

TEACHERS AND TEACHING

1. Lazime Xheladini¹, 2. Fatbi Osmani¹
FACULTY PEDAGOGICAL-UNIVERSITY OF TETOVA, R. MACEDONIA

Abstract: School's primary mission is equipping and preparing generations of young people with skills and values by creating an motivating environment inclusive for all students, which is carried out by the services provided by schools, but primarily by teachers whose attitudes and actions strongly influence the education of students. The teacher has the duty and responsibility to provide education and equal opportunities for every student, regardless of economic level, family background or cultural level. This requires a better preparation of teachers in the programs of teaching, which often used the fact of preparing them with the necessary scientific and methodical skills subject to the matter and not enough on creating autonomous professionals and independents able to reflect on their knowledge as professional employee with their class, to work efficiently in a reality for better days and changes in the school system. Teachers must deal many problems of ethics in the classroom, the solution of which depends on how he transmits norms and values of a democratic society, how he connects and treats these in a broader context as are the family and society of students. Discussion is with particular relevance on the importance of education of future teachers to build a lesson where every student feels welcome to participate actively in class, to be treated as separate individual and evenly. Nonrespecting the student and his treatment as an individual with problems leads not only to the reduction of his love for the subject and learning in general, but makes him predisposed for the development of various problems, psychological, social and the development of an knowledge. Only internal attributes, high knowledge, trust in teacher good behavior toward students and above mentioned facts lead to higher expectations for knowledge of students. Chinese philosopher, thinker and teacher Kong Fuc has said- VALUE OF TEACHERS AND WEIGHT OF HEAVENS CAN NEVER BE MEASURED.

Keywords: teacher, teaching.

1 INTRODUCTION

This paper is written primarily for teachers who try to motivate their work on internal attributes, teachers who believe that with the improvement of teaching can make students achieve higher results in the acquisition of material; teachers who believe they have an obligation-binding to continue to improve the quality of their teaching every year they teach, teachers who have a real desire to become teachers with better professional career. As expressed that one of the teachers involved in the Joint History Project, "If people will not be interested in changing the teaching of history, to change the way the students perceive the history, knowledge, then this paper It would not have the proper educational value and useless". Teachers are required to increased confidence, to work with more dedication because teachers have a bigger impact on the education of young generations, from how they think. Learning expectations have increased over the years as well as the expectations of society. A large number of students are expected to engage in more intensive learning process with comprehensive goals. The 21st century has set new agendas, adding more and more abstract concepts and educational reforms, with the aim that all deal with the more complex and unpredictable problems of this field. In these efforts was born the question, what will we teach and how to teach better. What are the roles and responsibilities of teachers in facilitating or deepening of the process of teaching? And in the end, is there reliable

answers to these questions, which remain valid for more than a decade? Teaching really can be a taste of life, but depending on the experience of the chef in mixing "what" and "how" it becomes an experience of sweet or bitter. Support of our learning also depends on our interest and accepting to learn something new, do not necessarily put into question all our knowledge and current skills. Teaching has to do with anyone, we all spend time in intensive learning. Traditionally, we associate teaching with school, our first meeting has to do with a conscious, intense and not self determined learning. At school we do not always learn because we wanted to learn, because we were curious to find out more or because we needed to develop the new skills that make us distinguish on the playing field. In school, we had to learn what the teacher wanted us to learn and what was said or was advised to the teachers from his superiors and educators. Learning was often abstract. Learning, in our surprise was not driven by a requirement of real, we do not reach to understand what to do with what we had learned and why we had to learn something without knowing why we should. It was up to our teachers to make this vital link and preserve our natural enthusiasm to learn, to explore, to innovate and to test the unknown. Work and dedication toward students can help them in their effort to become a better teachers. We welcome those educators, who are not teachers, but those who have high responsibilities for the quality of

