Teaching vocation today in the opinion of students enrolled in courses psychological and pedagogical module – level I and II

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Abstract

The problem of teacher training at both the initial and continuing, has become a concern of contemporary society. Interest in redefining the role of teacher and training is justified by the numerous problems facing the working class: lack of motivation and attractiveness of the area, poor selection for the teaching profession, the decrease number of those attracted to teaching career, backed by a sizable decline in the quality of supply. It requires a rethinking of the system of training future teachers, better promotion among students of the importance of psychological and pedagogical module in the vocational training of the young, highlighting issues motivating the teaching profession. This paper - result of earlier concerns regarding students' interest, level I and II, the teaching career - aims to present some of the opinions of students of the Faculty of Psychology courses enrolled in psychological and pedagogical module on VOCATION EDUCATION, qualities and skills a teacher vocation, reasons for and against choosing the teaching profession, valuable opinions by the sincerity with which expressed.

Keywords: vocation, teaching vocation, initial and continuous training

1. Introduction

Difficult in a context of socio-economic and political, the teacher is called to live out the vocation of teaching, carry out quality work, with the eagerness of self-awareness and performance in training and educating young generations. But only those teachers who reflected on their own personalities, on his vocation, his mission to achieve progress on socio-cultural, spiritual and solid pedagogical knowledge and expertise can achieve outstanding results in his effort to reform the contemporary education. Self-knowledge becomes an asset to be cultivated, the quality of those teachers concerned about continuous improvement, of sacrifice and dedication.

Sometimes, however, be confused with professional vocation as such. Man creator, endowed with sense of duty and sacrifice for the good of humanity and progress is replaced by pragmatic man, distant, neutral, independent. Man vocation seems to be alone in a hostile society, amorphous, ideological, degraded value, moral, political, educational, cultural, spiritual, etc..

In a study entitled suggestively „Postmodern condition and was professor in the information society”, published in the journal Education Today (2008), Ion Negret-Dobridor express metaphorically, but realistically provided teacher vocation in the world: Almost all human progress are the result of exceptional individuals, capable of self-
abnegation and sacrifice for the benefit of humanity. Rather they constitute a gallery of martyrs, during the individual life, hunted and the mob that, after death, sometimes, the glorified or praised his posterior.

In pedagogical terms, vocation was defined as a component of the educational ideal, which expresses the balance between mental harmony and social harmony, between the individual and society. For Constantin Rădulescu-Motru vocation for a particular profession, to fulfill a social mission, was "an expression of spirituality of a people" (Rădulescu-Motru, 1932, 25).

Vocation presents the basic structure of personality, cognitive and affective nature motivational, which implies that the presses literally unconscious subject to choose an activity rather than another

Vocation is a summary of psychophysical qualities, spiritual and cultural contribution made by all the social elements of current and past environment, which, through personal and original events leading to value creation. The defining condition vocation is to discover most valuable characteristics, such as to streamline the destiny: sincerity, originality, modesty, dedication, responsibility, authenticity, assertiveness, attachment, creativity, etc.

"The child-oriented think sincerely believes in everything" wrote the great teacher Constantin Rădulescu-Motru. And further: "... he suffers deeply when his thoughts are mocked. Other comrades are lost in an eternal pursuit of news, he, by contrast, is lost deepening into the same problem"(Rădulescu-Motru, 1932, 35).

Professor of vocation creative works, lives well done job satisfaction is talented, conscientious and willing to do something special: authentic personalities morally, intellectually, aesthetically, spiritually, etc.

Students’ opinions; level I and II, the teaching profession

Previous foray beyond criticism, the paper aims to present some of the opinions of students enrolled in courses on psychological and pedagogical module VOCATION EDUCATION, qualities and skills a teacher vocation, reasons for and against choosing the teaching profession, the sincerity with which valuable opinions were cast. Were questionated 120 students.

Here are some of them:
- Being a teacher is more than a job, it is the vocation of passion, but also involves many responsibilities;
- Educator are permanent, not just the chair;
- Being a teacher is involved, reporting on the feedback received from from those on which you project the training process;
- To be educated is to maintain a living relationship with the new generation;
- The teacher does not exercise a simple job, but an apostle.

