



Miroslav Gejdoš

*Doc.PaedDr.PhDr., Faculty of Education,
Catholic University
Department of Education and Special Education
(Ruzomberok, Slovakia)*

** Corresponding author: e-mail: miroslav.gejdos@ku.sk*

PROFESSIONAL TEACHER AND STAGE OF TEACHER PROFILE DEVELOPMENT

PROFESJONALNY NAUCZYCIEL I ETAPY ROZWOJU PROFILU NAUCZYCIELA

ПРОФЕССИОНАЛЬНЫЙ УЧИТЕЛЬ И ЭТАП РАЗВИТИЯ ПРОФИЛЯ УЧИТЕЛЯ

Abstract


This study explains the approaches taken by various authors dealing with this issue. We have mentioned the dynamic approach considered by S. Freud and C. G. Jung in the behavioral approach of authors such as J. B. Watson, I. P. Pavlov, B. F. Skinner and C. L. Hull. Representatives of the humanistic approach are C. R. Rogers and A. Maslow. Cognitive theories of personality were considered by G. A. Kelly. People have different views and opinions. Similarly, there is also a personality area where we can also meet multiple perspectives. "Different approaches to solving personality issues have led to the formation of different theories of personality. Originally, they were created by clinical psychologists and psychiatrists. In the first years of the last century, most theories focused on identifying factors affecting individuals. They were based in particular on the opinion of S. Freud".

Key words: *teacher, profession, pupil, education, personality*

Streszczenie

Badania opisane w niniejszym artykule wyjaśniają podejście różnych autorów zajmujących się kwestią rozwoju osobowości profesjonalnego nauczyciela. Autor w swoim badaniu nawiązuje do teorii S. Freuda i C. G. Junga, podejścia behawioralnego autorów takich jak J. B. Watson, I. P. Pavlov, B. F. Skinner, C. L. Hull. Przedstawicielami podejścia humanistycznego w niniejszych badaniach są z kolei C. R. Rogers, A. Maslow. Poznawcze teorie osobowości przedstawił natomiast G. A. Kelly. "Różne podejścia do rozwiązywania problemów osobowości doprowadziły do powstania różnych teorii osobowości. Pierwotnie zostały stworzone przez psychologów klinicznych i psychiatrów. W pierwszych latach ubiegłego wieku większość teorii skupiała się na identyfikacji czynników wpływających

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 /Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska
 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Gejdoš M. (2018) Professional Teacher and Stage of Teacher Profile Development.
International Journal of New Economics and Social Sciences, 1(7)2018: 239-253

[DOI 10.5604/01.3001.0012.2695](https://doi.org/10.5604/01.3001.0012.2695)

na jednostki. Opierały się one w szczególności na opiniach S. Freuda".
Słowa kluczowe: *nauczyciel, zawód, uczeń, wykształcenie, osobowość*

Аннотация

В этом исследовании объясняются подходы, предпринятые различными авторами, занимающимися этим вопросом. Отметим динамический подход, рассмотренный С. Фрейдом и К. Г. Юнгом в поведенческом подходе авторов, таких как Дж. Б. Уотсон, И. П. Павлов, Б. Ф. Скиннер, С. Л. Халл. Представителями гуманистического подхода являются К. Р. Роджерс, А. Маслоу. Когнитивные теории личности рассматривались Г. А. Келли. У людей разные взгляды и мнения. Также существует область личностей, где мы можем встретить множество перспектив. «Различные подходы к решению личностных проблем привели к формированию различных теорий личности. Первоначально они были созданы клиническими психологами и психиатрами. В первые годы прошлого века большинство теорий были сосредоточены на выявлении факторов, влияющих на отдельных людей. Опирались они в частности на точку зрения С. Фрейда».

Ключевые слова: *учитель, профессия, ученик, образование, личность*

Article history: Received: 14.05.2018 / Accepted: 15.06.2018 / Published: 30.06.2018

JEL Classification: I 210

Statement of the problem in general outlook and its connection with important scientific and practical tasks. Analysis of latest research where the solution of the problem was initiated.

The founder of the dynamic approach is S. Freud. Psychoanalysis is conceived as the science on the unconsciousness and of the theories of dynamics of personality. Personality, in this sense, consists of the id, ego, and superego. These three systems will interact and have a role to play:

-Id-is composed of basic biological impulses. It is governed by the principle of delight, looking for instant gratification.


-The Ego-man learns that the impulses may not be immediately satisfied, must learn to wait. It is governed by the principle of reality. Thus, impulses will be satisfied only when conditions are right.

-Superego-this is an evaluation of what is good and what's bad in man's actions. The principle of excellence is being applied here.

C. G. Jung advocated a direction called analytical psychology. Psychology for him is the science of the soul. He distinguishes two levels of typology - introverted and extroverted person's mental focus. Introverted personality is centered on its inner world. Extroverted individual focuses on his ambience, the outside world.

