

PROFESSIONAL ETHICS OF TEACHERS IN THE EDUCATIONAL-TEACHING PROCESS

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Abstract: We are witnesses to an accelerated and turbulent pace of change in the scientific, technical, technological, socio-cultural, pedagogic-psychological development as well as to a predicted and unpredicted changing changes in the environment surrounding us which are the results of the broader trends of globalization. In this context in the sphere of education, changes are reflected directly or indirectly, from other spheres of humanity

The intensive changes that are happening in the sphere of education inevitably impose even more significant changes that characterize the personality of the teacher, such as: the realization and access to the professional obligations of the teacher, respect of the ethical standards towards the participant parties in the educational activity, in the preparation of the teacher for the skills and abilities for teaching, in the competences of the teacher, in the behavior of the teacher, in the change of the ethical code of the teacher which implies changes in the moral attitudes that man has towards his work and duties ,and obligations to his / her profession.

The actualization of the understanding and modeling of the professional ethics of teachers, in fact, discuss the institutional and academic maturity of the individuals carrying on the educational activity. On the other hand, the level and quality of the demonstration of the professional ethics of teachers is a proof of the existence of a certain level of communication skills in our pedagogical practice. This question in contemporary teaching especially in our pedagogical theory and practice has experienced its transformation based also on the dynamic changes taking place in education.

In this context, it is necessary to emphasize the change of the position and the role of the teacher, who possesses it, in contemporary conditions and circumstances created in the sphere of education. The paper aims to open one of the central issues in the field of education, which is related to "How today's professional ethics of the teacher corresponds to the contemporary education code".

The closest elaboration of the problem posed in accordance with existing and real

educational practice that has been carried out with the use of appropriate methodology and methodological approach. The research involved the members in education related to the teaching theoretical and practical process and there were examined some aspects of the professional ethics of the teacher.

Key words: Professional Ethics, Teacher, Teacher Ethics, Ethical Values, Respect, Education

Introduction

The word ethics is derived from the Greek word “*ethos*” that means yakon and “*ethikos*” that has the moral significance. Ethics is the science over morality, science for study and evaluation of moral values. It is philosophical discipline which studies morales, its origins, goals and meaning. While professional ethics as a special science discipline can be defined as much of the moral norms of behavior towards the socio - cultural environment and the professional environment where it operates, to other people with whom it comes into contact with the development of social activities.¹

Ethics, otherwise the philosophy of morality is the science of morality that counts as the oldest discipline in the beginning which mainly deals with the study of good and evil, and the obligations arising from the principles of moral values. First and foremost, this discipline deals with the entirety of man's and society's norms and behaviors governed by the reflections emanating from ethics. Starting from these theories about ethics, we conclude that ethics is a philosophical worldview that primarily targets the principles of human values and spiritual beliefs that emerge from the code of moral practice. Ethical issues such as good, bad, permissible, negligent, right, wrong, just, unjust, truth, and untruth are mainly moral issues closely related to the recognition and evaluation of man's behavior towards the rules of nature, since man with the desire to know the right truth and the determination of behavior in society, he expresses the intent to evaluate recognition, to embrace it as an intellectual value. Therefore, ethics enables us to ignore the authority of reason for actions that are unreasonable. "Everything real is reasonable, whatever is reasonable is real."

We are witnessing the presence of an accelerated and extremely turbulent pace of changes in scientific, technical, technological, socio-cultural, pedagogical, psychological, as well as to a predicted and unpredicted changes and circumstances in the surrounding environment, which are the result of the broader trends of globalization. In this context, the

¹ Sulejmani, E., Sociologjia e arsimit, Fakulteti Pedagogjik “Shën Klimenti i Ohrit” Shkup, 2016, pg. 211-212

differences in the sphere of education are reflected directly or indirectly from other areas of human animation. It can be freely stated that the appropriateness of self-behaviors with the new challenges that are the product of pedagogical practices is a pre-eminent imperative for all of them in educational practice, particularly the educational-teaching staff. In this sense, in the field of education there are remarkable efforts to orient the interest of professional practice towards the innovation of existing ethical approaches that regulate general relationships in the performance of teachers' professional obligations.

