



PROFESSIONALISM AND PEDAGOGICAL CULTURE OF TEACHERS' WORK

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Abstract. The wide range of diverse issues addressed by pedeutology, which is a sub-discipline of pedagogy, include those that focus on professionalism and pedagogical culture of the work performed by the representatives of the social and professional category of teachers. It has been repeatedly emphasized that it is teachers that should display a high level of professionalism, which takes shape already at the stage of teacher education, and then develops and becomes updated during professional activity undertaken in its individual areas. This activity is manifested, among other things, in various intersubjective arrangements and relations entered into by teachers, which, together with other elements, co-constitute pedagogical culture of teachers' work.

Based on an analysis of the literature on the subject and the author's own reflections, the article makes an attempt at defining both teacher professionalism and pedagogical culture of teachers' work. The aim of the considerations made is to define the essence of the said categories, and, consequently, to establish that professionalism and pedagogical culture of teachers' work have a lot in common. In particular, an element which unites these categories is, inter alia, teacher professional ethics.

PROFESJONALIZM I KULTURA PEDAGOGICZNA PRACY NAUCZYCIELI

Słowa kluczowe: pedeutologia, nauczyciel, profesja, profesjonalizm, kultura pracy, kultura pedagogiczna pracy nauczycieli, etyka zawodowa nauczycieli

Streszczenie. W obrębie wielości i różnorodności zagadnień podejmowanych przez subdyscyplinę pedagogiki określaną mianem pedeutologia, wyróżnić

można te, które oscylują wokół profesjonalizmu i kultury pedagogicznej pracy reprezentantów tej kategorii społeczno-profesjonalnej, którą stanowią nauczyciele. Niejednokrotnie podkreśla się, że to właśnie nauczyciele mają cechować się wysokim poziomem profesjonalizmu, który jest kształtowany już na etapie edukacji nauczycielskiej, a następnie rozwijany i aktualizowany w trakcie podejmowanej aktywności zawodowej na poszczególnych jej płaszczyznach. Aktywność ta przejawia się między innymi w rozmaitych układach i relacjach międzypodmiotowych, w które wchodzi nauczyciel i które wraz z innymi elementami współkonstytuują jego pedagogiczną kulturę pracy.

W artykule – na podstawie analizy literatury przedmiotu i własnych przemyśleń – podjęto próbę określenia zarówno profesjonalizmu nauczycielskiego, jak i kultury pedagogicznej pracy nauczycieli. Celem podjętych rozważań jest określenie istoty tych kategorii, a w jego następstwie ustalenie, że zarówno profesjonalizm, jak i kultura pedagogiczna pracy nauczycieli mają ze sobą wiele wspólnego. Elementem łączącym te kategorie jest między innymi etyka zawodowa nauczycieli.

Introduction

Being those who organise and implement the educational process, teachers should be prepared to pursue their profession so that it meets the highest standards of pursuing the teaching profession. Hence, the professional activity undertaken by teachers at individual levels of the educational system requires them to display an above-average level of knowledge, skills and competence, which constitute their basic professional facilities, determining, to a great extent, the performance of actions that constitute the educational activity pursued. The tasks and functions ascribed to teachers are connected with the necessity to face quite difficult challenges encountered in the complex and complicated educational reality, which require a high level of pedagogical competence and professionalism. It is precisely the peculiar nature of teachers' educational activity that requires the representatives of this social and professional category to present an appropriate level of professionalism and pedagogical culture of work, which, to a large extent, determine the quality of educational services rendered by teachers. Therefore, reflection on them is of importance not only from the epistemological, but also from the social point of view, and, in particular, from the viewpoint of educational practice. Having analysed the literature on the subject, one becomes convinced that although both professionalism and pedagogical culture of teachers' work have been addressed by pedeutology, they do not always constitute the subject of in-depth reflections and studies.

Moreover, elements common for these two pedeutological categories have been seldom looked for.

Hence, the aim of the presented considerations is to reflect on the above-mentioned, and, as one may say, rudimentary categories of pedeutology, and on their essence, understanding and constituent elements. In particular, it is teacher ethics that has been recognised as a buckle to bring together professionalism and pedagogical culture of teachers' work.