education that students should be responsible for training, supervising or evaluating other teachers and serve as educator of them. The influence of teachers on students is indirectly, because of their direct impact on teachers. The fundamental purpose of education is to prepare students to be successful in the future. The need to make decisions about what to include and what to exclude in our teaching programs stems from our obligation to teach qualitative and useful for students, in accordance with the laws of the Republic of Macedonia. Within a defined time limit that children and youth spend in school, we need to determine what is worth really to learn, so that students are equipped with the knowledge, skills, attitudes and values they need to be successful in the future. Would they be prepared for the group lessons on solving letters or mathematics problem? Will they be prepared for the demands of the following grade level or school, especially in the transition from the lower level to the second level or the third? Would they be prepared to become successful members of society and to continue to learn even after leaving the elementary or secondary schools? Nearly half a century ago, David Ausubel, a pioneer in the studying of teaching with understanding, made the following state: Find out what a student knows and teach him accordingly. At a time when teaching is defined in terms of student learning, the teacher's role changes in a number of ways. First, the teacher does not control the class with rules and structure, but rather collaborates with students and provides them with guidance and support. Secondly, the focus of the teacher passes from his own to his students. Instead to ask, "How am I going?", The question becomes: "How are they going?" Do they understand it? Why they are struggling with this concept? How can I help students who have difficulty? Good teaching is not a performer art but it is a process of helping students to engage them more actively in the learning process themselves. Thirdly, teaching is much more than the presentation of information and giving assignments for students. Teaching includes helping students to process information properly and to fulfill the duties promptly and successfully. When there is given a target in near development area the teacher must provide appropriate assistance (known as the supporting framework) to give pupils a "push" they need to reach the target. Here are some things that teachers can do to provide "support framework". They can, ask questions, to call attention for the unobserved of information, model learning strategies, research and solving problems, offer helpful suggestions, but at the same time, interfere as little as possible. Use of the term "supporting framework" is important because it conveys a temporary support structure. Once the student, taking advantage of the supporting frame achieves the target, it can be removed, allowing it to pass to the subsequent target. Teaching of a change: perspectives and an overview. If you need to move from an

orientation,, last-present "in an orientation,, present-future", we should turn to solve three key issues:

1. rankings at certain time of necessary objectives
2. Educating students for avoiding mechanical learning towards sustainable learning and understanding; and
3. Prepare students to be successful after they leave primary schools or secondary, professional or general, colleges etc.

School's mission is providing knowledge, skills and values of the younger generation by creating an motivating environment and inclusive for all students, which is carried out by the services provided in schools, but primarily by teachers who with their attitudes and actions powerfully influence their students' education. The teacher has the duty and responsibility to provide education and equal opportunities for every student, regardless of economic status, family background, religious affiliation or cultural level. This requires a better preparation of teachers in the programs of teaching, which is necessary to prepare them with necessary scientific and methodical the skills of certain subject or curriculum in order to create autonomous professionals and able to reflect and act as teachers in their class, to work efficiently on a day-changing reality. Teacher training programs are intended to prepare teachers with professional competencies able to use their knowledge and skills in their professional activity (Laursen, 2006). Professional competence of teachers include three groups:

1. Key competences;
2. Core competencies; and
3. Special competences for specific programs or a subject.

A competent teacher should be able to transmit his knowledge and professional skills of the students, but also serve as a model and authentic example for them. Key competencies of teachers include:

- 1) Competences for the communication of information;
- 2) The competences of social work;
- 3) Language competence;
- 4) Values as individual
- 5) Cultural competences (Hutmacher 1996)

In,, Common European principles for the competences and qualifications of teachers" among others it is noted:

- a) through multidisciplinary education of teachers there should be provided, knowledge for the subject, pedagogy knowledge, skills and competences required to run and support the

- students and understanding of social and cultural dimension of education;
- b) the teaching profession to be a profession based on a context to learning throughout life;
 - c) a profession that enables mobility;
 - d) a profession based on cooperation.