The intensive changes that are happening in the sphere of education inevitably impose even more significant changes that characterize the personality of the teacher such as: in realization and access to the professional obligations of the teacher, respect of the ethical standards towards the participated parties involved in the educational activity, in the preparation of the teacher for skills and abilities in the educational activity, in the competences of the teacher, in the behavior of the teacher, in the change of the ethical code of the teacher which implies changes in the moral attitudes that man has towards his work, duties and obligations to his/her profession and many other things.

This paper aims to open one of the central issues in the field of education, which is related to "How much the current professional ethics of educational staff corresponds to the educational pattern context?".

A look at the problem

The importance and role of the teacher in the educational process has been emphasized throughout the entire human history. Starting from the purpose and task of developing the society in the historical path, teachers had given different attributes, competences, rights and duties to successfully carry out the educational process. Among those particular competences, morality and ethics occupy a high and royal place. What ethical? As an important aspect of the teacher's personality, the pedagogical ethics norms are emphasized. Pedagogical ethics should be considered as a component of pedagogical competence. Ethics as normative influential knowledge tries to answer the questions why it should be done well and why it is really good indeed. It somehow represents the initial reflection of the moral action of the teacher. Each teacher acts and is responsible for his actions.

Contemporary teaching

The school is made up of people, rather than buildings and technical equipment.² The school is a participant phenomenon in the lives of all people. Contemporary school is not any

2 Matijević, M., školsko ozračje i promjene u školi u: Zbornik radova: Učitelj-Učenik-skola, HPKZ Zagreb, Visoka učiteljska škola u Petrinji, 2003, pg.45-50

"fashion" it is the need and imperative of post modern societies. Today, it is created for everyone to take part. Creating contemporary schools is a difficult and complex task, we know that the educational process is static and unbreakable as well as seriously implementing scientific and technological achievements and opening up to the social circle. The path of its creation is long, full of hopes and descents, ups and downs. But we have to walk that way. The main characteristic of contemporary school should be the flexibility and fit for students. Work at school should be organized in the maximum respect of students' psycho-physical skills, interests and abilities. Pupils should be offered various and pedagogically rich activities that will satisfy their needs and enable individual development and progress. The person's development is the basic definition of the approach of modern education and teaching.³

The role of the teacher in school and abroad is very important in its area, everyday actions, projects, quality of interethnic relations, humanity and partnership between teachers and students as well as other members in education and education. The teacher is educator, mediator and social integrator in broader sense of deontological possibilities and interest of students.

In the deontological significance of the teacher's profession his duties, and pedagogical assignments are done according to this pedagogical direction.

In creating a new contemporary school, we also create new teachers, a new active communication process. Communication between students and teachers is a pedagogical act, principle, method, tool that serves to better understand each other's perception and to show that it is good and that is not good in the created conditions of life and work. Interethnic relations determine our behavior and activity. The behavior of a person stipulates the behavior of another person. The success of interactive relations depends on the degree and quality of the pedagogical interaction between the teacher and the student.

Glasser⁴ thinks that work in contemporary school must have an impact on quality work, in which discipline will be decided without violence, and the students themselves will evaluate their work.

According to Henting⁵, contemporary schools are the place where students spend their lives. It is not a place where students only acquire knowledge but the place in which they play, talk, collaborate, assist each other, and pay attention to each other.

³ Previšić, V., *Suvremeni učitelj: odgojitelj-medijator-socijalni intergrator*, u: *Zbornik radova Učitelj-Učenik-škola*, HPKZ Zagreb, Visoka učiteljska škola u Petrinji, 2003, pg. 13-16

⁴ Glasser, W., *Kvalitetna škola- školabez prisile*, Educa, Zagreb, 1994, pg. 13-22

⁵ Henting, H., *Humana škola*, Educa, Zagreb, 1997, pg. 185.

Contemporary schools do not resemble each other because they do not have the same members in the educational process, teachers and students but also differ according to the local community in which they operate. Each according to somethings will be special and well-known on its own. Their value is in their differences. These difference could be seen in the work style of the teacher and the pupils in the projects that are carried out at school, in free activities organized by the school.