A representative of individual psychology is A. Adler. His theories are based on the personal experiences of a man which are obtained in a social environment. The key concept in its individual psychology is the feeling of inferiority. Child from is from its infancy inferior and dependent on others. To offset this feeling emerges the lust for power. Since then a man creates a lifestyle that changes him in order to be better than the others.

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 / Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska
 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Gejdoś M. (2018) Professional Teacher and Stage of Teacher Profile Development.

International Journal of New Economics and Social Sciences, 1(7)2018: 239-253

DOI 10.5604/01.3001.0012.2695

When we compare the approach of Freud and Jung, we may find that the first mentioned is devoted to people's needs and their satisfaction in terms of time, when and under what circumstances, individuals will achieve satisfaction. The second is devoted to the soul of man and two bipolar levels - introvert and extrovert as well as to the sense of inferiority.

Behavioural approach

It is a science of behavior, whose founder is J. B. Watson. This group also includes I. P. Pavlov, B. F. Skinner, C. L. Hull. *"The essence of the behavioral theories lies in the assumption that personality is the behavior."*

Behaviourism is involved in the development of the personality on the outside. At the core of learning is the strengthening of matching responses to an incentive in the form of a reward and encourage its repetition. *"Pavlov is famous for his theory of classical conditionality. This is a type of learning in which the connection of the new incentive with the preceding stimulus leads the body towards the same response to a new incentive as the previous one, even if the previous is not present."* This theory was presented on experiments with dogs, where he observed its individual differences. The assumption that the action of a person depends on the activity of the nervous system. On the basis of the results of research, on how the animals behaved, he created his own version of the temperament. *"The original type was divided into the strong and the weak (melancholic). Strong types are divided into balanced and unbalanced (choleric). Reconciled types are fast (sanguine) and slow (phlegmatic)".* Behavioural approach deals with the behaviour of the individual, as is seen by his personality. A man is affected by the environment and factors acting on it.

Humanistic approach

The representative is C. R. Rogers, A. Maslow. The key concept of the theory of personality under the concept of C. R. Rogers is "Me". Draws attention to each man, his uniqueness and stresses the unity. It is based on the idea that people should not hide and pretend, but express themselves as they genuinely feel. From the wild feelings to feelings which are reasonable and approved by the society. Humanistic approach describes a unique survival of man and gives him the freedom to manifest his feelings and acts.

"According to the representatives of these theories is a personality the result of society and social situations in which a person develops and lives. A major role in the development of the personality is attributed to social environment and learning."

A. Maslow's hierarchy of needs *"proceeded on the assumption of the existence of biological complexity, the motive of which become important only when basic needs are satisfied. The Supreme motive – self fulfillment can be followed up after satisfying all other needs."*

"Maslow organized the needs in the following order:

- 1. physiological - need for food, liquids, air, sleep, emptying, ...*
- 2. safety - includes physical security, but also psychosocial, avoiding of situations of threat of existence, ability to ensure a home, a roof over my head, clothes, privacy*
- 3. belonging and love - to be loved, accepted, by the others, belong to someone*
- 4. self esteem - the need for power, recognition, competence, respect, trust, consent*
- 5. self-development - the need to develop and realize personal abilities, personal growth."*

According to the humanistic approach Maslow perceives the personality as the satisfaction of needs from the basic ones (natural), up to the upper ones.

Humanistic approach recognizes the importance of experience and the needs of a person dealing with his "I". It teaches a man to show his true feelings and not to hide behind pretending. We imagined also a hierarchy of values, in which the sequence should follow up on each other and be met by a variety of needs.

Cognitive theory of personality

In a cognitive approach is a man perceived as a scientist, focusing on the world, sets out presumptions and generalizes findings. A person according to this generalized knowledge adjusts according to the environment, but also shapes the world. Through mental processes such as thinking, anticipation processes information. Organization of the information encoded in the mind of a man, the whole experience of the individual represents the personality in terms of cognitive concepts. The foundations of the cognitive approach to personality are two assumptions, which process the information from the real world. The first talks about the perception of the world through an individual look. The second says that people actively construct own images of reality.

The representative is C. R. Kelly. His theory is based on the notion of a construct. It is a way of understanding reality. *"According to Kelly each of us creates a set of personal constructs that we apply to external reality. As if we perceived the world through a filter, which is made up of our personal constructions. They are certain characteristics that we use when we categorize phenomena and people."*

A human being is the supreme creature on the planet because it can think, perceive, love, but at the same time is submissive to the world and therefore adapts to the environment, since it cannot exceed the possibilities of the world. A man is in this cognitive approach perceived as a scientist.

