

The Modern Teacher's Career

Regina Baltusite¹ Dr.paed.; Irena Katane² Dr.paed.

Latvia University of Agriculture, Latvia^{1;2}

rilagora@inbox.lv¹; irena.katane@inbox.lv²

Abstract: An individual fulfils his or her mission within the context of career, which encompasses all human life. The educator's profession is one of the most ancient professions in the world. It is not only a profession, but also a mission of an individual who has chosen it. The main content of it consists of the relations with people. The educator's profession is based on the insight into the society and individual's goals in life and the progress of other people's attempts to achieve those goals. The teacher's role for the formation of society has been emphasized by many scientists of pedagogy and psychology. It is necessary to change the educational system in order to implement the future visions. At the end of the 20th century we could observe the tendency for the synthesis of sciences. The following concepts were introduced in the education: Human Ecology, Educational Ecology, Heart Education. The age of intellect indirectly facilitated the understanding of the mankind that the intellect itself has no value. It is necessary to have something else. Heart-mind becomes of great importance. It is a new insight into the world and an individual and new attitude towards the ongoing processes, the gradual return to the eternal values. However, this process is lasting, and the mankind already now shall re-evaluate its relations with both nature and people. The aim of the paper is to highlight the changes in the modern teacher's career. Nowadays the teacher's activities are influenced by the processes of changes, which occur in society and education. The authors of the report have evaluated theoretical conclusions and research results on the advantages and disadvantages of a teacher's career, the successfulness of a teacher's career; the author has searched for the solution how to overcome the obstructive factors.

Key words: teacher profession, mission, meaning of life, career, university education.

Introduction

The changes of educational paradigms had also a crucial effect on a teacher's activities. The emphasis is placed on the interdisciplinarity, the skill to work with information, to combine studies and work, to be aware of the unity of surrounding world; to accept the other person like he or she is, and to return to the most important values – love, peace, collaboration, harmony with oneself and the surrounding world; to be aware of choice opportunities and to assume responsibility for one's own life, using the offered opportunities for the development of one's own talents, to be ready for the changes, changing oneself and changing one's environment, and at the same time to think about the sustainability (Briede, Pēks, 2011; Capra, 1996; Katane, 2005; Katane, 2007; Rudzāte, 2013; Salite, 2000; Vilsons, 2012).

Modern educational paradigm emphasizes the importance of lifelong and lifewide learning, collaboration, gaining a success, improving of study environment, partnership for the teacher's activities. The new demands for the education make the teachers to change, but the process is not instantaneous. It is important for the teacher to learn to live and work in the multicultural environment, to be mobile for the labour market all his or her life, implementing his or her best qualities in the professional activities. Alongside with the changes in situation, the pedagogical activities become more and more complex. It is due to the requirements set regarding the quality of education. It manifests through the setting of new social and pedagogical tasks, the increase of the number of functions, the increase of the content of activities.

During the last years, the scientific capacity experience rapid growth, which envisages inclusion of the fundamental knowledge, working with a considerable flow of information, the increase of the level of preparedness into the structure of professional activities (Колесникова, 2007). The insight into the concept of career also changed in the course of time. It does not relate only to work anymore, but also to the family, free time, citizenship and spirituality (Karjeras attīstības ..., 2008). Within the present context of career, work is one of its spheres, between which there are no explicit borders. How to harmonize all changes within the process of own development – this is the main question the answers to which are searched by both teachers and the representatives of other professions. It determines the topicality of research performed on a modern teacher's career. The aim of the paper is to highlight the changes in the modern teacher's career.

Methodology

In order to achieve the set goal (the changes in the modern teacher's career) there were the following research methods selected: 1) evaluation of various authors' theoretical conclusions and documents; 2) reflection of personal experience; 3) an interview; 4) data processing according to percentage.

There were answers, given by 100 respondents, evaluated within the research – interviews of 50 teachers from different regions of Latvia and answers 50 students given to the question – what would they do, if they would be the Minister for Education. The teachers had to answer several questions, but within the research performed there were 4 answers evaluated (advantages of a teacher's profession; the criteria for a teacher's success; what would a teacher do as the Minister for Education; what would a student do as the Minister for Education), which are related to the theme of the report.

