

reflecting on the future of pedagogy means reconsidering not only the current social and educational priorities but also the humanistic tradition in the development of pedagogy and higher education in general.

Keywords: pedagogy, study of pedagogy, language of pedagogy, educational aims and priorities

PROFESSIONALISM IN TEACHING - THEORETICAL PERSPECTIVE

Borka Malčić*

Faculty of Philosophy, University of Novi Sad, Serbia

Stanislava Marić Jurišin

Faculty of Philosophy, University of Novi Sad, Serbia

Tamara Dragojević

Faculty of Philosophy, University of Novi Sad, Serbia

What does professionalism in teaching represent? Depending on the context, the concept of professionalism is defined differently as a response to scientific development, external pressures, and public discourse. Given that education is a publicly oriented profession, and that good quality education is traditionally associated with teachers' competences and their degree of professional efficacy, professionalism in teaching has taken a prominent position when it comes to the professional work of teachers and the degree of their autonomy. Professionalization of teaching, which includes working towards improving one's skills, collaboration with colleagues and parents and reflection, as well as efficient work; has conditioned numerous definitions of the concept. Although these differ and encompass various elements, what they have in common are the attained degree of expertise and dedication to the teaching profession as well as acting in alignment with personal decisions. Accordingly, the three categories of teaching professionalism are: conduct, attitudes and communication. The historical development of teachers' professionalism can be divided into four phases. The first phase is the pre-professional era when teachers worked exclusively following the instructions of their supervisors. The second phase was a period of autonomous professionals and was marked by the attainment of significant freedoms in the work of teachers. After those, the third phase followed, in which a professional culture of cooperation was created, as a response to fast-paced changes and reforms in education. The last, fourth phase, is called the post-professional

*borka.malcic@ff.uns.ac.rs

period where we aim at redefining the teachers' professionalism with tendencies for flexible professional development. In accordance with these phases, modern teaching professionalism is divided into two varieties. The first is scientifically based professionalism whose main trait is the development of theories for higher efficiency teachers, while the second represents the pedagogical professionalism which is based on doubts and distrust of theories and work guidelines given to teachers. Research has shown that contemporary postmodern teachers' professionalism is marked by polarized approaches. On the one hand, professionalism is represented as a social movement which protects and improves the teaching profession, and on the other hand, there is a notable de-professionalization of teaching which cannot withstand the manifold pressures and intensified workload. In this sense, professionalism represents an infinite form, which flows in the constant current of reflection and professional development as the only viable roads to the efficient transformation of the teaching practice.

Keywords: teachers' professionalism, elements of professionalism, professionalization, professional development

THE IMPORTANCE OF ACTIVE PARTICIPATION IN THE PROFESSIONAL COMMUNITY FOR THE DEVELOPMENT OF PEDAGOGUES' PROFESSIONAL IDENTITY

Senka Slijepčević*

Faculty of Philosophy, University of Novi Sad, Serbia

Sladana Zuković

Faculty of Philosophy, University of Novi Sad, Serbia

Professional identity is reconstructed throughout the career and presents a part of the individual's broader social identity. Assuming that it is formed and clearly perceived, it is linked to a better understanding of one's own professional roles and responsibilities, a sense of greater professional satisfaction, accomplishment and independence in the process of professional development. Active participation in the professional community is very important for building a professional identity because various studies have shown that it can be seen as a component of professional identity, but also as its indicator and predictor. Accordingly, the aim of the research is to examine the connection between the pedagogue's assessment of participation in the professional community and the professional identity of school pedagogues. The sample consisted of 434 pedagogues of primary and secondary schools in the Republic of Serbia. For

*senkaslijepcevic@ff.uns.ac.rs