

**THE TREATMENT AND THE POSITION OF THE TEACHER IN TERMS OF
TRANSITION AND REFORM**

Sabit Vejseli, Kadrisha Vejseli

Abstract: We live in a complex social, economic and political conditions, in time with various transitions and therefore the staff that is educated in schools should be prepared to face these challenges. The good education of children ensures them with great opportunities for success in life. The question that belongs to the improvement of the quality of the educational system it gives pressure to the teachers and other competent authorities to increase the quality.

How is the school seen at today and what changes does it need? This is the basic issue that tackles today's education. The school is analyzed from the point of view by which we will analyze today's educational practice, to determine its achievements and fundamental weaknesses and starting from this, changes are proposed that are necessary for today's school. If on the question: What changes are necessary for today's school? we want a simple reply, with one word we can say: The focus of interest of the pedagogical interest changes the place of the contents that are taught and from the question: What should pupils learn from the activities of the educational process? and from the question: How should pupils learn from the center? We will answer: to the educational process now it is not just the learning program, the content but also the activities during the learning, the learning activity.

The teacher is an important part in teaching, and this has no doubt, he should organize teaching as: school - oriented right to the pupil and the learning or as active teaching: Where in the center of teaching is the pupil and his learning activity while the task of the teacher is to organize and orient the teaching right to the benefits of skills, habits and knowledge that are included in the program.

In theoretical and practical world pedagogy exist many working models of upbringing - educational work. The appearance of these models initiate another approach in the upbringing and educating children and pupils which are support on the influence of the scientific achievements for the development of education.

Keywords: educational process, leaning process, teacher, quality, creative models

Introduction

In the modern school, every day there is an attempt to open basic premises for finding optimal and qualitative solutions for transformation of the educational system in order to raise its efficiency effectiveness and quality, and for the benefit of the whole society. The totality of the educational process in this and that school is trying to give the right answer to the challenges of modern society in the time we live.

The intensive scientific and technological development, the transition in the information society and the expansion of new knowledge in all spheres of the society, is aimed at new requirements in the sphere of education. One refers to changing the professional training of the teacher who should be directed towards a knowledge society, since the acquisition and development of the competences of the young people and their successful individual and social functioning largely influences the school in that context, the affirmation of the ideas for a lifelong learning in the knowledge society implies significant changes in the education of the teacher.

The modern concept of education sees education as a process of continuous learning that takes place throughout the life of modern society and requires new skills of additional knowledge by constant promotion of values such as social equity, access to education for all and active participation in the democratic life. When the demand for sustainability is added to it, it is clear that education in general is the basic instrument and the fundamental power of development, not only in our life and behavior, but also in the way of governance of the state and communities on a global level.

The thesis of knowledge as a resource in society confronts individuals with new demands, choices and new responsibilities. Engaging in a concept in the education of individuals means engaging in education that will develop the skills for a clear understanding of the new knowledge that will provide the required readiness and literacy to every individual in modern society.

The future of our society depends on the quality education of our children. For our children to be among the successful ones in that future, they must be equipped with the strongest weapon, the knowledge.

The contemporary changes that are placed before the school and before teachers require him/her to be a person of trust, to be a coordinator, a counselor, an assessor, a friend, simply to possess all the qualities of both personality and ability. In the future, the role of teachers will be even more considerable, more demanding. There will be a need for the teacher to be

involved, other than teaching and extracurricular activities of his students, also in better cooperation with parents, in the cultural activity of his community. With the orientation of the "knowledge society", the major changes in the school system that are reflected in abandoning the traditional curriculum-based education system and the introduction of a curriculum approach based on the development of student competences as a goal of education have greatly changed the educational system. The teacher's call is one of the earliest calls that has roots in the periods before the school emerged as an institution. For this call, every company picked up the people they had the most trust and who were most valued in the society. It depends from the teachers to a great extent whether the achieved level of pedagogical knowledge will be implemented in practice. How important is the role of teachers in the life of students is that pupils often identify themselves with a teacher.

