

PROBLEMATIC OF THE PROFESSOR'S MISSION IN POSTMODERN TEACHING

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Abstract. The present study aims to bring into the discussion and to highlight the main mission of the professor in the modern school – the work for guidance and organizing the students' research activity. The teaching activity occupies a secondary place in modern teaching, the professor collaborates with the students, stimulates them, creates optimal conditions of work and research, is helping them to form their personality.

The purpose of our scientific approach is to present and analyze in a systematical manner, the qualities, roles and skills of the modern professor in the modern school, which become also criteria for the evaluation of the teaching staff: the professor must be a good organizer of contexts that are promoting a complex learning; to bring to the students or trainees behavioral models, new visions about *what to learn and how to learn*; must be pro-technological, which is to be updated with everything new and to use all modern methods of information and teaching. The creativity, enthusiasm, vitality, stimulation of the motivation and intransigence, in students' assessment, will be the selection criteria of the professors.

The beneficial results of the professor's activity lie in the efficiency of the educational process, for which reason, the teaching staff has the moral duty to adopt a suitable guiding style adequate to the students' particularities and characteristics. The students become co-responsible for the quality of the educational process.

In conclusion, the professor must be a good organizer of the learning contexts that favor a complex learning, meaning starting from common situations the professors must know how to provoke the communication exercises and debate the topics addressed and indicated for the study.

Keywords: *educator, creativity, teaching technology, inovator, scientific research.*

Introduction

The effects of the activity and personality of the professor made the topics for a pedagogical research, pedagogical psychology and sociology of education, aiming to enhance the efficiency of the pedagogical activity in general and of the professor in particular. Enhancing the professor's function to that of confidant, counselor, transmitter of the cultural values, enlarged the field of activity and emphasized the interdependencies. Many the pedagogical researches examine the education process, the role of the professor, of the school in terms of society, influencing their orientation.[1].

The main directions for the scientific research regarding the role of the professor, who enriched the didactic's domain are: his personality, his role and functions, communication and relations with the students, preparing and training, efficiency of his activity.

Extending the permanent learning also requires substantial changes in the professor's status, due to the emergence of new educational specialists, such as planners, cultural animators, etc. Increasing the educational tasks, both as a cultural activist, and as a specialist in coordinating the educational influences, make from the teaching professor a valuable collaborator to the generations in the work for self-formation and affirmation of the life's ideal.

The problematic of professor's function is very rich and complex, and the aspects closely related to his didactical work are: professor - coordinator of the teaching process, the professor – class Tutor professor, his training and upgrading.

A creative man, with initiative, innovator and able to adapt quickly to the changes imposed by the impressive progress of modern science, can only be formed by the educators that possess, such qualities, the modernizing of teaching staff training that raises up to the

highest demands and comes forward to the needs of society.

Content

The requirements which a modern education must meet, in which will work to the future educators able to shape the profile of a personality are: such an education should form and develop the independence, innovation and creativity of every individual in the limits of his possibilities, having into consideration the needs of the social development; the professor ready for a modern school is going to provide the forming and development of adequate attitudes, that are receptive, mobile, flexible, complex to the changes, so that any person should accept the change, understand it and participate to its production; a modern education must enable each student not only to develop harmoniously, to form and to cultivate optimally one's possibilities, but also to contribute to the achievement of man as a man, cultivating his finest spiritual faculties (elevated culture, devotion, dignity, thirst for knowledge, organizational skills); an updated education must prepare the students for a social cooperation in the productive activity and in extra-professional life; the education for the integration into the profession, family life, must find an important place in the modern education.

The modern teaching and theory of education militate both for the increase of the role of the students in their own training process, the leading role of the professor in the educational activity still remains a real fact. The changes made so far do nothing else but to increase the active, formative, organizing and leading role, of the professor in preparing the young generation for life and work.

Professor's training and specialization in teaching and educational activity entitles him to become the main designer, organizer and leader of the work in forming the students' personality.

The professor, being the one who knows the model of personality to be formed in a given stage, who understands the intricate mechanism for building the personality, who is mastering the educational activity technology, is possessing the skills needed to lead a team and the knowledge for its life organizing, it is natural to be the main specialist and participant to the educational work. These

qualities entitle the professor to be the leader of the educational process.[2].

The professor must work by conceiving his activity in all details (objectives, resources, technology, assessment, decision) establishing precisely what he wants to achieve. The conceiving of the didactical and educational work on a longer period or a nearer one, assumes that of a technique, supported by scientific research data.

As a designer, the professor must be familiar with at least the following three parameters: the objectives facing the school, the subject with which he will work with the student, the technology specific to the respective processes, didactical and educational ones, which he will manage throughout his activity.

The professor will seek to find out what availabilities each student has, which he will have to capitalize.