The author of the report uses aggregated statistical data from the home page of the Ministry of Education and Science. The data are on the teachers of comprehensive day schools and encompass the information for the study-years 2010/11 - 2015/2016 (Publikācijas un statistika, 2017). There have been used also the results of research performed in the world on a teacher's profession.

Results and discussion

A teacher's profession is unusual. It encompasses three main characteristics - humanistic, collective and creative (Сластенин, Исаев, 2007). Through it there are two social functions implemented – adaptive (a pupil's adaptation to particular requirements set by the socio-cultural situation) and humanistic (the development of a personality's creative individuality). Therefore, the teacher prepares his or her pupils for the needs of present moment, for the particular demand of the society. But the teacher also brings and preserves culture, which is a factor exceeding the boundaries of time (Amonašvili, 2007b, 2011; Сластенин, Исаев, 2007). On the basis of the goal to develop a personality as a synthesis of the riches of human culture, a teacher works for the future, because the teachers today shall facilitate the development of such their pupils' qualities, which will be necessary in future (Amonašvili, 2007a; Rudzāte, 2013; Подласый, 2010; Сельчёнок, Сельчёнок, 1996). These are unusual conditions under which the teacher works. Therefore, it was important to study the strengths of a teacher's profession - what are the advantages of a teacher's profession and what are the success criteria.

At first there were evaluated the advantages of a teacher's profession (Table 1). As the main advantage all respondents indicated self-development (100 %). It means that a teacher who works at school does not stop after he or she has achieved something. The teacher progresses forward constantly in order to be informed about the latest changes and achievements. The teachers find that an important advantage of the profession is an opportunity to work with the youth (100 %). Both indicators are interrelated. If the teacher likes to work with young people, he or she will try to continue his or her own development in order to preserve this link. A new generation joins the society, and this new generation considerably differs from the previous ones (Amonašvili, 2007a; Folkmane, 1995; Henkampa, 2006; Подласый, 2010). You cannot work with these pupils applying old, conventional methods. The transition takes place regarding the world outlook – from the systems logical “*Why?*” to the systems meaning “*For what reason?*” (Чернозёмова, 2007). The representatives of new generation have good knowledge of information technologies; they understand a teacher's authority differently; they have more opportunities to act, uniting the vertical and horizontal levels; they are more sensitive. This demands that the teachers also change themselves and their professional activities radically. In order a teacher would be competent to work under such conditions, he or she must be ready to see “beyond the horizon” (Подласый, 2010; Сельчёнок, Сельчёнок, 1996).

Therefore 86 % of respondents emphasize the creativity of work as an advantage of profession (Table 1). The creativity has been emphasized as the characterization of the 21st century teacher (Adey, Hewitt, 2004; Amonašvili, 2011; Briede, Pēks, 2011; DuNeeen, 2013; Колесникова, 2007; Шецко, 2009). Sixty-six percent of teachers find that an advantage of the profession is the satisfaction they feel for their work, irrespective of the fact that the feedback is sometimes received only years later, when the pupils have graduated school. The peculiarity of a teacher's profession is also the vacation in summer. During this period the teachers have an opportunity to renew their physical, intellectual and mental energy; to deal with the affairs related to different spheres of their lives. Forty-eight percent of teachers emphasize the exchange of energy (all above mentioned types) between the participants of study process as an essential

factor. Because within this process the teacher is not only a giver, but also a recipient, i.e. mutual exchange takes place. In this case the symptoms of burnout syndrome appear slower. For 46 % it is important to learn from pupils.