Teachers greatly contribute to the development of a young personality, helping students to discover themselves, ... Only the teacher who possesses competencies in different aspects of the educational process can be a good teacher. A quality teacher with his work contributes to the quality of school work. The characteristics of school quality introduce a new role and competencies of teachers. Changes are significant, and the challenges that teachers face are great.

Effects of the teaching process

A number of research papers have come to the conclusion that traditional teaching has many serious weaknesses and disadvantages. The traditional school, despite the high level, has also shown negative consequences in education, including negative evaluation of learning, fear of learning, job avoidance, handicapping, slave mentality, competences, etc.

The school in the society that teaches should change its mission, role and vision. Instead of forcing knowledge and reproductive abilities of a student, the school should have a priority task to train children for effective learning, motivate them to love learning and become enthusiastic students.

The atmosphere in the class for which the teacher is mostly responsible for, should be an private, thus becoming motivating, encouraging for successful work and permanent advancement. Successful teaching is not based solely on emotions, although they are very important, but it should be the unity of the mind, the heart, and the hands. This unity in order to be achieved the dominant durable emotions of the lesson, while the personality of the student is experiencing only actualization it is necessary that the traditional teaching is to be organized and customizable thematically, to make it attractive to each student, to adjust with

his individual abilities and interests.

The pupil is a subject recipient in education. With the innovated methods and forms of work, cooperative learning and teamwork, he spiritually and intellectually enriches, progresses, competes with others but with himself in individualized education at different levels of complexity and thus achieves better results and expands quality knowledge.

Thus organized teaching that in the center of attention puts the student with his abilities, the interests and the activities demanded from him to watch out, think, compare, make decisions, conclude his views, thus enriching himself spiritually and getting better, to feel pleasant and permanently indulges its needs for the further discovery, acquaintance and knowledge of the secrets of this world, for its permanent education and continual improvement.

With the innovative way of working, respecting the personality of the student by taking into account his abilities and interest in organizing the teaching according to his needs and possibilities, the classroom will become his laboratory, theater, playground, co-creator in which he will find out what is in his being necessary to help him deepen his knowledge and has been able to discover distant worlds and different people. Traditional teaching should be changed. Only the concept of teaching should be changed, but also the position of the student should be changes, that should be in the middle of the teaching process which is active at any moment. All this is possible without the teacher who must first improve himself and educate himself throughout his whole life in order to be an effective researcher in his work sensitive to the problems of contemporary teaching to the needs of today's students and the goals of the society which teaches by that providing prosperity to future generations.

The role of the teacher in the modern school

The teacher's call is one of the earliest calls that have its roots in the periods prior to the establishment of the school as an institution (witchdoctors, warriors who transferred their knowledge of war skills to young generations). Every company for this honorable invitation picked up the people they had the most trustin and who were most valued in the society. From the teacher himself, his professional quality, his style of work in many cases depended on whether the achieved level of pedagogical knowledge would be adequately implemented in practice. In the teachings of the ancient Greek philosophers (Plato, Aristotle, etc.), we find numerous conditions and demands that future teachers had to fulfill. Emphasizing the importance of upbringing and education for the state, Plato graphically emphasizes that "the

state will not be harmed if the shoemaker does not have a clue about his work, only the Athenians will go dressed worse, but if teachers are poorly fulfilling their obligation, then they will create the generations of ignorant and vice people who will ruin the land ". (According to Ilić, 2006: 72).