As a leader he must create optimal working and life conditions, to embed a pleasant work style, to introduce a note of optimism, to maintain freely consented discipline, to apply scientific principles in establishing the daily rhythm, of the work schedule, by alternating the working time and the leisure time, to stimulate each student to work and make from the class collectivity an educational factor. The quality of educator forces him to exercise and to put into practice, at entire class level, all management functions:

- Organizing;
- Planning;
- Guidance;
- Coordination;
- Evaluation;
- Decision.

As organizer the professor must prove having objective properties in teaching and educational activity, in teaching the specialty by which he is acting on students's forming. The management of the learning activity, creating the motivation necessary, dosage of the tasks and stimulation of the interest for the learning subject he teaches, systematical assessment of the results obtained and getting the students used with an intellectual work style, are the core requirements of his business.

The professor should be the main animator of the collectivity's life, a demanding task, but also important and delicate one. Knowing how to instill enthusiasm, to inspire confidence, to

mobilize forces, to polarize all energies and all stakeholders, to create a tonic atmosphere, optimistic, producing a climate favorable for labor, to be a strong personality, requires having special qualities and to conquer all those he works with.

Animators of the life of a group of students you can be only if you are filled with love for children, passionate for educational work, animated by the desire to help others, but only if you can put yourself in the shoes of others, if you are generous, capable of sacrifice and dedication. To know how to fight for a common goal, to know to draw others in this action, knowing how to persevere and get what you want. More than any other profession, the educator's one requires from you to be enthusiastic, because it is about a collective activity that is carried out with young people in training, who need enthusiasm, confidence in themselves, in the one who guides them and also, confidence in the future. [3].

The educator must know the coordinates of a successful collective activity, the conditions to engage the members of a collectivity in achieving a common goal, what kind of perspective could attract them and what incentives could maintain their momentum in work a longer time. Here mostly combines science with art, the experience with initiative, tact with craftsmanship, calm with enthusiasm, searches with safety.

Every professor is a creator of models, of educational projects, profiles, methods and processes, an innovator. Such skills call for professor's imagination, skill, innovation in all circumstances, not only during lessons. Every student is unique and each requires a particular treatment to achieve optimal. To establish the conditions, treatment and ways by which each pupil can better put himself into value his availability and qualities and obtain success, means to discover the specifics of each one and to know how to adapt the technology for these features education.

The creativity of the professor may act at different levels: at the conceiving level in organizing the teaching of a discipline (its specialities) at the level of the teaching system throughout original and efficient forms for organizing the activity and creative lessons, by the help of diversified, attractive, interesting methodology; at the level of professor -

student relationships, for one's mobilization for self-forming, self-training and self-education under the competent guidance of the professor.

The professor is a creator in the meaning of adapting the work technology to each student or group specific, in the sense of anticipation, inventing and designing new models, objectives, types or prototypes of methods, characters, structures. His contribution to the improvement of education and learning should be ongoing, consistent and innovating. Professor's creativity manifests itself in all areas of education and instruction, included in extracurricular activities.

Constructing interesting lessons, organizing varied, attractive, multiple and complex training activities to initiate students into the "mysteries" of the specialty and helping them to schedule the work, means to be the creator of a passionate, exciting, attractive working system.[4]

The involvement of the professors in pedagogical research activity aims to exploit the creative potential of a numerous collectivity and to hasten the pace of progress in education.

"Indeed, writes G. Landsheere, it seems to be in contradiction with any sound educational activity that a professor who observes serious shortcomings not try to locate the source to fix them and do not express anxiety because of the likely difficulties which these shortcomings make foreseeable in future acquisition of such knowledge." The practice of every professor is an important source of knowledge and research, and the exploiting of the forces and capabilities of teaching staff, at the school and district level, is a matter of organization and guidance.

The involvement of the professors in scientific research requires competence and passion. The contribution of the professor in solving many teaching problems, throughout scientific research is a professional duty and its good organizing depends to a large extent, on the progress of the school in which he is carrying out his work, being a title of pride for every educator.

The educational activity of the professor, involves necessarily its completion, meaning to support each student in the action for qualification and integration into labor employment. The professor should conduct a

counseling job, guiding and helping each student to choose the correct type of study and then the profession which best fits his personality profile.

Supporting the students in their future project formulation means a thorough knowledge of each one, the development of their self-knowledge skills, providing some professional, systematic and selective information, familiarize each student with the criteria for a rational orienting, mainly in sensibilizing them for the labor force needs. Making them realize the economic and social requirements and helping them in having them into consideration in choosing the profession means to make a rational orientation, put into the common interests service.