While core competencies include: organizational competence, dealing with skills of teachers to effectively organize students, manage and control their educational activities and to plan and improve its teaching activity. Didactic competence is related to the ability of teachers to convey knowledge that draw student to the subject, to enable them to continue learning activities independently. Competence of pedagogical thought, associated with the ability of teachers to reflect on his teaching and educational activity; to forecast the results of its activity and to teach people, understand what is required for a student. Psychological competence: today teacher should be formed psychologically to accept the inner life of students; realize his unique personality; feel his psychological problems and, when necessary, provide psychological assistance. Competences as an assessor: the teacher must be able to objectively review the results of student

achievement, the effectiveness of his work and the work of his colleagues. Advisory competencies of teachers consists of the teacher is able to provide counseling and various forms of psychological-pedagogical assistance in the learning process. Lifelong teachers competences suggest that the teacher should develop skills, knowledge and competencies throughout his life proposed by the European commission of teaching -2005 (European Commission-2005(1,2,4). Competencies of the subject are considered the teachers abilities to fulfill key competences of the subject and research competences. These include two components: the power to subject the research and competence. Referring to these requirements and the mission education has in our country there are built teaching programs which combine general preparation of pedagogical, psychological of teachers, preparing him for the subject and the practical training and research. The goal of these programs is to establish a skilled teacher, scientifically and methodically, but also as an active citizen that aims to nurture the attitudes and actions. Preparation of the teacher as an active citizen in students' education is closely related to psychological competence, competence as evaluator and competence as consulting.

2 THE ROLE OF THE TEACHER AS SOCIAL WORKER

Today's society and the individual needs to learn throughout life seeking a new role of teachers, the handling psychosocial problems associated with learning and performance of students in school. This new role taken by the teacher does not replace the role of psychosocial services offered in schools, but it helps prevent problems, treating them in a systematic way and in their entirety. This new role is closely related to the way of explanation of learning, control and evaluation, with the organization of the class, the language used by the teacher in the classroom and the links created with parents and students outside learning process. At first glance it seems as if these issues belong to the methodics of teaching a particular subject, but their approach from the teacher can affect positively to contribute to the formation of students or severely damage it until the creation of a student with psychosocial problems. So often we hear about adolescent students with strongly psychosocial problems, whom we have known or taught in a lower age, and feel regret and deep sadness, but also anger to ourselves and to others, that all of us are little guilty

that a child, a very good student, appeared such problems, but it is not known when the problem began. Why is this? But can it be undone? These cases make us think and reflect that the task of training students is not only of psychologists and social workers, not only the family, at a time when students spend the most time with their peers, or in some cases with friends older in years, and they have the time to spend in their virtual society. It is the teacher who stands out more with students and with his mastery skills he can better recognize their needs and advise in ways efficient to meet their needs. The teacher should not see the student as a new and empty mind which has a duty to infuse knowledge, but to see the deal as a unique individual who has desires regardless of age, needs and experience. Ethical problems discussed in class that should be handled by teachers are numerous and their solution depends on how he transmits norms and values of a democratic society, how he addresses concerns arising in a broader context as family and student society.

3 PREPARING OF NEW TEACHERS IN THE TEACHING PROGRAMS

Future teachers education is the basis of teacher education as professionals and social workers. At this stage of their preparation, they learn how to organize and develop a lesson where every student feels welcome to participate actively in class, be treated as separate individual and properly treated. Non-compliance with the students and his treatment as a troubled individual leads not only in the reduction of his love for the subject and learning in general, but makes it likely to develop different psychological and social problems. It is better to build something good, to prevent than to cure with other disciplinary action or counseling (3). Subjects provided in primary education curricula powerfully influence the preparation of all students with the knowledge and skills of different sciences as well as citizens of tomorrow. Students of teaching (future teachers), their first teaching skills should take in practical lessons in different schools, despite the theoretical part they learn in faculty. They are taught to show attention as well as methodical side to follow the progress of each student. Student teachers need to be more aware of the problems that can be observed in the classroom and show their meaning.

The main problems are sometimes overlooked:

1. Emotional difficulty isolation, or self-exclusion, being incontinent or too closed, lack of concentration, his lack of confidence, fear or feeling of insecurity, shame, anxiety, difficulty adapting to the tests, the envy of classmates, depressed, difficulty expressing.
2. Behavioral problems such as aggressive behavior (bullying and harming others), destroying furniture class, rebellion in the classroom or school, telling lies etc.
3. Learning difficulties such as lack of motivation and interest, negative attitude towards school and subject matter, not doing the duties, fear remains or failure in the implementation of certain tasks, very low grade, etc. negative attitude towards the teacher.
4. Difficulty communicating with others as conflicts with classmates, or teachers, do not create the right working relationship with peers ruling over them, inability to make friends, or to save the friendship, etc.

