This determines the existence of another subsystem – „superior (governing) instances”. Normative documents are issued and monitored for their effective implementation. Thus, the fourth subsystem is related to the central one and has its own place in the functioning of the single complex system of „teacher profession”.

In fact, this generalized system model is the starting point for the preparation of the professionogram. However, in order to reach the final objective, it is necessary to detail in detail the main subsystem „teacher-pupils” (internal structure, subsystem connections, elements, structure and characteristics of the subsystem elements) and the other three subsystems, again with the links in by identifying the most significant ones. Then to systematize the requirements for the teacher and the environment in which he works.

Results and Discussions

The present article is dedicated to the teacher and his noble, profoundly humane and responsible profession, which is complex in content, intellectual and creative. Today, this profession is placed under conditions of substantial and dynamic change. It becomes richer in content and more open to the changing environment, with new dominants and priorities, with enriched professional tools, changed orientations. The purpose of methodological research in the development is to study in theory and practice the content and main characteristics of the profession „teacher“, to identify some of its contemporary aspects, as well as to focus specifically on the teacher of technological training. The tasks through which the goal is realized are to examine the manifestation of the professional and personal qualities of the teacher in his specific pedagogical activity and to study their importance for an effective and fulfilling educational process. Through the use of various research methods and the tools developed to them, a rich empirical material was collected during the study, which was carefully studied and thoroughly analysed. The main conclusions of this analysis are:

In the four distinct professional functions of the teacher (communicative, constructive, organizational, gnostic) new content is introduced and new accents of different activities are justified. They are generalized and global because they encompass the unity of the teaching work done in the lesson, out-of-school and out-of-school activities. Their integrated examination, their mutual penetration in pedagogical practice, their subordination is an important feature of the professional identification of the profession of „teacher“.

The functions of the teacher, as well as all the activities they involve, cannot be accomplished without the existence of certain professional-personality qualities. They are required and imposed by the teaching staff themselves and ensure that they succeed. The main ones are pedagogical sociability, pedagogical creativity, pedagogical observation, and the emotional sustainability of the teacher. They outline a relatively complete characteristic of the teacher's personality in pedagogical direction. These qualities are very dynamic and bear changes, along with the changes in the teaching profession and the time it takes.

The differentiation and classification of the teacher's many professional roles stems from the variety of relationships and relationships he carries out in his profession as well as from his social, integrative, dynamic and creative character. For a full-time professional realization, the teacher needs to know the diversity of these roles well, to identify with them, to show greater role in their activity.

Conclusion

The attitude of the teacher towards the profession is a basic personal parameter determining the quality of his work. Today, there is still the opinion that the teaching profession has lost its prestige because it is also traditional due to the general intellectualization of labor and the associated higher educational level of the population.

Requirements to the teacher change with the challenges of the new times we live in. In this respect, Stanev's statement is quite reasonable that „the teacher is in a new social and school environment, he faces the challenges of the time that put new demands on his personality“ [7].

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