The very concept of personality developed, as well as the different approaches according to the given period which perceive a man from different points of view. Each of the approaches is looking at the personality of the person differently, but one cannot say that it is a wrong one, or one having no sense. If we compare the humanistic principle with the cognitive approach we find diversity as the humanistic-oriented one is oriented only to a man and his emotions and living. In the cognitive approach we take into consideration the world around us, and the conditions in which we live. Behavioral approach can be easier to understand for people, because it is explained on a framework for concrete examples, that the scientists carried out on animals. Is it something specific, we can observe. Therefore, it is not just about a kind of abstract thinking, living. A dynamic approach sees the man as someone who needs to satisfy his needs. There are three measurements in which the satisfaction should be coming. More specifically, it could be compared to the needs of a small child crying to instantly saturate his needs, the kid may be hungry, thirsty ... An adult person is aware of his actions and knows that not everything is possible at any given moment, but he realizes that he must wait. The ideal would be looking at the man using of all the approaches, but the reality is often different so we are unable to perceive ourselves or other people around. Only subject to a variety of needs is achieved in humans relative sense of happiness and satisfaction.

The objective at the beginning was to familiarize and explain concepts that are related to or involved with the topic of the personality of a person. The topic is very extensive and we could use many pages in its further specifying. Even then we would not meet it in its entirety, because every single person is able to bring new, creative initiatives, which are not yet researched. We

have selected the most essential part of it, which we could briefly describe, and we have attempted to portray the subject as simple as possible, easy to comprehend. Man's inexhaustible well of information that will be always alluring, and there will always be something new about it what we want to know. A man in his awareness and

desire to control everything, to know everything is now on the border limits - making the perfect man, what is not natural. Mankind should keep a proper power to the nature, because it stimulates the curiosity of man in the investigation of this perfect secrecy. Each achievement, action of a man triggers a natural response in society and nature which we should not forget.

Aims of paper. Methods.

When drafting the study, we have used content analysis which is a method has been applied to all research, which works with the word (an analysis of the questionnaires, transcript of interviews, observation protocol, etc.). However, it is a special research method for the analysis of text documents. By analogy with the substantive analysis of the verbal text, we analyzed also non-verbal

products - images, charts, graphs, etc. (Gavora, 1999b). According to the current perception of the method among experts, we can conclude that it has the potential to provide results not only at the level of description and quantification of obvious elements, but also interpretative and explanatory conclusions based on the correlation of variables, this is the reason for our options.

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

Characteristics of the personality of the teacher

In this part of our study, we will focus on the personality of the teacher. So, as everyone is unique, and destined to a particular profession, so does the profession of the teacher and requires some specific traits of the personality of a person. Nowadays, however, it is no longer just about the skills that a person should have in order to be able to carry out this demanding profession. It's also about the requirements and the competences which have a significant impact on the implementation of the work and everyday situations. The profession of the teacher is under the influence of social changes, becoming more and more demanding and requires continuous progress and development of congenital as well as acquired knowledge.

Future of a country depends on education of the members of any society. Requirements

for the job of a teacher which is a part of its creation are getting higher. He/She manages the process and its positive and negative characteristics affects the personality of the pupil. A particularly important role in education has the teacher of the first grade of primary school. He/She acts strongly on pupils during this period, because they are very easily influenced, formable and vulnerable. Kariková describes the situation as follows: *"pupils of the 1. degree, who are daily exposed to one teacher, take over from him not only what their teacher is teaching, but also how the teacher behaves. It is difficult to predict how different students process the different impressions they inadvertently perceive on their teachers. Every teacher must therefore count with the fact that the students are affected not only by their purposeful educational action, but also their spontaneous behavior. Teachers are able to fulfil their mission only when*

they gain respect and trust of their students. The characteristics of a teacher can be divided according to its moral and social character. These are very important and have a unique place in each teacher's personality.

The personality of a teacher is in the teaching-learning process irreplaceable. In the production are faulty products replaced with new ones. But poor education, bad functioning, it can have a very negative effect, which a young person, raised-man carries on to the next life. A man who decided for the teaching profession must have certain personal qualification. Personal characteristics of a character include self-confidence, self-discipline, flexibility. Properties as selflessness, dedication, justice fall into the moral character. A social character includes tolerance, interpersonal skills, the ability to empathize with others, love for children, and others.

Among the features that make up the personality of a teacher are:

- **Attitude to the profession.** His profession is also his mission.

- **Being a good example.** Becomes a role model, someone with whom they can identify.

- **The intermediary of values.** Grows thoughtfulness, fairness in pupils, protecting them from negative emotions.

- **Support.** When he sees signs of grief, helplessness, helps to overcome such a frame of mind.

- **Self reflection.** Can summarize his educational performance and improve it.

The scholastic teacher is one who accepts the views of the pupil, has a willingness to discuss any problem. Accepts feelings, interests, needs and the diversity of pupils, if they are in accordance with the law of the school. Is capable of accepting mistakes, but at the same time works to resolve it. Develops the autonomy of pupils, their think-

ing, the way such issues are addressed. Supports positive relationship to learning. By a personal example leads to cooperation, requires pupils to comply with the discipline, be responsible and leaves space to their own opinion. Leads pupils to self-reflection and realization of own shortcomings. Creates conditions to enable that each pupil experiences a sense of accomplishment and appreciation. Is against environment of fear, mockery an unrest in the classroom. Does not leave students with accommodation of average, but shows them the opportunity for improvement.