From the teachers has always been expected and are expecting to be an example, not only for students, but also for society as a whole, by their work, characteristics, attitudes, and skills. A personal example is the best mean of teaching, so it is not unusual for anyone to give this example. Children are identified themselves with their teacher. Apart from moral virtues, professional competencies from teachers are expected to have high or relatively high intellectual abilities. From the level of these abilities it depends on what kind of activities the teacher will be able to successfully perform and what the scope of these activities will be. In addition, it is necessary for the teacher to possess good memory as well. He/She should remember not only the contents of the programs he teaches, but also needs a good memory to be able to know the individual differences and abilities of each student. Under the influence of the latest scientific and technological changes, there is one change in the structure, position and role of teachers. Thanks to new technical tools and modern teaching tools, the routine part of the teacher's engagement in knowledge transfer reduces to the benefit of creative planning of the teaching process. At one time, the teacher was the primar and main bearer of educational activity in the school. Today, the situation has changed to a great extent. The role of teachers in schools is changing, depending on the attitude in education itself. In the authoritarian educational organization, the teacher is the dominant person in the entire activity. The teacher's role in a modern democratic school is not only education but also educational activity. In this role he must constantly grow and develop in his own opinion and in his actions. Today, the teacher should not only be a lecturer and assessor, but an increasingly "planner, programmer, diagnostician, researcher, organizer, guide, innovator, advisor and educator." What teacher does to the greater extent of these contemporary functions, his style of work is less classical than authoritarian, and more inventive and democratic." (Ilic, 1999: 141). The teacher is the organizer of teaching and at the same time the communication partner of his students. Villiam Glasser, for the needs of a modern school, has an output in quality education that is not based on coercion and authoritarian style of teacher's work. According to this author "a successful teacher is the one who succeeds in convincing not a half or three quarters, but all of his or her students to work well in school". (Glasser, 1994: 25). He also states that teaching is a difficult activity, especially because the

needs of students and teachers are ignored. All methods of teaching that ignore these needs are doomed, according to Glasser. "For a qualitative and productive work and motivation of students, it is very important to establish a positive classroom education, which is most often described as purposeful, working, relaxed, cordial, stimulating and arranged. Such an atmosphere enables easier learning by managing and maintaining a positive attitude and motivation of students for class "(Glasser, 1994: 45). The aim of the new education is that the school management that is not interested in pupil's needs or we would say has an autocratic style of work is replaced by leadership or democratic style of work.

The work style of the teacher in the modern qualitative education

In contrast to the traditional teaching that took care more to the teaching material than on the students and the way of adopting this material, in recent years, the differentiation of teaching and individualization of educational work has been approaching, in order to achieve more successfully the goals that the society sets before the school. The modern school from day to day grows through the institutions for transferring knowledge into an educational organization in which that knowledge is acquired and where the students, with cooperation and partnership with the teacher, develop their skills and form human values. A modern high-quality school enables students to become aware of the world in its changing and its elastic and dynamic structure of work dominated by the democratic style of work, is increasingly reliant on and using rich educational resources for pupils, and remains increasingly separated, isolated information system.

The goal of a quality school is that both the student and the teacher to work well together with mutual respect. A quality school aims to act without compulsion and failure. In contrast to the traditional school where the educational work is based on an external stimulus, the classical theory of motivation (S –R theory, the theory of stimulus-reaction), a quality school is based on the Control theory (on internal motivation) and realistic therapy.

The control theory bases its interpretation on "that all human beings are born with five basic needs embedded in their genetic structure. These are survival, love, power, entertainment and freedom. We have to live the whole life so that we can best satisfy one or more of those needs." (Glasser, 1994: 54),

Therapy of reality refers to working with students who achieve poor success. These are mostly students with some developmental difficulties. The aim of realistic therapy is to help students in this category to overcome existing disabilities, to encourage them, to get out of an

unbalanced situation in order to meet the basic requirements of quality work. In order to achieve quality work, it is very important which style of work we use in the work with children.

William Glasser lists four conditions for quality work:

- "to know you and appreciate yourself as a person who created a comfortable working environment;
- to believe that what you are looking from them is useful to them;
- they are willing to do their best
- have learned to evaluate their own work and, on the basis of this, to improve it. (Glasser, 1994: 79)

We can notice that the stated conditions for quality work can only be fulfilled by a teacher with a democratic working style. The biggest drawback of our traditional system is that many teachers, using the wrong style of work, often autocratically, have tried to "motivate" students to do a useless job. Teachers who use "boss" management, and not democratic leadership, do not realize that students can not be motivated to do what does not meet their needs. Glasser lists four fundamental elements of leadership democratic governance:

- "The leader involves participants (learners) in discussing the quality of a particular job and the time needed to be done, and the workers can tell their suggestions
- The leader shows or simulates a job so that the worker who is doing it can see exactly what the manager expects
- The manager demands from the worker to check or evaluate the quality of his own work..
- The manager facilitates work.... (Glasser, 1994: 42)

In a quality school, the task of teachers is to explain to pupils the usefulness of what we ask from them.