Contemporary schools will teach the knowledge they use. The school with its action will try to lessen the negative impacts, and emphasize and develop the positive ones. In such a school the role of the teacher and the pupil is changed.

The teacher with his work should activate the student. To enable him to be the subject of the educational process and his partner at work. Learners actively acquire knowledge, while the role of the teacher is to organize, direct, promote, follow and evaluate their work. Contemporary teacher is organizer, leader, animator, therapist, commentator, source of security and trust.⁶

The Ethics of the teacher

Always when it comes to education, namely education, everyone has an opinion, one opinion says: education is sacred, the profession of the teacher is sacred, the teacher exercises sacred work, etc. The sanctity of education must be proved by the protagonists of education itself; Students, teachers, professors, etc. One can not imagine something sacred unless it carries the good, the worthy, and the human. The best thing in education is that education is obligatory since childhood for every individual of the state or country and at the same time it is a legal norm, which means in case of rejection consequent sanctions are taken against the child's guardian or superior. In addition to the many issues that arise in education, what I want to notify in this case is the ethics of teacher.

One can not imagine education without a teacher, teaching without teachers or professors, study without scholars or students, etc. I think that the host of the teaching or teaching ethics is the teacher. All responsibilities are hosted by the teacher. He must first be professional. The teacher is the one who should, in his profession, have essential issues to care for his students. Any family, private, and other non-teaching interests should absolutely not be combined with their work with students. In relation to students, the teacher should be loving, gentle, patient, tolerant, generous and calm. The nature of the students depends on their age so that they are energetic, sometimes passive and uninterested in important

⁶ Rosič, V., *Odgajatelj i odgojni rad*, Zajednica domova Hrvatske, Rijeka, 1991, pg. 91

educational issues as well as various dangers, which often make the teacher nervous. Here is the epicenter of managing the education process in relation to the student. What the teacher should never do is not to work selectively with the students but should treat them all equally in terms of teaching, and students, depending on their skills, their activities, engagement, make successful self-determination and evaluation, which happens in every school in the world.

The ethical profile of contemporary teachers

At the beginning of this paper, at his introduction, I would like to sketch out the profile of a contemporary teacher as an ethical profile modeled in such a way that wherever he worked under integrated Europe, he would manifest the same Behavior and ethical attitudes that makes him a global teacher. Therefore, the focus of our present goal is to:

"Implementing a contemporary curriculum and educating a student capable of playing a responsible, active and constructive role in a more and more interdependent world requires first and foremost a contemporary, capable teacher that conceive the world in its dialectical and multidimensional dynamism, capable of feeling self-conscious and concerned about its problems, capable of acting to make it a better and fairer world."⁷

Is there a greater mission than this, is there a healthier morale? And this is not just a goal of ours, but a powerful alternative to pedagogic ethics in general. Let's look at how an important researcher conceives the essence of integrating skills.

Czikszentmihalyi (1990)⁸ in his studies makes clear the difference between the failure and future as the essence of education and ethical learning. "Over the last few thousand years - which is just a second fraction in the history of evolution - mankind has come up with incredible advances in the distinction of conscience. We think human beings are distinct from each other. We have invented abstraction and analysis-the ability to share the dimensions of things and processes from one another, such as the speed of a falling object, its weight and its size. It is this distinction that has created the science, technology, and power which mankind sometimes use to build or destroy its environment. But the complication consists of both the difference and the integration. The task through decades and the coming centuries is to realize this little developed mindset. Just as we have learned to share ourselves with others and the environment, we now need to learn how to unite other approaches around ourselves without

⁷ Dautaj, A. Edukimi global -alternativë e zhvillimeve të sotme arsimore, Kurrikula dhe shkolla. Lëndët shoqërore. - Nr. 1, Tiranë 2001, pg. 91 – 111