A teacher in his relation to the pupil must not be biased. A teacher certainly must not be intolerant, given the pupil's color, gender, family background, religious belief or nationality. Chebeň says *"the teacher should be honest, forgiving, scrupulous, strict, should have a positive attitude towards pupils and to his profession, patience, initiative, creativity, good expression of skills, sense of humor, a willingness to help. The teacher should have sufficient expertise, should know how to clearly and properly for each pupil explain the topic and should be able to attract the pupils to learning."*

Previous features provide us with what would be the perfect teacher like. It cannot be forgotten that it is not possible, because people are not perfect. The teacher, however, during the teaching must seek the ideal, as far as possible.

In every job people use a device - driver needs a car, secretary needs a PC, cleaning maid needs detergents... We might consider that a teacher needs his speech.

The teacher's voice is important. Using his speech a teacher communicates, conveys his emotions, through it we may recognize its psychological frame of mind, motivation, interest.

Kudláčová in her publication distinguishes

three dimensions of the teacher's personality:

- **Dimension of vocational training** - it's about how a teacher is ready for occupation from the point of view training and professional expertise.

- **Ethical dimension** - practical decisions on problems, which the teacher is dealing with at school in the field of ethics - morality.

- **Psychological dimension** - the teacher needs to be aware of the difficulty of the teaching profession. This knowledge helps to sustain a critical overview of the profession and manage to go through harder times.

One may find someone else unsympathetic, even though he has never done anything bad to him – for no reason. The teacher may also come across such situations. It is very important to face situations objectively, and be able to evaluate them critically and get across it. Teachers certainly do not have all positive qualities, which we have already mentioned, but one should try to achieve them, in order to be fair and objective.

The uniqueness of the personality of a person is also reflected in the uniqueness of the personality of the teacher. Some features, however has the majority of teachers in common, some differ significantly. It then determines their relationship and attitude in teaching.

The profession of a teacher and stages of development of the teaching profession

So, as the personality of a man - child develops, so does the teacher's profession - it has its stages and development. They are influenced by the personality of the teacher, and also the environment in which it operates.

The term profession can perhaps be seen as employment, work, or as a profession itself. If the very essence of the profession in the field of teaching is to be fulfilled, the most

comprehensive characteristics is a profession. Profession to carry out its mission with love, empathy and respect for the respective persons. *"The teaching profession is characterized by the fact that its representatives should like people and feel good with the people.*

An important role, in view of the profession of the teacher has the teacher himself in particular in the first stage of basic education. In this period are the children very responsive towards the teacher's personality. *"A special role in education and training have the teachers of the 1. grade of primary school, working with pupils who are very formable and therefore may be strongly affected by the teacher."*

Teacher's personality and his actions are also dealt with in the science of Pedeutology. *"Pedeutology (From Greek: paideutos-raised, logos-word, theory) is a fundamental, interdisciplinary science. Comprehensively examines the objectives, benefits, prerequisites and conditions for the professional activities of teachers, in particular psychological and social demands on the personality, skills, and work of a teacher."*

Hence it is a science on teacher and views him from two angles. The first is a normative perspective, studying the way a teacher should be. The second is the analytical view, which is looking at the features a teacher in fact, has.

The profession of the teacher can be also understood as a *"social status which is a common value that a person has in the hierarchical structure of the social service in the system."* Unfortunately, other teachers do not support each other, there is a rivalry. In particular, the category of female teachers in kindergarten and first grade are underestimated. Striking is that the teachers attributed each lower than required education or lower status. This results from the quotes of some of the university teachers, who addressed female teachers in primary

education that they would only need a Bachelor's degree. While this work is very difficult therefore these teachers need knowledge of the higher kind. It is not right that the work of these teachers is so underestimated. The teachers are very important and the society needs them.

This expression was recorded by Kasáčová et al. It is evident that the teachers of the kindergartens and the first grade of the primary school have been assessed by teachers from universities. We assume that it would be preferable if this issue evaluated teachers, whose jobs are directly concerned.

The teacher and his character must meet certain requirements received from a variety of parties, such as family, society, education. It briefly describes the following division.

"The level of professionalism:

-individual - personality and characteristics of a professional, to be met,

-social - in which roles and responsibilities and professional requirements are formulated including the requirements on his job performance and achieved effects, as well as acceptable standards of his professional procedures,

-qualification - which specifies the required education, its level, type, specialization and the requirements for the next qualifying procedure".

Defined level of professionalism have certain characteristics that are manifested in certain dimensions-professional, ethical and professional. Professional dimension include the personal characteristics of the teacher. They are the motivation for the profession - the factor affecting whether the teacher will stay or leave the profession. Aptitude for the profession made of features and capabilities of the given personality. And also the cognitive assumptions, which are aimed at the mental level of the individual, his intelligence, the ability to make decisions, self-development. In the

ethical dimension, we are talking about teacher's morality in thinking, actions, opinions. He must be always driven by humanistic approach and shall be governed by democratic principles, which are acceptable for the society. Since the teacher is more stringently evaluated in the society, compared to other professions, hence his morality moral conduct are observed more closely. The professional dimension of the qualification is given by the legislature. This is what the level and type of education a teacher has to achieve. The term professional teacher's path refers to his expertise creation. The stages of this process include the following:

- the choice of the teaching profession,
- preparatory phase,
- professional start,
- professional achievements,
- professional stabilization or migration,
- professional burn out.