Table 1

Advantages of a Teacher's Profession and the Success Criteria

Advantages of a teacher's profession		Success Criteria	
Indicator	Total (%)	Indicator	Total (%)
Self-development	50 (100 %)	Self-development	50 (100 %)
Working with the youth	50 (100 %)	Calling	48 (96 %)
Creative work	43 (86 %)	Collaboration	46 (92 %)
Satisfaction	33 (66 %)	Fairness and tolerance	42 (84 %)
Vacation in summer	28 (56 %)	Good knowledge of subject	41 (82 %)
Exchange of energy	24 (48 %)	Self-reflection	41 (82 %)
Work and remuneration	24 (48 %)	Optimism	40 (80 %)
An opportunity to learn from pupils	23 (46 %)	Clear aims	38 (76 %)

Success is the coincidence of circumstances created by an individual taking several right decisions (Deviņas burvju ..., 2013). This concerns also to a teacher's activities. The success achieved in the activities is one of the main indicators of professionalism (Шейко, 2009). The next question, to which the respondents gave answers, was about the success criteria of a teacher's activity. Self-development (100 %) is not only an advantage of a teacher's profession, but also an indicator of success. The teacher's profession is deemed to be a mission of a human life. The calling (96 %) is emphasized as a positive indicator of the professional activities. The significant criterion of success is an ability to collaborate (92 %) (DuNeen, 2013). Fairness and tolerance (84 %) are essential professional characteristics of a teacher. Eighty-two percent of respondents emphasize the good knowledge of the subject and self-reflection. A teacher must be a dreamer, a realist, a critic and an observer with an optimistic point of view regarding life (80 %) and clear goals (76 %) (Table 1).

Changes in the educational system can start in both ways – from below upwards and from above downwards. All respondents were asked a question – What would they do, if they would be the Minister for Education (Table 3). The teachers (78 %) and the students (96 %) first of all mentioned the increase of a teacher's remuneration. It is a topical issue, because the data of the Ministry of Education and Science (Publikācijas un statistika, 2017) show that in the study - year 2014/2015: 9,896 teachers worked 1.0 – 1.49 teaching loads (in 2013/2014 - 9,136 teachers); 9,793 teachers worked 1.50 - 2.0 teaching loads (in 2013/2014 – 1,0319 teachers) and 223 teachers worked more 2.0 teaching loads (in 2013/2014 – 426 teachers). Thus, 19,912 teachers out of 28,545 work more than one workload. If a teacher would receive sufficient remuneration for a workload, then the teachers would not strive to ensure higher salary by working more than a one teaching load. Thus there would be more opportunity for new teachers to enter the labour market. There might more new teachers, but the experience shows that the young people not always can find job. In the study-year 2014/2015 377 new teachers started to work at schools (in 2013/2014 – 341) (Publikācijas un statistika, 2017). In some subjects there is a workload only for one teacher in one school (Home Economics and Technologies, Visual Art, Social Sciences, Music, Physics, Chemistry, Natural Sciences). At present, the winners are the teachers who can teach two or more subjects. The higher education institution also shall think about the supply of the programmes by acquiring which the prospective teacher could deliver the lessons at school and the classes of interest education (in our case – on the basis of existing resources, these might be art hobby groups and facultatives, career education, a preschool teacher). This increases the student's opportunity to find job and improves his or her competences. Thus a teacher ensures sufficient workload for himself or herself in order he or she could receive the appropriate remuneration for the qualitative work.

Both categories of respondents indicated the preservation of rural schools (34 %). A rural school is not only an educational establishment, but also a culture centre in the particular place. This, in its turn, is connected to the viability of rural environment. For the teachers it is important to have stability in the