Any professor can and must develop the interests, skills and talents of the students, helping them to maximize their skills. Student guidance over the school years, so as to be fully realized, is the most authentic evidence of a successful teaching action. By shaping the personality of each student, the professor is preoccupied to discover his optimum direction of development and to stimulate the capabilities needed for his fulfillment. He becomes thus a qualified specialist that grants a qualified pedagogical assistance indispensable for the multilateral development of each student. Helping each student to choose the type of study and then the profession that best fits his personality, the professor solves not only the problem of professional orientation, but also that of a successful integration of the graduates into professional life, he is careful to the combining of theoretical training with the practical one.

The professor is truly proving his advising position, being a permanent mentor for their development while many of the students are recognized as the results of their professor's work, both in the profession chosen, as in terms of their character and attitude towards life.[5].

Each professor must strive to the role of guidance, advisor and confident of the students. The professor is able to assess continuously, objectively and effectively, both the students' results and those of his own work. The appreciation of the educational activity results constitutes a mandatory link of

the pedagogic act structure. Without practicing it, the professor can not apply the education principles and cannot correct and appropriate their own activity to the specific situation

The evaluation of the results means to have a system of tests, to be able to interpret them, to report the results of some stable and objective benchmarking criteria and to draw valid conclusions that will lead to further improvement of activity. The evaluation assumes the systematic tracking of the effectiveness of each action, its relating to the designed objective and recording the progress the students perform in a particular sector, from one stage to another. Professor monitors the students' behavior in everything that may serve to their stimulation, to the development of the desire for self-improvement and for the growth of their self-evaluation capacity. He will decipher the deficiencies found, their causes, own activity failure and ways to detect all of them.

The evaluation involves tact, intimacy and understanding, but also high intransigence to ensure the required skills, both in teaching as in the education work. An educator must be a good "Metrologist" to give consistency, efficiency, accuracy and exactness to school performance.

The assessment of knowledge, skills and abilities related to the specialty they teach, as well as the abilities, interests, attitudes and character features of the students, has a special educational importance, because it can become the source of a sustained motivation.

Students appreciate and classify their professors by their rating system. The assessment Act should receive a more technical grade and more objective to enhance the scientific value of the entire educational activities.

Any professor carries on an activity outside the school. When dealing with the students' family members, professors can fulfill also the mentor position for them, both as an efficient guidance of the student, as a coordinator of family's influence and other factors in their life environment, in multilateral shaping of the personality of the young one, as a future citizen.[6].

Professor can positively influence both young people and adults, by organizing and guiding various forms of activities: conferences, debates, series of questions and answers,

collective auditions and watching followed by reviews, organized at professors' institute, clubs, libraries, museums, reading and creative houses.

The stimulation of interests and talents and encouraging all kind of creations, must characterize the entire activity of the professor, thus proving his commitment and responsibility towards the community.

Professor's involvement in various cultural and educational activities and politico-ideological ones is a proof of the superior understanding of his social role, acting as an agent of the social transformation.

Conclusion

By the nature of his activity, the educator is required a broad cultural background, an extensive information in different areas of activity and an insatiable thirst for knowledge, based on which he can respond appropriately to varied interests of his students.

The profession of educator demands a permanent new and renewing attitude, a constant struggle to prevent routine, stagnation, schematism and formalism, any educator should know everything that can fall into the field of attention of the youth.

The permanent receptivity towards new is a fundamental part of professor's motivational system, designed to replenish always the struggle for a higher quality in all its activities. The professor can successfully achieve his educator mission only if he has acquired the skills and abilities necessary to give to the professor - student relationship a guidance and a new content. The closeness, trust, cooperation relationships must always characterize the joint work of the professors and pupils.

The initiative of future professors in teaching and learning technology and in the assimilation of the capabilities needed for a complex activity of a certain specialty professor, involves a theoretical, scientific, basic preparing and the acquiring of a set of teaching skills, such as:

- The use of audio-visual working means, work organization in specialized school laboratories;
- Organizing the audio-visual work in laboratories or offices for certain specialties;
- Skills to appreciate and evaluate fairly the student's achievements, and to organize, guide

and direct the activities outside the classroom, specific on specialty

The professor forming as an educator is to train and develop the abilities to organize, guide and perform not only the tutorial class, but also to achieve other activities specific to the class Tutor. All these abilities and skills related to teaching technology involve an exercise, a direct contact with school relations, conducted within the teaching practice, that allow the students to know and solve the didactic educational problems they face with, independently.

The permanent improvement of the professors is an essential requirement for the modern school, it becomes a vital necessity, a condition of its existence and progress.

The self-improvement is the main way to improve the professional activity, without an improvement of the professors, these remain insufficient, so it is desirable that each educator to draw up an individual plan for self-improvement.

Combined with the self-perfectioning, the improvement produces the expected changes in teaching and educational process. The own conscience, professional ethics, pride of belonging to the largest department of intellectuals, oblige to the transformation in a definitory, characteristic and permanent feature of each professor's didactical work .

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