V. Špendla (In: Baďuriková, Z. et al., 2001) differentiates the 5 stages of professional development of the teaching profession:

"1. the orientation phase (pre-profession choice of the teaching profession),

2. the preparatory phase (training of future teachers)

3. the adaptive phase (the first years in the job),

4. the integration phase (shaping the teacher's personality)

5. the stabilization phase (balanced educational performance, professional emergency and scenic views). "

This is how a teaching profession develops, provided that teachers remain in it. But not everyone who starts to learn will remain in this occupation. There are cases that people choose other profession, than the one they graduated from.

Teachers must have knowledge not only in their specialization - the subject they grad-

uated from, but also from various other sciences such as psychology, Diagnostics, pedagogy, ...

The teacher is *"an agent of new information and knowledge, a person who teaches the students to learn and leads them to be interested in getting this knowledge."*

A good teacher has to be highly responsible and not to take the job only as a job, but as his hobby and mission. He/she is characterized by a positive relationship with the pupil, who is capable of understanding. He/she is in charge of the subject he/she teaches, but also has a broader scope of knowledge, which we mentioned above. Works with other teachers, in particular in the diagnostics. Analyses and evaluates his work and the work of the pupils, who he/she is responsible for. One of his objectives is to become better.

The work of the teacher should be made his mission. It is an internal desire to continuously develop and acquire new information, knowledge in the area of his expertise, valid at the given time and in a suitable way to pass on this knowledge to the pupils. Teachers should consider their service at school, and if this work is way too stressful, challenging and too difficult, they should objectively decide whether it makes sense to remain or their departure is a better solution. His/her's nervousness, uncertainty and reluctance in fact does not only influence him/her, but also the students, who represent the center of interest, and such teachers should not be present at school. We believe that even in a different sphere of work, despite years of study he/she might be happier and more satisfied, and this should be the ideal of the society, when work brings joy.

Typology of the teacher

A correct approach to work in the teaching profession can not be expressed only by spending the required number of hours at school as a result of the nature of employ-

ment. Teacher should show a deeper integration with the school environment, the existence of a genuine thread of sympathy towards students and respect for other colleagues, despite the undoubted difficulties and a lot of stressful situations that are inscribed in the teaching profession (K. Miłek, s. 82). Pretty much everything in today's society can be divided into certain types, whether it's products, games, clothing, or dances. A person of a man or a teacher is not an exception and we will divide it in this subchapter into several types. Also this area is perceived by different authors differently, therefore, in literature we can meet with multiple typologies. We have selected those which we consider to be the most common and the most frequently used.

Kariková explains the concept as follows *"the typology of teacher's personality also describes the basic orientation in the work of the teacher based on his work, the prioritization of certain procedures and approaches to pupils, which are involved in the the personal characteristics, features and abilities of the teacher."*

Typology of a teacher's personality divides teachers into several groups on the basis of various criteria, in particular properties that are prevalent among teachers. One of the most famous is the typology according to the Caselmann, who brings the following types of teachers:

- paidotrope - in the center of his interest is the pupil, he accepts his age, the particularities of the individual,
- logotrope - in the center of his interest is above all comprehension.

Ch. Caselmann further distinguishes the typology based on the way of teaching and *"three types of teachers:*

- *The type of scientific and systematic efforts to proceed rationally and systematically in teaching, has a well-thought-*

out process. The curricula administered transparently, schematically.

- The artistic type presents the topic clearly and vividly, graphically. Develop primarily figurative thinking in pupils. Guided by the intuition.
- The practical type organizes the work of the pupils to make it the most effective possible. Is oriented towards methodological activity. "

Typology of teacher's personality by W. Döringov classifies these types of teachers:

- Economic-type - teacher wants pupils with low effort to achieve maximum performance.
- Aesthetic type - imagination, emotion, empathy-type predominates.
- Social-type pays attention to all pupils.
- Religious type - his life is linked with God. Does not respect science.
- A theoretical type - prefers theoretical knowledge, is responsible.
- Political type enforces his own person, is strict in evaluation.

In the introduction we have divided the personality according to the temperament to a sanguine, choleric, melancholic and a phlegmatic. A teacher is characterized by those types of temperament.

- Sanguine - cheerful and naturally optimistic. Gets knowledge rapidly. Tends to divide the pupils on favorite and non-favorite.
- Choleric - can express himself precisely, knows how to enthuse pupils. His negative aspect is the explosiveness that pupils fear.
- Phlegmatic his peaceful manifestation and behaviour in the classroom creates a relaxed, pleasant atmosphere. Is prone to indecision, indifference, disregard of pupils' errors.
- Melancholic - is sensitive, with understanding for pupils. As his negatives we

consider low level of stringency, what the pupils then abuse.