Not to use the right strategies, or use individual critiques in front of class can lead in the deepening of these problems. Such problems are treated separately. Students are taught strategies and interventions to address these problems, which in fact are organizational learning techniques.

The organization of teaching

Teacher speaks face to face with the students, encouraging to participate in group work and projects. In determining the common task, the teacher sets a task for each student, for which he is responsible and must report. In this case each feels involved in learning and not overlooked. Creating a warm environment, supportive and inclusive positively

affects students who exhibit these problems. In this case they feel and understand that they are valued and respected by teachers and classmates, and they are not always losers. Defining the tasks and responsibilities is related to the given guidelines which must be clear and unambiguous. In many cases, poor responses and adverse reaction are associated with students not understanding the demand given by the teacher, rather than the lack of knowledge, or the desire of students to participate in learning. If the communication for the task is done individually, especially for students who have difficulty, they feel like the teacher treats them as others. The general question "did you understand the task?" is wrong. Because it is responded with Yes by one or two students but in reality the majority of the class does not understand it. Another strategy is the use of pronounced praise and reinforcement. If you noticed any positive changes and he is noticed, the student is more motivated to change his behavior and attitude towards school, friends and work. Closely related is the praise in the assessment of students which is an integral part of learning. Assessment refers to activities undertaken by teachers and students (through self-evaluation), which provide coverage to modify the teaching (Black, 1998). But wrongly assessment by teachers is perceived as a reprimand, when students understand how periodic tests biased against their knowledge and as a way to underestimate them. So you added those feelings of fear and insecurity. This situation requires the teacher to develop an ongoing, constructive, emphasizing the positive sides of testing and not weaknesses or failure of their knowledge. This should be linked to the creation of a positive atmosphere in the classroom where students enjoy success and to increase self-confidence and to decrease the anxiety and the fear of losing the test. Each teacher begins a new semester (or course) in the hope that around a third of students would internalize what he or she has to explain the learning process. Another third of the students will not reach this goal, but they "will survive with minimal effort." And finally, another third will know a good part of the subject that he or she will give to them in the learning process, but not enough to be called "good student". These words were said by Benjamin S. Bloom, and distinguished American educator half century ago. Do you agree or not? What hopes do you have on your students? What percentage of your students you hope will learn good; how little and how others can not learn almost nothing? Think a few minutes and answer this last question before you continue reading. The exact percentages are not important, to be honest, there are no such answers. If for a common class you expect 20% of your students to learn well, 70% little and 10% will not learn almost nothing, then these are your expectations. If, on the other side, you expect 50% of them to learn well, 10% little and 40% almost nothing, these also are considered your expectations. An important factor in this point of the discussion, it is not your expectation, but how they respond to reality.

When expectations are similar or equal with results, even if most people noticed discrepancies, they see that there is little need for change. For example, if you expect 40% of your students will not learn almost anything, and in reality

40% don't learn almost anything, than what reason would you have to change what you are doing? You got the exact expectations you thought you will. Changes are expected to happen when there is inconsistency between expectations and reality. Suppose that you expect 30% of your students will learn well, but only 5% do this. When this happens, you can ask your self "Why this happened"? One possible explanation is that you have not been teaching as good as you can or should .If you accept this explanation, you can begin to analyze your teaching and, based on this analysis, to determine that some changes need to be made in your teaching.However, an alternative explanation is that your teaching was excellent, but you are teaching a group of students who were unusually unprepared, unmotivated. In other words, the fact that your students have not learned as good as expected, it is the fault of the students.If this explanation is accepted you may conclude that no changes in your teaching should be made.Just wait until you have a

classroom of students better prepared academically, and that behave better and give instruction as you've always done.In psychological literature, these explanations are referred to as "attributes" and has been formulated to a whole theory called "the theory of attributes".In the context of the previous discussion, a perceived need for change depends not only on the discrepancy between expectations and reality, but also the attributes that we were put on the cause or causes of the discrepancy. Generally there are two types of attributes: internal and external. Explaining that the lower absorption than expectations is the fault of the students is aexternal attribute.External attributes are usually associated with a sense of helplessness, this is a situation and I can not do anything to change it.When confronted with advice on possible changes, teachers with external attributes usually respond by saying words like "We can not do that in this school" or "even if that would change anything it would not bring any achievement good to these students. "

