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Introduction

There is no such educational system
that would ignore the teacher's role in the process of education.
Although there are significant differences among those systems,
they agree that good education
and good upbringing may be the work of a good teacher.
Wincenty Okoń

The changing world creates new challenges for education and teachers. New phenomena, such as the emergence of the society of knowledge, the process of information explosion, the development of the means of mass social communication, the increase in the significance of science and technology, globalization and the increasing complexity of the world, further development of economy, or changes in the awareness and spiritual life of the societies, are reflected in educational processes and require special qualifications and competences of their participants. It is necessary to reflect on how we should prepare a teacher for overcoming the barriers in understanding the world and teaching further generations to design unit and collective life.

The issue of educating teachers is the subject of incessant discussions and pedagogical analyses. Various doctrines, models, concepts and strategies in educating teachers are presented. The presented visions of a teacher show new expectations for this profession and postulates related to teaching, professional functioning, attitude to the job and social surroundings. The knowledge of those postulates is very important for the modernisation of the system of educating and developing teachers, and for the change of the practice of teacher functioning. In the discussions concerning the education of teachers it is emphasized that at most universities, teaching the canon of pedagogical knowledge is based on old concepts. The universities avoid new ideas, theories or discourses which require cognitive effort and critical approach. Thus, in educating teachers, the avoidance of one's own approach and copying old subject contents dominates (Śliwerski 2011).

New educational reality gives the teacher new tasks, roles and opportunities. The system of teacher education should be characterised by a wide profile of teaching, openness and innovativeness, flexibility and humanization, prospectiveness and continuity, harmonious preparation to all the functions of a teacher, knowledge of technical means of social communication, the use of foreign language and a verifiable rationality of the relation between the general pedagogical preparation, the preparation for teaching a particular subject, and the preparation with respect to methodology and skills. It is necessary to introduce education oriented not only at gaining and reproducing knowledge, but also on creating and using it in a creative manner. At the university, during the studies a teacher should be prepared for teaching. We can ask how we should educate teachers to make it possible for them to face the contemporary tasks?

Despite all the analyses concerning the model of educating a teacher, the words of K. Jelińska are still true:

Today, when there are so many changes in the world, the reflection on the model of the teacher's profession seems particularly needed, as the requirements for the teachers are changing, just like the model of a perfect teacher, who cannot be stable, as it has to be a model of education that answers the current needs (1990).

The 21st century requires a new way of thinking and acting from the people, as well as their increased professional mobility and whole-life learning. It means that our demands of teachers are high because it is them who decide whether such vision shall come true or not.

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