How the teacher reacts during the lessons is related to his type of temperament. Phlegmatic type cannot attract the attention of pupils, while in class he brings peace of mind. On the contrary, the choleric type brings turmoil to the classrooms due to his reactions. His activity is transferred and on the pupils. Melancholic type is too emotional, what may be exhausting for him and may reflect in disproportionate reactions. Sanguine type tends to be more superficial, but it is easy for him to follow up contacts. Slightly strong type is the most appropriate type of temperamental characteristics.

Following division shows in two points inappropriate behavior of the teacher. The third one, positive, talks about what type of behaviour should a teacher have. Aggressive type - arrogant, ironic, does not let the others finish their thoughts, creator of a bad atmosphere, blackmails using emotions.

Passive type - complains, nods even to things he does not agree with in order to avoid bad atmosphere.

Assertive type - his expression is clear and concise. He can both appreciate and criticize. He is interested in the opinion of others, can make decisions. Accepts his rights and rights of the others. Behavior is based on mutual respect.

According to the type of personality one can assume certain modes of behaviour also in the educational process. They will transfer into the teaching styles of a particular teacher and it shall result in the progress of the whole process of teaching as well as the involvement of pupils in it.

"Teaching style can be seen as the predominant and typical for a certain teacher course of action that is applied to the classroom."

Learning styles in the education process

- Authoritative - in the process of education is the teacher reflected showing dominance. His monologue prevails. Pupils consider him strict, with little sense of humor. He does not respect the opinions of others in what he should do. Does not work with pupils.

- Democratic - in the process of education he works with the pupils. He is figuring out their opinions, receives feedback. Creates a positive climate for education. It activates the pupils; they like and respect him.

- Liberal - in the teaching-learning process, sometimes he cannot maintain discipline. He is very soft to the pupils which they abuse then. They like him but often then do not respect him and misbehave at lessons.

- Unfocused - changes his behavior in the process of education. This teaching style is typical for the novices, fresh teachers.

In the classroom with a nervous teacher there are more aggressive pupils compared to a classroom with a balanced, peaceful teacher.

In practice, it is not always possible to have only one style of teaching. It is rather a combination of all or several with the elements of one or two.

It is appropriate that the teachers study the literature, with a focus we have already mentioned in this section. Good is if the teacher knows his reactions, so that he can identify what type he is in the education process if he wants to work on its improvement, he should find out as much information about himself as possible.

The requirements for teachers

So, as we have already mentioned, the teachers are asked a variety of requirements. Some of them are larger than those of other professions, because not every job entails so much responsibility. *"The teacher should have adequate theoretical and practical expertise from a number of areas:*

- *expert knowledge of the subjects that he teaches,*

- *expert knowledge of the developmental characteristics of learners*
- *knowledge and expertise concerning the organization of a lesson,*
- *insights from the field of didactics,*
- *appropriately developed language and speech abilities,*
- *findings from the evaluation. "*

Findings from the evaluation are important.

They are important for the teacher assessing pupils and teaching process. Parents who are interested in the child's results and the pupil himself/herself.

"The teacher meets during his practice not only with students of the same origin, religion, socio-economic status, race, culture or nation, which keeps the requirements for his personality, skills and competence constantly increasing. His work should be held in a spirit of universal human values, ideas, pluralism. It should promote peaceful coexistence of people of different races, nations, and cultures and to lead students to a tolerance against racism, violence and discrimination."

Every society, in which we live, has a tradition and values, which are established in the long term. People of different cultures should also be tolerant to our culture, they should be able to reasonably assimilate.

Compared to other professions, teachers are under greater expectations. The teacher has to deal with:

1. the stressful factors from outside - personal problems, lack of pupils' interest in school, inadequate equipment, a low financial evaluation, support from parents, society,
2. the teaching profession as an impossible profession - despite a consistent preparation does not always lead to success and meets up with the failure of the pupil,
3. relationship to the pupil, which is educational - this is about finding a middle ground between teachers and pupils. The correlation between them is supposed to be

objective. The teacher has to keep distance from the pupil, but at the same time to be a close person for the pupil and understand him/her. Requires authority from the student, but at the same time he wants the pupils to like him,

4. his own shortcomings, e.g. in terms of temperament.

A teacher must be flexible in his work, creative, withstand the stress well. It is important that the accumulated odds and issues from the private life are not transferred to work, where they can culminate. We should remember that the problems should be consulted with those, who created them and not to "pour" our anger on the other ones.

Competence and self-reflection of the teacher.

In this section we bring the description of the terms competence and self-reflection of a teacher. There are several divisions of competences, according to different authors.

"The notion of competence (from lat. competentia) means power, competence, capability to perform the same action." Terminology Dictionary defines competence as the *"competence, ability to"*.