4 THE INFLUENCE OF HT FAMILY IN TEACHING

There are documented facts that family plays important role on their childrens success in school (Epstein, 1996, Safran, 1996). Cooperation between the family and school in education and learning success are undeniable facts.If the school cooperates with the family, beneficiaries are students, and definitely society.If you create a good link between the school, family, teachers are supported in their work, ability of students to learn is improved , they are more concerned with the family and school, there are offered services and suppporto families and create an safer environment In school.Connection with the family should not be reduced to as low as an announcement by message or phone for remarks about the failure of the right, or for breaches of discipline in school (as smoking of tobacco, leaving the hours allotted to teaching, breaking the discipline in the classroom, or contention among adolescents).Of course these have their value, but can not replace parents meeting face to face with the teacher, the parental session and their children.It should be pointed out that these meetings should not return to meetings trials that often avoided by parents, because they are waiting to hear only complaints and criticism from different teachers, but also should show the good and the good behavior of pupils so they be more motivated.Better forms that are suggested in practice with students is to organize joint meetings with parents and students, to discuss, suggest and take opinions on how to solve problems that students face throughout the class, without identifying these as weakness or failure of a particular student.Also of interest is their participation in activities where their children are actors (in recital, drama, music, participation in sports competitions, participation in competitions in different fields etc.).Now it's become a

tradition that in all subjects the students work on projects, and in many cases help parents or give them strong support.The benefits from these projects are even greater if parents are invited to listen to the presentation of their students.In conclusion, it is true that the curricula of teachers were improved and are built in accordance with the requirements of the European Council, but the education of new teachers with code of ethics and strategies to address psychosocial problems requires that any subject that takes place in the master degree to handle the case in an integrated way, because the object of all subjects is a student who does not need personal knowledge, but skills on how to act as a citizen of the XXI century intercultural communication and internet (5,6). They should be given skills on how to learn throughout life and how to manage problems that were presented in the right way and to be successful.Through reflection and assistance from mentors new teachers receive not only theoretical knowledge, but also skills how to communicate with children, how to use language to attract and educate them.This will be achieved when the teacher loves profession and the student .Philosophe Goethe said "treat people as if they were what they should be and help them become what they are capable of becoming."The creation of autonomous and skilled professionals to reflect and act as social workers with their class, to work efficiently on a day-changing reality, to connect learning to life is the goal of modern teaching programs.The main value of teaching is the process by which the teacher facilitates the transfer of a student from the establishment where he or she is, where it is intended to be by the teacher at the end of a period or stage of education.

References

1. Black, P.J. & Wiliam, D. (1998) Inside the Black Box: Raising standards through classroom assessment. King's College, London. Common European Principles for Teacher Competencies and Qualifications.

2. Brussel: European Commission Common European Principles for Teacher Competencies and Qualifications.

3. Brussels: European Commission European Commission. Education and Training 2010: Progress Report Epstein,

(1996) 'School family and Community partnerships: Overview and International Perspectives', paper presented to the Education is Partnership Conference, Copenhagen, Denmark, November 21-24 1996.

4. Hutmacher, W. (1996). Key competencies for Europe Report of the Symposium. Berne, Switzerland 27-3- March, 1996. Council for Cultural Cooperation (CDCC) a Secondary Education for Europe. European journal of education, Vol. 32 No1 pp. 45-58.

5. Laursen, P.F. (2006). Educating the Authentic Teacher In Lindgren, Ulla (ed.), A Nordic Perspective on Teacher Education in a time of Societal Change: contributions from a Nordic conference that focused on the professional teacher role. Umea University Publ., pp. 65-76.

6. Safran, D. (1996) The Psychology and Politics of Parental Involvement, Paper presented to the Education is Partnership Conference, Copenhagen, Denmark, November 21-24 1996.

IJSER