⁸ Czikszentmihalyi, M Flow: The Psychology of Optimal Experience, Rrjedha: Psikologjia e përvojës optimal), New York, Ny, harper Collins Publisher, 1990, pg. 239-240

undermining our earned individuality as much as we can. The most promising belief for the future can be understood; that the whole universe is a system bound by common laws and that it makes no sense to expose nature to our dreams and ideas without taking into account these laws. Knowing the limitations of the Human will, by accepting co-operative instead of the dominant role, we must feel the relief felt by the migrant when he returns back to his own home. The problem of meaning will then be resolved when the purpose of the individual is mixed with the general course. "⁹

Contemporary teachers use a wide variety of techniques and classroom communication outdoors. It is his ethical principle to worry and strive for all students to feel good at work with this diversity, to take advantage of his education and communication technologies and to be able to use them easily and effectively. This ethical principle puts life away from school, in relationships with parents and community secures public authority gained through skills and values.

Contemporary teacher sees learning as a lifelong process.

For this reason he encourages students to ask good questions and not try to provide fair answers. Fair answers are limited in time and space. They may limit the freedom of choice if you fail to break the fixed psychological schemes. If you refer a different subject, ask this the question "Why do you need more?" You could not get the same answer. Due to the circumstances, the first response to "love and affiliation" (subject, orphan child) can be referred to "for security and protection" (for all children in case of earthquake or war) or "for motivation assessment" (for a mature student anywhere; the world that seeks to win a university study right) and that's natural.

The contemporary teacher tries to link the word to deeds in all fields; He tries to resonate his private life with his professional life; For it is more ethical for any other professional. Remember the opposite of this rule. A teacher who propagates honesty and sexually abusing with his students, who propagates the fight against abusive substances and goes drunk to the class. - Which parents would entrust his child to such a tutor?! The contemporary teacher respects human rights and places the focus on educating the students to be independent and free to exercise their overall abilities in an democratic environment and participatory way. The professional subject and his communication code requires that he respects Human rights. For him, this is an inner, spiritual dimension. If this happens in our schools and not just ours, because migration and emigration, regional and global integrations

⁹ Csikszentmihalyi, M Flow: The Psychology of Optimal Experience, Rrjedha: Psikologjia e përvojës optimal), New York, Ny, harper Collins Publisher, 1990, pg. 239-240

give this phenomenon a global nature where the pupils' population is ethnically heterogeneous, then which students would attend school? Will the teacher be the trustworthy for them? Or as known, it would lead directly to discrimination which distinguishes one from another according to the skin and that is harmful to the soul?!

Contemporary teachers search for interrelated, functional school curriculum connections. It impacts the ethical and more than ethical ideas that the global school needs harmony of goals, objectives, strategies and learning styles and assessment methods throughout the curriculum. If our national aspiration is Euro-Atlantic integration, the moral of our work is the spiritual, cultural and educational preparation of students to become virtually part of this integration.

Contemporary teacher is a community teacher. He believes in the idea that "only one community can provide a holistic education and only a single-person personality can support it." If, for example, 5-year technical-economic high school and hotel-tourism "Antoni Athanas" from the Saranda town could not rely on the city's resources for tourist capacities nor could develop it to function successfully then his response would be how could he secure the requirements of the community and the labor market needs. And in this sense the professional ethics of such school teachers should be reflective of the demands of the students and the community. Both parties require that the student who is graduated and certified from the specialized school's should be qualified to be able to work in banks, taxes, social security; Hotels, receptions or bars and restaurants. They should master the professional skills offered by the school curriculum orally or written, and master computer communication techniques in Albanian and foreign languages. So he will be ready to work anywhere, within the territory of the Republic and abroad. And not only that, but also pursuing ambition in career orientation to further educate and professionalize in public or private university audiences, domestic or foreign.

Contemporary teachers create opportunities for their students to integrate.

What we illustrate above also serves this ethical aspect of the global teacher. And today in terms of migration and trans-migration and tomorrow of a Europe and the world without frontiers even for the Euro-eastern, Balkans and Albanians, this dimension of the professional ethics of the teacher is vital and important. A teacher in a minority school who does not teach Albanian as an official language and English as an international language as good as Greek or Macedonian as mother tongue, a phenomenon that unfortunately happens randomly due to the virus of nationalism or lack of ability to educate in a minority school. If he is not able to offer

love and equal opportunities for integration, the least we can say is that it does not really have the human and socializing dimension in his own ethics. And there is no place in school for such a person.