V. Švec (In: Kasáčová et al., 2006) divides the teaching competence to:

- "Competences to teaching and education – psycho-educational diagnostic, communicative competence.

- Personal skills – ability to accept ourselves, pupils and colleagues, assertive, authentic and empathetic behavior.

- Developing competence - adaptation, research, information, self-reflection "ability. Competences can be summarised as follows:

- expert-subject competence,

- psycho-didact - creating appropriate conditions for the teaching process, appropriate climate, activation of the pupils,

- organization, management - teacher can schedule his activities,

-diagnostic - teacher can find out the problems of the pupil and help him,

- advisory, consulting - concerning the relationship between the parents and the educators,

- a reflection on the own activity - teacher can grade his own performance, behavior,

- communication concerning the establishment of the relationship not only between students, but also among parents, colleagues, and superiors.

Competences creates a holistic view not only on the core areas of intervention of the teacher, but also on his ability to express his personality in the said areas. The very personality of the teacher includes different aspects, which are mutually linked and influence each other. The personality of the teacher is transferred throughout the educational process, but also affects the persons entrusted to it, i.e. the pupils. They respond not only to the mediated curriculum, but directly on the personality of the teacher. It is important how is the curriculum handed over, what is the atmosphere in the classroom, how the pupils work together and that is greatly influenced by the teacher.

The teacher has to carry out self-assessment. He summarizes the facts about himself, his activity, approach, assesses and compares it with the real situation, as it should be. This shall encourage him to change it. A teacher should also carry out self-assessment in a broader sense, when assessing his personality and takes note of it, how he acted, decided, and so on. It is necessary for a teacher to accept himself/herself as he/she is, to respect himself/herself. A teacher should trust himself, but at the same time also be self-critical and aware of his shortcomings. The term self-reflection *"is generally understood as a reflection of ourselves, which should lead to a deeper self-understanding and exactly in*

the teaching profession one has to explore our own motives, hidden desire, which is then reflected in the the teaching action. The purpose of self-reflection in teachers should be to induce changes in our professional activities. This should be a retrospective look back at the teacher for his teaching, behavior in the classroom, in his thoughts, attitudes, actions and emotions, that relate to his pedagogical activities. Self-reflection of teachers is also associated with their internal motivation and some personal characteristics."

The teacher can carry out self-reflection via:

- Introspection - he writes down the ways of behaving which will help him reduce negative behavior.
- Writing of a diary - evaluation of ourselves and others, how they moved away from their objectives.

Conclusions.

When we compare the different parts of our study, we can find several similar divisions and much in common. This is because a personality of the teacher is based on the general characteristics of the personality of a person. Since we wrote about the fact that every man is a personality, we are all personalities, no matter what job we perform. The teacher, however, is working on and shaping many other people - pupils, that is why we considered it important to deal with this area in particular. There are different types of personalities, therefore, there are also different types of teachers with their teaching styles. The teaching profession is not just a profession. It should mainly be a mission. Teacher is a very important man in society, who is characterized by a certain character, qualities, competencies. This im-

-Self-knowledge through others - a need to have such a relationship with a man that will be mutually acceptable, who has his trust and hence he may also confess. It's good to know how the others perceive him.

- Positive selftalk - here a teacher can without self-conceit say his positive aspects, what is he really good at.

- Essay about myself - thinking about ourselves - who are we, where do we aim at. Here is a man aware of his qualities, desires, goals, needs, and problems.

- Will Associations – one thinks of own life, trying to understand oneself.

It is important that the teachers undergo self-reflection. It can provide us with an unbiased picture of ourselves, of our educational effects. And only thanks to a healthy self-criticism and the fact that he wants and can make a difference.

portant profession should only be performed by someone who likes people. Humanism in education seems like the best possible starting point. In particular, the teacher of the first degree is essential. Pupils take over many acting patterns from him. He doesn't even realize how much he can affect their future. Therefore, it should be an exemplary human being, who is the right role model for the pupils. The ideal would be one who lives according to Christian values. Mere Christianity refers to a value system, which is reflected in the love and kindness, and this translates into the classroom, where the pupil knows that he is accepted with his good and bad aspects. Supports the development of spiritual sites and works on the oppression of the bad ones.

References:

1. Baďuríková, Z. et al.: *School education*. Bratislava: Comenius University, 2001
2. Boroš, J. 2002. *Introduction to psychology*. Trenčín : IRIS, 2002. 308 p. ISBN 80-89018-35-1.
3. Diešková, V. 2005. *The basics of social pedagogy*. Bratislava: Civic Association Social work, 2005. 98 p. ISBN 80-89185-08-8.
4. Drapela, V. J. 2008. *Overview of theories on personality*. Prague: Portal, s. r. o., 2008. 176 p. ISBN 978-80-7367-505-9.
5. Drlíková, E. et al. 1992. *Teacher's psychology*. Bratislava: SPN, 1992. 175 p. ISBN 80-08-00433-9.
6. Ďuriečeková, M. 1996. *The psychology of the pupil and the teacher*. Prešov: PF in Prešov, 1996. 100 p. ISBN 80-7097-328-5.
7. Gavora, P.: *Introduction to educational research*. 2. ed., Bratislava: Comenius University, 1999b, 236 p. ISBN 80-223-1342-4.
8. Helus, Z. – Bravená, N. – Franclová, M.: 2012. *Perspectives of teaching*. Prague: Faculty of Law, Charles University, 2012. 126 p. ISBN 978-80-7290-596-6.
9. Hotár, S. V. – Paška, P. – Perhács, J. et al. 2000. *Education and andragogy - adult education: Terminology and glossary*. Bratislava: SPN, 2000. 547 p. ISBN 80-08-02814-9.
10. Hupoková, M. – Petlák, E. 2004. *Self reflection and competence in the work of the teacher*. Bratislava: IRIS, 2004. 135 p. ISBN 80-89018-77-7.
11. Jurčová, Z. 2004. *The Christian personality of the teacher and the Christian pupil's personality* Ružomberok: Faculty of education, 2004. 136 p. ISBN 80-8084-010-5.
12. Kariková, S. 1991. *The personality of the teacher*. Banská Bystrica: PF UMB, 1991. 112 p. ISBN 80-8055-239-8.
13. Kariková, S. 2001. *Teacher's personality and interaction with the students*. Banská Bystrica: Methodical Centre, 2001. 52 p. ISBN 80-8041-390-8.
14. Kasáčová, B. 2003. The teaching profession and its dimensions. *In Biodromal transformations of the teacher - the teacher through the ages*. Prešov: Faculty of philosophy, Prešov University, 2003. ISBN 80-8068-231-3, p. 32-33.
15. Kasáčová, B. et al. 2006. *Professional development of a teacher*. Prešov: Rokus, 2006. 160 p. ISBN 80-89055-69-9.
16. Kosová, B. – Kasáčová, B. 2007. *Basic concepts and relationships in the education*. Banská Bystrica: PF UMB, 2007. 162 p. ISBN 978-80-8083-525-5.
17. Kosová, B. 2000. *Development of the personality of a pupil*. 2000. Prešov: Rokus, 2000. 122 p. ISBN 80-968452-2-5.
18. Kudláčová, B. 2002. *Ethics and The personality of the teacher*. Trnava: University of Trnava, 2002. 119 p. ISBN 80-89074-15-4.
19. Lužinská, K. 2008. *Integrated thematic education on the 1. and (2). stage of the primary school part 2: Study material for teachers*. Banská Bystrica: Methodical-Educational Center, 2008. 38 p. ISBN 978-80-8041-542-6.
20. Mišek, K. 2017. *The Legal Responsibility of Teachers* [in] *International Journal of Legal Studies* № 1(1)2017, Publisher: Międzynarodowy Instytut Innowacji Nauka – Edukacja – Rozwój w Warszawie. 82 p. ISSN 2543-7097

21. Nakonečný, M. 2009. *Psychology of personality*. 2. ed. Prague: Akademia Publishing House. 2009.625 p. ISBN 978-80-200-1680-5.
22. Pokrivčáková, S. 2005. *Communication competence of an university lecturer*. Nitra: PF UKF, 2005. 108 p. ISBN 80-8050-814-3.
23. Průcha, J. 2005. *Modern education*. 3. ed. Prague: Portal, 2005. 481 p. ISBN 80-7367-047 X.
24. Průcha, J. - Walterová, E. - MAREŠ J. 2009. *Educational dictionary*. Prague: Portal, 2005. 481 p. ISBN 80-7367-047 X.
25. Pružinská, J. 2005. *The psychology of personality*. Bratislava: Civic Association Social work, 2005. 253 p. ISBN 80-89185-05-3.
26. Říčan, P. 2007. *The psychology of personality. A giant in motion*. Prague: Grada, 2007. 200 ps. ISBN 978-80-247-1174-4.
27. Schnitzerová, E. - Antoniřová, I. 2003. Analysis of the teaching style in elementary school. In *Biodromal transformation of the teacher. A teacher through the ages*. Prešov: Faculty of philosophy, Prešov University, 2003. ISBN 80-8068-231-3, p. 220.
28. Turek, I. 2004. *Innovation in teaching*. Bratislava: Methodical-Educational Center, 2004. 360 p. ISBN 80-8052-188-3.
29. Turek, I. 2008. *Didactics*. Bratislava: Wolters Kluwer (IuraEdition), 2008. p. 598. ISBN 978-80-8078-198-9.
30. Valihorová, M. - Vranová, M. 2003. A teacher of a foreign language at the 1. stage of a primary school In *Biodromal transformation of the teacher. A teacher through the ages*. Prešov: Faculty of philosophy, Prešov University, 2003. ISBN 80-8068-231-3, p. 191.
31. Vereřová, m. et al. 2007. *Psychology: Textbook for the Faculty of nursing*. Martin: Osveta, 2007. 192 p. ISBN 80-8063-239-1.