Successful teachers in a quality and modern school act:

- "more democratic and less autocratic."
- more partnership and less authoritative
- more cooperative and less patriarchal
- more consultative and less advisory
- more collegial and less direct
- more participatory and less hierarchical

- more indiosyncratic and less biocratic " (Brajša, 1995: 106)

A successful teacher is a successful leader who, democratic collegiate, participates and humanistically improves the educational process in schools. The democratic style of work that facilitates teamwork is a prerequisite for a quality school. Modern school is a team-oriented school. It teaches to work together, create a favorable environment, manage and decide together. It is a school of collegiality and team work, not a school of individual evolution. The teacher, by his work, or by his style of work, must find innovations in order that his work will satisfy all the aspirations and needs of today's students and contemporary society. He should be a helper, a strategist, a friend and a person who should enable each student to develop his skills to the maximum.

Innovative teachers could be identified by the following characteristics:

- the originality of the idea
- researcher
- critical in judging
- educate himself permanently
- governs contemporary methodologies

These characteristics can be identified at teachers with a democratic working style. One of the essential characteristics of a democratic style of work is creativity through which the teacher encourages students to creativity and innovation. The student works by creating, and by creating through his senses, he organizes a thought activity that leads to new discoveries, innovations, inventions or original tasks solutions in a specific problematic situation.

The student works by creating, and creates through his senses, he organizes a thought activity that leads to new discoveries, innovations, inventions or original task solutions in a specific problematic situation. Creative students are constantly hiding for something new, more modern. They constantly find new, easier and more useful work practices, which ultimately contribute to the improvement of educational work and the students' better success. Countless times have already been found that traditional teaching not only suppresses the independence and self-initiative of students, but also impedes teacher innovation.

The effectiveness of traditional teaching mirrors the amount of information the students have adopted, and to what extent are students able to independently acquire knowledge and whether they are able to separate more important than less important. Modern school enables the creation of a larger organization in which they are involved, in addition to teachers, pupils and parents.

Role of the teacher in the quality school

Unlike the traditional school that takes care more of the teaching, in modern school more attention is being paid to the individualisation of educational work in order to better realize the challenges that are posed before school. Today schools have become an institution in which a student acquires knowledge and where, with the help of teachers (cooperation and partnership), he develops his skills, forms human values, build up himself.

William Glasser, for the needs of a contemporary school, has an exit to quality education that is not based on coercion and the authoritarian style of teacher's work. According to this author, "a successful teacher is one who succeeds in convincing not a half or three quarters, but all his or her students to work well in school". (Glasser, 1994: 25). He also states that teaching is a difficult activity, especially because the needs of students and teachers are ignored. All methods of teaching that ignore these needs are doomed, according to Glasser. "For a quality and productive work and motivation of students, it is very important to establish a positive classroom education, which is most often described as a purposeful, working, relaxed, cordial, stimulating and arranged." Such an atmosphere makes learning easier by managing and maintaining the positive attitude and motivation of students for teaching "(Glasser, 1994: 45). "Knowing the students, the teacher of a quality school constantly searches for a better way of working and asks the students to think about it. Although the importance of diligence emphasizes, the class atmosphere is never gloomy. The teacher - the leader tries to create the miles in which the students enjoy." (Ilic, 1998: 256). The teacher is placed before new tasks. The aim of the new education is that school management that is not interested in student needs or we say autocratic style of work, is replaced by managerial management or a democratic style of work. Democratic relations significantly extend the function of students. The aim of the new education is that the school management that does not consider the student needs or we would say autocratic style of work, is replaced by the guide management or a democratic style of work. Democratic relations significantly extend the function of students. They assume his commitment to the idea of democracy, the responsibility for what is happening in school, active participation in the educational process, contributes to the continuation of their development, and this depends to a large extent on what kind of education is in the family. In the conditions of democracy, the student participates according to his possibilities, in various forms of work and in the preparation, realization of the results of educational activity in the school (Dunđerović, Radovanović, Levi, 2009: 273).