educational system (58 %) and to eliminate bureaucracy (56 %). Twenty-six percent of teachers find that it is necessary to raise the prestige of a teacher's profession in the society. The flexibility in the study process is topical for teachers (22 %). Some respondents find that it is necessary to improve the system for the evaluation of pupils' study achievements (16 %). The authors of the report might agree to this teacher's idea. Both issues are interrelated. The flexibility in the study process depends on the teacher's approach. The evaluation system is one of the aspects. Instead of the wording "pass" or "fail", the teacher in his or her notes may use assessment in balls, but it is a double registration of results. In the e – register – in conformity with determined requirements, but in the teacher's personal notes – in another way. An assistant to the teacher might be helpful for the pupils and teachers (16 %), because schools implement several educational programmes or there is a great number of pupils in the forms (more than 20 pupils in a form) (Table 3). A new module of teachers' remuneration envisages that higher salary would be received by teachers who would work with larger forms (30 - 32 pupils). In this case a teacher not always can explain the study material in a way that all pupils would understand it (Table 3). If there would be no assistant to the teacher or the forms would not be divided into groups, the number of "problem-pupils" would increase rapidly. Taking into account the peculiarities of modern new generation, the optimum number of pupils in a form might be up to 20 pupils.

For the students free higher education is still topical (94 %). The pedagogical work experience of the authors of report proves that higher education is a value for the graduates of schools. There are professions identified that are not demanded in the labour market but may become a bridge between some spheres and future education. Higher education nowadays is not only the acquisition of a profession, but also the development of a personality. Irrespective of the opposition that there are specialities at the higher education institutions, which are not demanded in the labour market, but which are necessary for individual students as a bridge for gaining an insight into some phenomenon. Because education has three aspects: 1) it is related to knowledge on the external world, i.e. it is the accumulation of secular and scientific information; 2) transformation of a human being, i.e. development of the character; 3) learning of the human being himself, and the best object to learn about – a Human Being (Rudzāte, 2014). At some stage of an individual's lifetime it implements all three aspects, but at another stage – only one or two. In the scientists' works it is emphasized that a teacher shall have the holistic insight into the subject, but it can be formed only, if a teacher has developed a whole picture of the world outlook. Famous individuals Leonardo da Vinci, Gottfried Wilhelm Leibniz, Albert Einstein were people of multiple interests. Everybody possesses such multiple interests or the holistic world outlook, when he or she enters the world (Amonašvili, 2007a; Capra, 1996; Robertsons, 2011; Rudzāte, 2013; Vilsons, 2012). Such understanding may be facilitated through interdisciplinary learning or studies. In order to implement the future visions, it is necessary to have alterations in the educational system. At the end of the 20th century there emerged a tendency towards the synthesis of sciences. The following concepts gradually emerged in the education: *Human Ecology*, *Educational Ecology*, *Heart Education* (Amonašvili, 2007b, 2010; Bronfenbrenner, 1996; Katane, 2005; Katane, 2007; Katane, Pēks, 2006; Sterling, 2001; Сельчѐнок, Сельчѐнок, 1996). The age of intellect (Amonašvili, 2007a, 2007b, 2010) indirectly facilitated the understanding of the mankind that the intellect itself has no value. There is something else needed. *The Heart Mind* becomes important. It is new insight into the world and a human being and attitude towards the ongoing processes, gradual return to the eternal values. However, this process, according to its essence, is permanent, and the mankind already now shall reconsider its relations with nature, people and itself (Amonašvili 2007a, Briede, Pēks, 2011; Capra, 1996; Rudzāte, 2014; Salite, 2000; Vilsons, 2012). Seventy-four percent of students find that there is no balance between the pupils' rights and responsibilities. More attention is paid to the pupils' rights, less – to their responsibilities. The rights are emphasized very often, whereas responsibilities are discussed less. It would be important to review the present Education Law in relation to the rights and responsibilities of the participants of study process, taking into consideration the children's rights and responsibilities within the context of humanistic paradigm. The respondents-students (52 %) find that there should be changed the teachers' retirement age. In the study-year 2014/2015 at the comprehensive day schools there were employed 7,473 (in the study-year 2013/2014 – 7,290) teachers at the age of 55 to 65, and older, and this number was out of 28,545 teachers (Publikācijas un statistika, 2017). The progress of information technologies, on the one hand, makes the teacher's work easier, on the other hand – there are less opportunities of direct communication. In order the teacher would not burnout and maintains the quality of the work, the content and progress of each lesson should be well-considered, because the prevailing age groups are from 40 to 49 years of age, from 50 to 59 years of age, from 60 to

65 years of age and older (Table 2). The teachers' average age would change, if the state would include teachers in the professions, which permit a person to retire, for example, at the age of 55, because at present, there are teachers employed at schools who started their professional career early and became the hostages of the state pension system. Working with people requires considerable endurance, balance, keeping up with the innovations of one's professional sphere. These people might be mentors for the new teachers and work a certain load in addition to their pension. Thus the workplaces for the new teachers would become vacant, who, being unable to a workplace at school, move into another sphere or study in a Master programme, leave for foreign countries. It is proved by the experience of the authors of the report.