Teacher professionalism

The rich traditions of the teaching profession and its contemporary perception, including its ongoing transformations, incline us to ask whether the educational activity undertaken by teachers is and to what extent it is still an occupation or already rather a profession, and whether teachers can and to what extent they can be defined as professionals, and, what follows, whether there is such a thing like teacher professionalism (see Zajac, 2018, p. 176–192). The answers to these questions are not that simple, and all the more clear-cut. The trends becoming evident in the field of pedeutological considerations incline us to present the teaching occupation as a profession, which results, above all, from the peculiarity of the educational activity undertaken by teachers and, consequently, the necessity to perceive teachers as top-class professionals and specialists in their educational activity.

It is worth highlighting here that the word “profession” originated in medieval Latin: the term *professio* denoted a promise to devote oneself to ecclesiastical career, in other words, to join a monastery. Hence, for many centuries this word was reflected only in theology, and only later also in medicine and law. Nowadays, the English word *profession* (the phrase *the professions*) is associated with the three traditional professions (Jemielniak, 2005, p. 14)¹. Law, medicine and the clergy were considered to be three professions distinguished by the fact that the work was performed on one's own account and that the basic task in them was to satisfy substantial social needs, which are met in direct contact with the person concerned (Plewka, 2011, p. 62). In retrospect and from the viewpoint of changes taking place in a number of professions, it can be assumed that today

¹ Dariusz Jemielniak analyses the category of “profession” in an interesting way, providing four approaches to it: functionalist, structuralistic, cultural and monopolistic ones.

the term “profession” refers not only to clergymen, doctors or lawyers, but also to representatives of other occupations, e.g. teachers.

Henryka Kwiatkowska is right when stating that “Nowadays, a tendency is becoming evident to understand »profession« as the standard of performance. Professions are sometimes associated with academic qualifications. But this does not refer to every occupation. For example, the words profession or professionalism will not be used with regard to brushmaking or chimney sweeping, as these are occupations of technical nature, the activities performed as part of them are repetitive and their good organisation does not require any academic qualifications. [...] Work performed as part of occupations perceived as »professions« is complex enough to make it difficult to indicate or even predict a finite set of activities. It is a kind of practice, which is called a mission. It rather resembles public service, which has been constituted for the purpose of performing socially important tasks, the execution of which requires the highest level of qualifications, including those ethical and moral. A profession is a position of public trust” (2008, p. 167). The words of the author cited above by all means refer to the teaching profession, which is often associated with two terms: *missio* and *vocatio*, i.e. mission and vocation. And this is what determines, to a large extent, the nature of a teacher’s educational activity in individual areas of its manifestation.

Due to defining the teaching occupation as a profession, a number of restrictions are imposed on its representatives, which is related to the features attributed to this profession. Similarly to Henryka Kwiatkowska, Joanna M. Michalak ascribes the term “profession” only to certain occupations, i.e. those which are specialised and require long-term and intensive preparation, and the pursuance of which is connected with a social contract, being the result of the special role performed for the society by people defined as professionals. People pursuing a profession are required to demonstrate not only technical competencies, but, above all, ethical and moral ones. Societies require such people not only to present a very high level of specialist qualifications, but also to constantly broaden their professional knowledge and improve the level of their skills, and to demonstrate higher than average ethical standards (2010, p. 94). This makes up quite a rich set of requirements imposed on teachers, taking into account the fact that representatives of this social and professional category are not always fully able to satisfy them.

As rightly noticed by Zdzisław Wolk: “professions are elite occupations” (2017, p. 160). Hence, professions appear to be particularly peculiar occupations

because of the requirements imposed on their representatives, which are, above all, related to the exceptional nature of the activity undertaken. This also refers to the teaching profession, which is inseparably connected with the quality of educational services rendered to other people.

The category of profession is related to the category of professionalism². Joanna M. Michalak, cited above, and referring to the reflections of Gill Helsby, indicates two issues addressed when discussing professionalism in the teaching profession, and these are:

- 1) taking into account the quality of action – *behaving professionally* by teachers is highlighted, which refers to their work engagement, observance of work standards and requirements imposed by the ethics of the profession;
- 2) taking into account the position of teachers in the society – *being a professional* is indicated, which means their professional status, prestige, salaries, an appropriate, i.e. professional, preparation to pursue this profession (after: Michalak, 2010, p. 97).

According to the said author, the basic dimensions of teacher professionalism include social importance of teachers' work, teachers' knowledge, teacher education, competencies of teachers, values in teachers' work, teacher ethics and professional autonomy of teachers (Michalak, 2010, p. 97). The issues and dimensions of teacher professionalism presented above prove that it should be perceived in a holistic way, referring both to the entirety of teachers' educational activity and the social position of teachers.