Contemporary teacher is evaluator, man's appreciation is the humanist essence of his professional ethics. This assessment is expressed in communicating with students, colleagues, parents and guardians, in and out school and abroad he remains a teacher, a mosaic of knowledge and behavioral ethics.

This appreciation for man is expressed in his ethical attitudes, for him: arrogance, ironism, indoctrination, physical punishment, and student abuse are strange, foreign and should not exist. This teacher is fair and honest, rhythmic and trustworthy appraiser, no prejudices, no backward beneficiaries. He knows the people need assessment on verbal and written evaluations, notes, and gratification, and does not evaluate just for the lessons but also for the education. A good word, greeting, call of name, congratulations for winning a game, praise for the dress, smile, eyesight when you behave well or say something worthsaying, but also scowling eyebrows and nodding head, correcting mistakes and marking grades (support to stand) are part of this ethical attitude. Such an attitude is equally suited to all students, so everyone loves and respects him. He appreciate your parents and consider them as a partner in education, he calls them for meetings, tells the truth, seeks cooperation, respects them as citizens and commends the children's behavior and outcomes, or rebukes the problems of misbehavior and relationship with the school and other children. So parents respect him the same and invite him for a cup of coffee occasionally for pleasure.

Teacher personality properties

Polish pedagogue H. Mushinski emphasizes these important features for the types of work that the teacher accomplishes: organizational skills, leadership skills, permanent qualities, the quality and functions of the one who leads and advises and the ability to cooperate.

Our contemporary school teacher should:

- To have broad general education, solid, and general culture;
- Essentially recognize the discipline that he develops, it is a subject, but also the problems of science that are at the foundations of that lesson;
- To know the basics of psycho-pedagogical and methodical education, especially of a certain age;
- Have acquired the necessary pedagogical skills; he is to be practically trained and supervised

for school work;

- Have built the need and habit for permanent perfection.

The attributes that are important to the teacher's work can be sorted in different types. These three sets of features of the teacher are distinguished as a person of knowledge and professional skills and organizational-communicative skills.

In the first group, the most important are the following: humanity and goodness, fairness, open, sense of laughter, good behavior, understanding, trust the student, interested in the student.

In the second group: knowledge of the profession and teaching disciplines, lecturing skills, and organizational skills.

In the third group: the student's democratic leadership, respect for their opinion, impatience skills (setting another's status), ability understand student's feelings, skills to help students, commenting on the student's behavior in the best possible way, creating cooperation between them, dialogue with students.

A large number of researchers have been involved in categorizing teacher types. Most often it is mentioned one of these types which tell us a certain type of personality of the teacher: social, theoretical, aesthetic, political, authoritarian, democratic, real, wise, etc.

In the well-known student preference study of different behavioral features of the teacher, Dzersajld established these qualities:

- Human qualities: Humanities; Good mood; Sense of humor; happy; natural; social;
- Qualities that pertain to the attitude of discipline: to be "fair", direct, versatile, disciplined;
- Physical qualities: physical attraction, pleasant voice, well-regulated, good health;
- Teaching and educating qualities: good knowledge of the profession, help and support students, give attention to things that interest the student, amusing and enthusiastic, have the skills to motivate students and make them interact, to legitimize the lessons, to emphasize what is important.

Most of the research studies note that pupils attribute the personal traits of the teacher to their work features, close professional qualities and traits. Particularly, the most interesting are the researches studying the pedagogical style of teacher behavior (K. Levin) distinguishing three kinds of properties: authoritative, democratic and independent.

The characteristics of the authoritative teacher are: serious sound, collaboration, criticisms, mark the errors, sanctions or punishment for mistakes, monologues. The basics of the democratic type of teacher are: pleasant voice, collaboration, help and dialogue, student

recognition, good understanding, patience to listen to the student, free talk with the student.