In 2012 the Internet portal *Career Bliss* performed survey of 65,000 respondents, who represented different professions. A conclusion was drawn that the teacher's profession is a depressive profession alongside with the professions of the assistants to advocates, clerks, and specialists of customer service, nurses and social workers (Profesijas, kas ..., 2014).

Table 2

Division of the Teachers of Comprehensive Day Schools in the Republic of Latvia according to Their Age, study-years 2010/2011 - 2015/2016 (Publikācijas un statistika, 2017)

Study year	24 years of age and younger	25-29 years of age	30-34 years of age	35-39 years of age	40-44 years of age	45-49 years of age	50-54 years of age	55-59 years of age	60-64 years of age	65 years of age and older
2015/16	649	1,827	1,928	2,915	4,111	4,713	4,792	4,290	2,431	1,090
2014/15	551	1,678	1,998	3,016	4,331	4,625	4,873	4,187	2,345	941
2013/14	537	1,628	1,959	3,106	4,379	4,654	4,847	4,107	2,254	929
2012/13	799	1,509	2,241	3,320	4,449	4,620	4,747	3,808	1,778	950
2011/12	693	1,420	2,321	3,391	4,585	4,655	4,646	3,716	1,642	967
2010/11	656	1,506	2,451	3,679	4,512	4,724	4,565	3,500	1,403	914

Research company *Gallup* in its study performed in 2011 *Well-being Index* drew a conclusion that the following groups are more affected by depression: people employed in professions of low salaries, the unemployed or those employees who work a half-load, but would like to have a full-time job, as well as women at the age 53 to 64 (Profesijas, kas ..., 2014). At the Latvian comprehensive schools in the study-year 2013/2014 there were 3,344 men and 25,056 women employed (Publikācijas un statistika, 2017). It shows the emergence of the risk factors of depression. The research performed at the European schools, including 10 schools in Latvia, on the teachers' stress proves that the teachers, in comparison to the representatives of other professions, have the highest level of work-related stress, which affects the teachers' state of health and feeling of comfort more and more. In its turn, the level of stress at the workplace at schools in Latvia, Lithuania and Estonia is one of the highest in Europe (Teachers' Work-Related ..., 2011). The human resources specialists emphasize that depression is facilitated by unloved work, the work which is not respected by society and the work with a high stress level (Profesijas, kas ..., 2014). According to the students' point of view (52 %), the state budget shall be used to provide pupils with study aids (Table 3). The purchase of study aids requests a considerable material contribution from the parents. There shall be considered an issue regarding the publication of e-study materials. This would diminish the weight of pupils' bags. As well as it is necessary to consider the content of study aids, in order the content would be understood not only by parents (and sometimes even the parents cannot understand it), but also the pupils themselves. This, in its turn, would arouse interest in the pupils, this would facilitate the interest about the subject. The most rapid development of pupils' interest takes place during the school period. Therefore, it is necessary to pay attention to the interest education (34 %). There shall be an opportunity to acquire general education not only at public schools, but also at alternative schools (22 %), which should be established (Table 3). Twenty percent of teachers stated that they would not like to be the Minister for Education. The changes in education may be facilitated not only from above, but also from below.