To the question "What qualities and skills a teacher must have your opinion?" students surveyed at a seminar on discipline Teaching Psychology provided some interesting answers by objectivity and realism:
- empathy (79.16%);
- communication skills adapt to individual characteristics of students (65.83%);
- scientific culture (63.33%);
- teaching culture (76.66%);
- democratic teaching style (85%);
- good classroom manager (87.5%);
- a model with well-defined moral values (69.16%).

![Figure 1. Teachers’ qualities and skills. Top Three. Percentage](image-url)
The personality traits: openness of mind, sociability, understanding, pleasant way of being, motivation, firm and clear attitude, responsibility, objectivity, gentle, friendly, flexibility, tolerance.

*Figure 2. Teachers’ Personality traits. The most important one. Percentage*

Here are answers to the question "what deficiencies must be changed/removed from teachers 'attitudes and behavior"?

- subjectivity in evaluation;
- poor knowledge of the learner;
- poor adaptation of content to students' characteristics;
- excessive authority;
- routine;
- the physical and verbal aggression;
- the low interest in school and its mission;
- teacher-student relationship rigidity;
- the idea that students are ignorant, and teachers are omniscient;
- sufficiency and laxity;
- labeling students depending on the appearance and characteristics that form the "first impression";
- arrogance

*Figure 3. What should teacher changes/remove. Percentage*
As for "teacher influence on students' personality training", students' opinions were divided:

- Each teacher has had an influence on my becoming that person, my teachers taught me to understand justice and solidarity, optimism, respect true;
- Some teachers made me want to read more, to have a broad general education as;
- Few teachers I have marked in some way, in a good way, that those who show a high professional involvement, motivation and pedagogical vocation;
- Very rarely have I met professors who truly powerful impact on students, in the sense that to instill a desire to learn.

But "what today urges young people to choose a teaching career?" and "that would prevent?" or reasons for and against the teaching profession (one choose).

Pro reasons:
- a good status;
- training opportunities and self;
- willingness to work with children and young people;
- the possibility of being a role model for young people;
- professional role and influence on young people;
- may remain always in contact with science, with innovations in the field;
- the possibility to train people and characters;
- job satisfaction based on students' achievements.

Figure 4. Pro-teaching career. The most important argue. Percentage

Reasons against:
- insufficient salary,
- lack of respect from the state;
- lack of respect from students;
- suffocating bureaucracy;
- lack of organization and stability arising from the socio-political;
- acute sense responsibility to students, parents, community is not a job;
- is not a simple job: requires emotional involvement, pedagogical skills and abilities;
- the difficulty in imposing the authority to close in age students;
- lack of experience;
- communication difficulties and approach students;
- difficult to monitor classroom;
- emotional problems, insecurity.
Conclusions

A society can not survive without her teachers. Therefore necessary to take care of their existence. Just as human society can perpetuate itself as a truly human society. Do not pay teachers salaries based on work done, but providing them simply, material and social conditions they need to fulfill their mission, meaning "sacrifice" and "self-giving" (Negret-Dobridor, 2008b, 296).

In conclusion, the issue of teacher training at both the initial and continuing, has become a concern of contemporary society. Interest in redefining the role of the teacher and his training is justified by the numerous problems facing the working class, as shown by the students opinions on pedagogical vocation: lack of motivation and attractiveness of the area, poor selection for the teaching profession, the decrease number of those attracted to teaching career, backed by a sizable decline in the quality of supply (Niculescu, 2001, Paun, 2002, Iucu, 2007).

It requires a rethinking of the system of training future teachers, better promotion among students of the importance of psychological and pedagogical module in the vocational training of the young, with an emphasis on motivational aspects of teaching profession (such as the ability to form and educate the young generation) because b. there is a major risk for future school and Romanian society: students who are most likely to succeed in work at the chair and the less willing they are to enter and stay in the teaching career.

References