In everyday teaching the teacher expresses his / her opinion, attitudes and objections to students' behavior in order to encourage them and encourage personal growth. The role of teachers in a modern school is to make students accountable and determined in achieving their goals, directing them to the positive aspects of learning, encouraging mutual attention and respect for both the teacher and the rest of the students.

A teacher in a quality school creates a friendly relationship with the students, listens to what the students say, quarrels and conflicts resolves without the parents. The teacher should encourage the student to think about quality work. The purpose of a quality school is all pupils to work more qualitative in school.

To accomplish this, students must love what they do, and in order to achieve that satisfaction, must meet the first four conditions for quality work: 1. to know and appreciate you as a person who has created a comfortable working atmosphere, 2. to believe that what you are looking for them is useful, 3. To be willing to do their best 4. that they have learned to evaluate their own work and, on the basis of this, improve it (Glasser, 1999: 79).

Teachers of a quality school never act as bosses. Personal power that accompanies bossing is an enemy of quality. It is necessary to give up boss management, and accept leadership management. The role that the director has in a quality school is that the head teacher is a manager of the teachers. Quality work can be achieved exclusively under the guidance of a teacher - a professional - a leader. A teacher - a professional in a quality school writes a brief summary of what he will study, how it will show it to the students, and how will prepare them for quality work. In a quality school it is necessary for teachers to enjoy in their work, to let students to get to know them. In this way, a close relationship with students is created. Deming states: "The school composition ... should be part of the educational composition in which teachers and students enjoy learning, free from fear of grade and punishment, in which teachers enjoy their work, free from fear of assessment.

It would be a system that recognizes differences between teachers and the difference between students. „The role of teachers in a quality school is to explain to students what quality is and how to use it. When a teacher is in a quality school, then he is expected to always explain the benefit of what he is doing, the usefulness of everything that is required of the learners to learn. Students should be encouraged to write about everything they are interested in. Quality writing is one of the two academic capabilities most closely related to success in life. Quality does not happen, it must be carefully nurtured.

Glasser (1999: 83) lists several tips to teachers how to make this process good:

1. talk about quality enough to make students understand what it is,
2. Start with the task (the best written composition) that they keep useful and worthwhile,
3. Ask them to come up with this task and fill it with quality,
4. Do not evaluate these works: a good grade breaks the process because the students have thought they have done enough, and the poor grade breaks the process because it discourages,
5. Ask them to improve their work. In order to help them, ask them to explain to other students or to you why the text is much better after the correction,
6. In the beginning, please fill out the corrections: do not insist on quality.

When they understand the value of the improvement, the quality will come by itself. As quality can generally be achieved by co-operation, it is necessary for students to continually encourage mutual help and seek help from a teacher or another person. The job and task of teachers is to persuade students to give greater effort, and for that they need patience, not to threaten them, not to hurry them, they need to convince them to evaluate their own work. (It would be good for students to know about the theory of choice in order to have a sense of their own life. Lasic, K., The role of teachers in a traditional and high-quality school)

Conclusion

Changes in society also affect changes in school, and mostly relate mostly to changing the position of teachers, his attitude towards students, his work, as well as in the whole teaching process. In order for a teacher to be a teacher, as well to fulfill his role must possess certain competences, personality qualities. However, the teacher is an example to students in the classroom. It is important that a teacher encourages his students to work, their abilities, to incorporate into their system a certain value, prepare them for social life. The teacher's job does not end at the moment when he left the class, but the moment he felt that he had contributed to society. This contribution is that he has brought up young generation to the right path, where students will remember him precisely because he had taught them to be sincere, responsible, honest ... The work of teachers is to teach students skillfully, but also to let them learn on their own mistakes and on teachers' mistakes. Because in this way students learn and for the future and create it according to their own wishes. Traditional teaching has long been the only teaching system in schools and it has been organized on a class-time lesson. The school was considered to be more concerned about teaching material than about the needs of the students. The essence of the traditional school is that the teacher is the basic