According to Henryka Kwiatkowska, "Professionalism is not specialisation on the model of technical and efficiency occupations pursued through the application of technical and technological rules in practice. It is satisfaction of high cognitive, action-related and ethical standards. Professionalism of doctors or teachers does not consist in updating their former experience, which means

² The category of professionalism is not static, but it changes as the time goes by. When analysing the dictionary definitions of this category, Tomasz Czakon comes to a conclusion that, in older dictionary versions, professionalism is associated with someone who knows his or her profession well and who is not an amateur, and now it is associated with someone above average who is perfect at pursuing his or her profession (Czakon, 2014). The issue of this category's evolution is also reflected on by Urszula Opłocka, according to whom there are two types of professionalism: the older and traditional one, which is known as quasi-professionalism or narrow professionalism, and the new professionalism (2014). These changes also refer to the theory of professionalism. As noticed by Czesław Plewka, in the 20th century, the majority of them followed the universalistic (nomothetic) trend. Since the turn of the 20th and 21st centuries, the reflections made by the researchers of this issue have been following the contextual (idiographical) trend (2011).

copying and reproducing familiar activities. A well-known repertoire of skills may turn out to be insufficient or simply inappropriate in a new and unusual situation and under new conditions. In these professions, it is necessary to investigate one's own practice, i.e. specific and non-standard cases, and develop, on this basis, personal knowledge which will complement academic knowledge. Actions need to be »professional«, and, therefore, perfect. This refers to medical, pedagogical and legal professions” (2008, p. 167-168). As part of their professional educational activity, representatives of these professions often undertake relevant actions in complex situations, in which the average level of knowledge, skills and competencies is frequently insufficient to cope with them. Hence, demanding teacher professionalism in the teaching, educational, care-providing etc. activities pursued by teachers seems to be by all means justified.

David Carr is right when exploring the issues of professionalism as part of the reflections undertaken. This author indicates those forms of activity and professions, “which (a) are of substantial importance from the viewpoint of issues belonging to the social and public sphere; (b) require a high level of technical competencies and competencies established in practice, (c) have a peculiar type of an inherent ethical dimension, the articulation of which requires a certain code to control practice as part of this profession or this form of activity; (d) require the existence of certain organisational forms and regulations, which are indispensable from the viewpoint of selecting, recruiting and disciplining those who pursue or are to pursue this occupation or profession; (e) provide practitioners and professionals acting as part of a given profession, so that their practice is as effective as possible, with a high level of autonomy, which also denotes independence in pronouncing judgments” (as cited in: Kaniowski, 2010, p. 17).

Marco Snoek pays attention to three components of teacher professionalism:

- 1) knowledge – extensive knowledge on the subject and knowledge referring to the teaching and learning processes, taking into account the latest relevant findings in this regard, as well as knowledge about the society, politics and education organisation;
- 2) skills – the ability to present educational issues and the quality of educational work to third-party entities, to conduct research related to educational practice, to contribute to collaborative learning as part of professional communities, and to translate findings of educational research into innovations undertaken in education;
- 3) competencies – dedication to student learning, commitment to the profession and a group of professionals, contribution to the development

of professional knowledge, observance of the ethical code, continuing professional development, and focus on teaching innovations (after: Szorc, 2017, p. 9). Knowledge, skills and competencies determine the professional facilities of a teacher, which, to a great extent, determine the quality of teacher educational activity. Teachers undertaking educational activity should demonstrate a high level of competence and expertise, in other words, professional maturity, which confirms their professionalism.

According to Jolanta Szempruch, teacher professionalism is sometimes viewed not only with reference to knowledge and competencies, but also with reference to needs, emotions and values, as well as the awareness of a relationship with another person. Apart from that, teacher autonomy, which is expressed in articulation of one's own judgments when making decisions, the ability of professional development, examining and analysing the work of other teachers, and questioning and testing ideas with the use of research procedures are becoming substantially important (2013, p. 174). Such a vast array of attributes, constituting teacher professionalism, induce us to wonder whether it can be fully manifested in the field of each teacher's professional educational activity, and whether the representatives of the teaching profession are able to satisfy all these professionalism-related requirements. It may seem that the contemporary, changeable and unpredictable educational reality will be conducive, to an increasingly greater extent, to the teachers' obligation to demonstrate a specific level of professionalism in individual areas of their educational activity, going beyond being only a specialist in specific teaching, educational and care-providing activities.