Table 3

Changes in the Educational System

A teacher as the Minister for Education		A student as the Minister for Education	
Indicator	Total (%)	Indicator	Total (%)
Increase of remuneration	39 (78 %)	Increase of remuneration	48 (96 %)
Stability in the educational system	29 (58 %)	Free higher education	47(94 %)
Eliminating of bureaucracy	28 (56 %)	Pupils' responsibilities and rights	37 (74 %)
Preservation of rural schools	17 (34 %)	A teacher's retirement age	26 (52 %)
Facilitation of the professional prestige	13 (26 %)	Teaching aids	26 (52 %)
Flexibility in the study process	11 (22 %)	Support to interest education	17 (34 %)
Alteration of evaluation system	8 (16 %)	Preservation of rural schools	17 (34 %)
Assistant to the teacher	8 (16 %)	Alternative educational institutions	11 (22 %)

Alongside with the content of a teacher's activities, the insight into the concept of the career changed, too. It is very successfully characterized using metaphors (1950 – a train running on the rails; 1970 - a bus that can change its route a bit, but is limited by the schedule of the arrival at the final destination; the 21st century – a land-rover driven by the individual himself or herself. In this case we can speak of an open career in relation to the impact of systems theory on the development of sciences (Patton, McMahon, 2006).

I. Boitmane (Boitmane, 2009), the Latvian specialist of human resources, emphasizes that the main cornerstones of the career are simple things and tasks that shall be accomplished in the life. Therefore it is important to identify what is the main issue in the life and what proves the welfare – thus, ensuring of life quality is important.

According to the Russian management specialist O. Dolgorukova (Долгорукова, 2006), a career is an individual's conscious attitude towards the personal progress on the masterhood stairs in the chosen sphere of activities, which manifests through: 1) the individual's judgements about own future and past; 2) the assessment of one's own potential opportunities; 3) the moral substantiation and evaluation of one's own achievements; 4) the real conduct of an individual. The scientist views a career as an individual's spiritual practice. It is important that the chosen profession corresponds to the personality's values (Patton, McMahon, 2006; Двенадцать жизненных ..., 2012; Долгорукова, 2006). The peculiarity of the 21st century is that there is a discussion on the mission and meaning of life of every human being.

An issue on one's own place in the world and the meaning of life is topical for everybody, who comes to the planet Earth. We want to live the life of full value and to understand, why we are in a particular place and time. On this complicated path, the work of an individual with its values is important – this helps to discover one's calling. Everybody lives in two realities – in the macrocosm and in the microcosm. The macrocosm is the Universe, but the microcosm – the little Universe – an individual, where the centre is awareness. The same laws are in force and the same processes take place in both the microcosm and he macrocosm. An individual lives in two worlds – in Heaven and on the Earth or in the vertical and horizontal planes (Ступинене, 2006).

An individual fulfils his or her mission in the context of the career, which encompasses all human life (Boitmane, 2009; Karjeras attīstības ..., 2008; Patton, McMahon, 2006; Долгорукова, 2006). An individual realizes himself or herself through work, family, free time, citizenship and spirituality. The spheres cannot be clearly distinguished by creating borders, because they are overlapped by each other. Especially it is true regarding spirituality that fills all other spheres.

The concepts of mission and meaning of life are interrelated. The authors of the report, having evaluated different sources and conclusions drawn by various authors (Блект, 2012; Жалевич, 2010; Секлитова, Стрельникова, 2013), concluded that they are very close according to the meaning. In their turn, the

values shall be analysed within the context of the meaning of life and the mission. I. Safronov (Сафронов, 2012) points out some definitions of a mission:

- a personal mission - the most unique and greatest which could be given to people, left behind oneself;
- a mission is an assignment, the central and the highest meaning of an individual's life;
- an individual's mission is a task (or a set of tasks) for the fulfilment of which he or she had been sent to the Earth (was born).

Having summarized the definitions given by several scientists (Петровский, Ярошевский, 1998; Некрасова, Некрасов 2008; Сафронов. 2012), the authors draw a conclusion that the mission of an individual is a goal with which his or her soul comes to this world. According to the authors' conclusions, our mission is hidden from us, and our goal is to solve this mystery, to find our mission and to implement it in reality. On the grounds of several information sources and the reflection of personal experience, it is possible to agree to the above mentioned.

