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MODERN DEVELOPMENT AND IMPROVEMENT OF THE PERSONAL AND PROFESSIONAL QUALITY OF A COMPUTER SCIENCE TEACHER

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Abstract
The diversity and complexity of the postmodern era poses new and important challenges for teacher education. There is a need to better understand and recognize the crucial role of personal dispositions in vocational training. Teacher training programs should focus more on goals such as the development of conflict literacy, self-awareness, empathy, leadership and collaboration skills, that is, taking into account not only the cognitive, but also the social and emotional aspects of human development. In this article, educators describe what they consider to be the competencies and qualities required of future teachers and provide a starting point for a broader discussion about the crucial role of beliefs and emotions in being and becoming a teacher. The questions raised here should contribute to a better understanding of what it means to be a teacher and therefore lead to better planning of teacher training programs.

Keywords: competencies, learning emotions, personal development, professional development, teacher belief systems, teacher education, teacher training programs.

New teachers are our last, greatest hope for school change, then our course of action becomes crystal clear. We must address the critical issues of belief, change, and leadership in our pre-service programs. We must find ways to use student learning and other practical experiences to help our students gain a deeper understanding of themselves as well as teaching contexts.
What characterizes a good teacher? How well do we understand and care about overall personality development (i.e. taking into account the intellectual, social and emotional aspects of personal and professional development) when we design and deliver our teacher training programs? In an attempt to shed light on these important questions, the findings of the previous study provide a necessary starting point. The study included interviews with faculty, senior lecturers and others in leadership positions in the school of teacher education. Among other things, participants were asked which competencies they considered important for future computer science teachers, and if they considered certain competencies more important than others. The findings of this study provide an appropriate basis for a broader discussion of the nature of the challenges facing future computer science teachers and the need for teacher training programs to recognize, support, and include whole person education. In this regard, questions are raised regarding the importance of computer science teachers, competencies and qualities, belief systems and learning as an emotional practice.

Recent studies show that the quality of teachers and their teaching are the most important factors for student outcomes. It should highlight the fact that “the main driver of differences in student learning in school is the teacher”, and note that even in good school systems “students who do not do well in their early years of school because they do not get to know teachers enough qualifications have very little chance of recovering lost years.” The important conclusions from this can be summarized as follows:

• The quality of the educational system cannot exceed the quality of its teachers.
• The only way to improve results is to improve training.
• Achieving universally high results can only be achieved by putting in place mechanisms to ensure that schools provide high quality learning for every child.

At the national level, analysis of school assessment data highlights the importance of the teacher for learning outcomes, both cognitive (achievements, skills) and emotional (attitudes, values). This assessment attempts to draw attention to personal ability through grades 9-11 students' descriptions of what they consider a good teacher. The most important aspects related to the role of the teacher that are identified in the study are:

•• that the teacher has a pedagogical education as well as training in the particular subject he is teaching;
•• the higher the teacher evaluates his didactic competence, the better the conditions for student learning; and the more pleasant the teacher describes his teaching, the better the conditions for student learning.

An important conclusion of the study is a clear correlation between the desire of students to learn and the desire of teachers to teach:
Teachers' self-confidence in their methodological and didactic competence and the fact that they enjoy teaching are factors that, regardless of the student's gender, socioeconomic background and achievement level, are positively correlated with students' assessments of who is a good teacher and what characterizes good learning environment.
The importance of adequate teacher training is supported by the literature that: Reviews of research conducted over the past 30 years have concluded that even with the shortcomings of current teacher education and licensing, fully trained and certified teachers tend to be higher ranked and more successful in their jobs. with students than teachers without such training.
It has been found that teachers admitted not fully trained are "less able to tailor their instructions to facilitate student learning and are less likely to see it as their job, blaming students for not teaching effectively". These teachers were less highly rated for their teaching skills by peers and principals, had higher-than-average exit rates, and their students were less educated in important subjects like computer science. On the contrary, the high performance of students in international comparative studies is explained as a consequence of a strong pedagogical position within the framework of academic teacher education.
Other important findings of the evaluation study can be summarized as follows:

• The founding group has different definitions and tasks and performance requirements.
• There was a general downward trend in workload.
• Pedagogical collaboration, especially between teachers within the same subject area, does not develop in parallel or to the same extent as other parts of the work.
• Lack of employment opportunities. A third must be considered that they do not have the usual competencies to assist those involved in the appointment; they also don't believe in themselves when working with students from different social and cultural backgrounds.
• There are apparent differences between teachers and students about what constitutes a pleasant and positive learning environment. Computer science teachers tend to find the quality in the classroom to be much more positive than compared to what students experience.
• On the boys' judgment of being a good observer, the man is the teacher or the woman. Boys rate male leaders higher. On the opinion of girls about good students at an early age. Girls rank higher than junior teachers

Today, computer science teachers urgently need to develop new and creative emotional competencies to cope with an increasingly complex, changing and diverse school environment. Can teacher training programs meet these expectations? How do educators describe/define the necessary competencies and qualities that they consider important for future teachers?

In view of what has been discussed here, the aspects of teacher education that we feel need more emphasis are those relating to:

• development of teachers' abilities for creative and reflective thinking;
• strengthening of critical thinking;
• raising the philosophical and pedagogical consciousness of teachers;
• emphasizing cognitive as well as emotional aspects of learning;
• training teachers in empathy and interpersonal cooperation;
• development of personal understanding of the consequences of teaching, perceived as a moral and ethical profession.

Pedagogical meetings are relationships, and the fundamental importance of emotions cannot be ignored. Teacher education must recognize this importance and include relevant aspects in its courses for the future benefit of all stakeholders. Nurturing meaningful relationships and maintaining a positive and stimulating classroom climate are among the most important responsibilities of a teacher. Real pedagogical encounters in a supportive educational environment should be an ideal to strive for, embracing both the passion and the purpose of learning.

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