subject of the teaching process and the student belongs to the object function. Such a system has weaknesses in achievements in the development of science, technology, and a new approach to the man and his role. Modern time before education sets big and demanding tasks. A quality school is becoming more and more evident. It requires a high-quality work where students' abilities can be achieved, where their creativity will come to light, where a student participates in the teaching process (actively), it is no longer a passive role. The specific and key role of teachers in a quality school, in relation to other professions is that the teacher prepares students, young people for permanent education.

The teacher with his educational, yet even more with the educational role, contributes to building positive attitudes among pupils, developing a constant need for education, training students for independent work, self-education. The educational (upbringing-educational) process is now considered to be a common activity of its participants, which has significant implications for determining the stages of the teaching process itself. The school is an educational institution with a clearly defined goal and task. Its goals and tasks, and content determines the society according to its needs. Of course, one should always be kept in mind and that is the student and his needs, as well as to enforce the work on a quality relationship between students and teachers.

LITERATURE:

1. Bogojević, S. (2001). *Stilovi odgoja*, Filozofski fakultet u Banjoj Luci, Banja Luka.
2. Brajša. P. (1994). *Pedagoška komunikologija*, Školske novine, Zagreb.
3. Glaser. W. (1994). *Kvalitetna škola*, Eduka, Zagreb.
4. Glaser. W. (1994). *Nastavnik u kvalitetnoj školi*, Eduka, Zagreb.
5. Gordon. T. (1998). *Kako biti uspješan nastavnik*, Kreativni centar.
6. Havleka. N. (2000). *Učenik i nastavnik u obrazovnom procesu*, Zavod za udžbenike i nastavna sredstva, Beograd.
7. Ilić, M (2000). *Responsibilna nastava*, Univerzitet u Banjoj Luci, Banja Luka.
8. Ilić. M. (1999). *Od tradicionalne do kvalitetne škole*, Radovi, Banja Luka.
9. Ilić. M. (2006). *Školska pedagogija*, Učiteljski fakultet u Užicama, Užice.
10. Osmić. I. (2001). *Komunikacija i interakcije u nastavnom procesu*, Grafičko-izdavačka društvo „Grin“, Tuzla.
11. *Pedagoška enciklopedija*. (1989). Zavod za udžbenike i nastavna sredstva, Sarajevo.
12. Branković, D., Ilić, M. (2011). *Uvod u pedagogiju i didaktiku*, Comesgrafika, Banja Luka.

13. Dunderović, R., Radovanović, I., Levi, S. (2009). Upravljanje razredom – Psihološki i pedagoški aspekti upravljače funkcije nastavnika, Učiteljski fakultet, Beograd, 2009.
14. Glaser, W. (1994). Kvalitetna škola, Educa, Zagreb.
15. Glaser, W. (1999). Nastavnik u kvalitetnoj školi, Educa, Zagreb.
16. Ilić, M. (2006). Školska pedagogija, Učiteljski fakultet u Užicama, Užice.
17. Ilić, M. (1998). Od tradicionalne do kvalitetne škole. Banja luka: Radovi, br. 1.
18. Vukasović, A. (1991). Pedagogija, Samobor, Zagreb.
19. Vilotijević, M. (2001). Didaktika 3 – Organizacija nastave, BH MOST, Sarajevo.

PhD *Sabit Vejseli*

Ss.Cyril and Methodius University in Skopje
Faculty of Pedagogy “St. Kliment Ohridski”
Skopje, Macedonia
E-mail: sabit_vejseli@yahoo.com

PhD *Kadrisha Vejseli*

Ss.Cyril and Methodius University in Skopje
Faculty of Pedagogy “St. Kliment Ohridski”
Skopje, Macedonia
E-mail: k.vejseli@hotmail.com