In one of the definitions the mission has been determined as the main meaning of life (Сафронов. 2012). To this meaning an individual devotes up his or her life and for this purpose he or she had been sent to the Earth. Therefore, the meaning of life may be different. It may happen that an individual is born to support just one person; a teacher also might support just one pupil. We could agree to the opinion expressed by L. Seklitova and L. Strelnikova (Секлитова, Стрельникова, 2013) that we must dutifully perform our work that we should do. The meaning of each person, irrespective of his or her position, is a personal development through serving to his or her nation and mankind. This, in its turn, affects the improvement of the Universe. Great things are achieved through the little ones, when, by perfecting ourselves, we improve also the world (Briede, Pēks, 2011; Robertsons, 2011; Vilsons, 2012; Сельчёнок, Сельчёнок, 1996; Стулпинене, 2006).

The common for the mission and the meaning of life is that why a human being lives. But the difference - for many people the meaning of life may be (or may become) the satisfaction of their personal interests, whereas the mission is always outside the personal interests (Сафронов, 2012; Смысл жизни, 2012). In their turn, the values shall be analysed within the context of the meaning of life and mission.

The independent work on the personal values help the teacher to be convinced for his or her calling. It broadens awareness, helps to find his or her place in life and creates positive attitude towards the life on the whole.

The following criteria prove that the mission had been identified successfully (Жалевич, 2010): emotional uplift during the activity overlapping with the calling; instant feeling of happiness; the person likes his or her occupation; the activity encompasses elements of creativity; the activity is unique, and the other person's actions are not imitated; other people profit from such activities.

Every school wants that the best teachers would work there. But many things in the teachers' performance depend also on the collaboration between the administration of school and the teacher. Russian educator V. Lyzinsky (Лизинский, 2004, 13) has said about a teacher the following: *"A teacher is the finest instrument encompassing all range of a human being's activities: he is a philosopher, a conductor, an organizer, a scientist, a psychologist, an actor. When working with a teacher, you shall respect his or her views on the action; you shall help him or her to discover the morals and beauty of the sound of this instrument"*.

But several authors (Veiss, Retlitsbergere, 2013; Vilsons, 2012; Блект, 2012) find that the Universe provides an individual, fulfilling his or her mission, with all conditions, including material ones, necessary for creativity.

The self-realization of a personality is a long-term process, but it is important that the teacher is aware of the meaning of life in order he or she could understand, whether he or she had taken the right place. As a result of education, anyone can become a teacher, but not everybody can be a teacher - EXPERT. The evaluation of the results of theoretical studies enables to identify common conclusions drawn in the works of many scientists and teachers, which characterize the personality of a teacher and his or her professional activities (Baltušīte, 2013): love towards people; understanding, development and maintaining of pupils' individuality; a teacher's professional development, self-cognition and self-

analysis; love towards one's own work; learning of a pupil; creating of favourable environment; responsibility for one's own result of work; understanding of one's own mission within the context of time; serving to the nation and mankind.

Thus new conditions demand that the teacher would self-develop and gain insight into the new tendencies, accept them and implement in his or her activities.

Conclusions

A teacher's career nowadays is determined by the changes in thinking and educational goals, insight into the concept of career, the broadening of the content of a teacher's activities.

- The concept of career, according to its broad meaning, encompasses a family, work, citizenship, free time and spirituality. The teacher himself or herself is the main manager of his or her career.
- A modern teacher's career is characterized by self-development not only regarding professional aspects, but also concerning self-perception and self-cognition, which is a basis for the broadening of awareness (including professional awareness). The most important issues the teacher shall pay attention are the following: the holistic understanding of subject, flexible and mobile study process, assistance to the pupil regarding the construction of knowledge, grounding on the pupil's experience, perception and creative knowledge, the development of pupil's abilities, self-control and self-assessment.
- A teacher's profession is a profession of a mission. A successful teacher is the one who perceives his or her professional activities as calling, where the main essence is serving to the nation and mankind.

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