On the contemporary judgmental stages with which the behavior of the teacher with the students is most appreciated, these two types characteristics are given: professional-unprofessional, safe-unsafe, pleasant-not pleasant, superior (dominant)-inferior (easy-going), understands the problems of the student - does not care about the problems of the student, lectures interesting and clear - the less interesting and unclear lectures, objective in the evaluation - not objective(subjective), makes sense of humor, interested in the success of students and school Without interest in student success and school, disciplined,organized and keeps order in the class hour- undisciplined, disorganized and can not keep orde time .

Based on the multidimensional conditions and the determination of professional ethics we can say that its total physiognomy can be observed through the following competencies:

- Attitude towards work-profession

This teacher's attitude represents the level of professional ethics that he demonstrates in his daily work and, in essence, more suggests in his professional dimension. In itself, this relationship involves two aspects, namely: ethical and professional competencies and the level of motivational capacity.

Attitudes toward performance of professional duties and assignments are in fact an implicit segment through which the level and quality of performing professional duties is identified. This segment is determined by the professional competencies of the professional staff but at the same time it refers to the quality of professional development, respectively professional development of the educational staff. The foregoing findings of a number of authors are argued by the fact that the attitude towards professional obligations is in fact the relationship with the person and his professional style of functioning. Attitude to the teaching profession can also be assumed as a personal and professional pleasure from the achieved results, which is directly related to the level of individual motivation of the teacher.

- Attitude towards himself

Thinking of himself is in fact the attitude towards the accepted personal norms, principles and standards, which have personal dimension values. In this sense, the report about himself focuses, emphasizes and dedicates the educational component of the person, on how it is perceived and what their professional and personal aspirations are in the teaching profession.

- Attitude towards his colleagues and other co-workers

Attitude towards the colleagues is noticed in two directions: professional

communication and personal communication which in the first place is more evident in the level and quality of the professional cooperation which exclusively functions in performing and realizing the professional duties. While personal communication refers to communication that contains a certain amount of social and emotional dimension.

Both types of relationships in the educational process are intertwined and complimented, and their distinction is more formal than superstitious. In any case we can say that the two types are not mutually exclusive, but are complemented by the implementation of professional duties.

A teacher should respect his colleagues and work closely with them in the interests of students. Disagreements between teachers are simply personal and should not affect their work. The teacher should not comment his colleagues in front of the students. And who does not respect his colleague does not respect himself.

- Attitude towards students

The professional ethics of the educational staff seems to be mostly tested in the quality of relationships and achievements with students. From this fact, we conclude that teacher relations with students constitute the most delicate segment in educational practice in more relationships.

With his daily work, the teacher contributes to the intellectual development of the student at least as far as in the subject he teaches, encouraging them to believe that success can be achieved. He does not inspire discrimination; he creates equal opportunities, participation, cultivation in them, through his examples, education and work culture, for all students and those with disabilities.

He does not allow conflicts of interests to arise in and between his students. In his work, fostered with psycho-pedagogic goals and academic requirements, he does not create business relationships with the parents of students, does not encourage students to participate in different groups, does not abuse the task by withdrawing personal interest or get benefit from students for supplying knowledge after teaching, etc.

- Attitude towards parents

Parents are involved indirectly in the educational process. They are with the comparative role in particular contribute to the building of interpersonal quality relations with the educational staff. It is particularly important to emphasize the need to build mutual trust in achieving common goals.

Concluding remarks

The teacher is an indisputable member of education and teaching who performs his / her duties in full pedagogic ethics, related to mastered skills and knowledge, in relationships between teachers and other members. Being a productive teacher is to know what and how to encourage a learner to learn.

The actualization of understanding and modeling of the professional ethics of teachers, in fact, discuss the institutional and academic maturity of the individuals carrying on the educational activity. On the other hand, the level and quality of the demonstration of the professional ethics of teachers is a proof of the existence of a certain level of communication in our pedagogical practice.

This question in contemporary teaching, especially in our pedagogical theory and practice, has experienced its transformation, based also on the dynamic changes taking place in education. In this context, it is necessary to emphasize the change of the position and the role of the teacher, who possesses it, in contemporary conditions and circumstances created in the sphere of education, where we are all its witnesses.

The teacher clearly changed his role and function, having his social status and dignity before his eyes, which goes in the direction of losing his dominant position in the educational process and in his own school in general.

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