Hence, Beata Jakimiuk is right when stating that "Professionalism is something more than being a specialist in a given occupation, and, therefore, working as a teacher does not automatically mean being a professional. The basic criterion for teacher professionalism is continuous search, development, going beyond patterns, showing true interest in other people, noticing and emphasizing in every student their skills, talents and potential. A professional teacher is the one for whom students, and not himself or herself, are the most important people, and who can give up his or her own comfort in order to help his or her students" (2019, p. 121). Andrzej Janowski defines this engagement and commitment to work as "immersion". A teacher who wants to be really good at what he or she does will soon realize what serious tasks are to be faced. In order to be a good teacher, he or she needs to "be accepted". But in order to become accepted, a teacher needs to develop a specific style of communicating with students. In order to communicate with students, a teacher should at first

understand them. In order to understand students, a teacher should become fully acquainted with them, which requires a great deal of time and energy to be expended (1989, p. 89). Obviously, teacher-student relationships make up only one of a number of educational areas in which teacher professionalism is revealed. Apart from them, there are many other areas in which teachers are involved. Because of the multitude of attributes constituting teacher professionalism not all the teachers are always able to satisfy them. Furthermore, transformations occurring in the teacher educational world will undoubtedly force the need to complement and revise them.

If we assume that teacher professionalism is related to the quality of educational services rendered by teachers, work culture will occupy an important position in reflections on it. This culture, in turn, may constitute the grounds for reflections on the pedagogical culture of the work performed by the representatives of the social and professional category of teachers.

Culture of teachers' work

Work is one of the basic forms of human activity, to which people devote substantial amounts of their time. Hence, work is to bring satisfaction and happiness, which demands a lot of effort, which, to a large extent, depends on work culture (Wołk, 2009a, p. 37; Wołk, 2017, p. 34). According to Zygmunt Wiatrowski, this culture is a “set of values resulting from cooperation and co-existence of people in the work process. These values include material objects that are produced, organisational forms, ways of thinking, behaviour patterns, as well as features of character shaped and developed while working” (2005, p. 419). This understanding of work culture exhibits its axiological dimension, as part of which work appears as a value, but work itself is also an area for manifestation of other values.

Zdzisław Wołk indicates a broad and narrow understanding of work culture. In its broad understanding, work culture denotes achievements accumulated over years, which are related to professional work, i.e. all the achievements related to work theory and practice made by the humankind over centuries during its civilizational development. In its narrow understanding, in turn, work culture is treated as a personal feature of a person (individual), constituting a specific and unique characteristic of a person, being an expression of his or her attitude to the professional activity pursued. Work culture perceived in this way consists of three components:

- 1) knowledge about work, thanks to which work-related phenomena can be understood,
- 2) employee skills, both intellectual and manual ones, which make it possible to pursue professional activity,
- 3) an attitude towards work, which is characterised by an employee's ethics and integrity (2009, p. 16; 2009a, p. 40–41; 2017, p. 37–39; 2020, p. 241–242).

Ethics are related to duties (Kostyło, 2008, p. 165; Ostrowska, 2010, p. 65; Szempruch, 2012, p. 237), and, in the case of teacher professional activity, they denote ethical restrictions, the representatives of this social and professional category are obliged to follow (Zajac, 2018, p. 31), and the presentation by teachers of an appropriate moral profile, which is expressed in the moral virtues developed (Kostyło, 2008, p. 165), i.e. what person a teacher should be in the profession pursued by him or her, and what moral dispositions necessary to pursue professional activity he or she should demonstrate (Zajac, 2018, p. 31).

Andrzej M. Tchorzewski, in turn, presents integrity as:

- 1) a rule of social life;
- 2) an ethical attitude;
- 3) a moral duty.

In the first case, integrity “should constitute the foundation for higher quality social contacts, relationships and activities. This means, among other things, the quality of various forms of interpersonal contacts, both between individual people and between groups of people, including between individual group members and groups themselves” (1994, p. 71). Integrity as an attitude, in turn, “plays a special role in the case of teachers-educators and it belongs to the subjective and personality-based section of the professional profile of every teacher” (Tchorzewski, 1994, p. 72). On the other hand, integrity as a moral duty means that “in the educational process, a teacher-educator of integrity does not only follow the accepted natural and social rules, but also takes account, in his or her pedagogical proceedings, of the rules defined by ethical values, which become duties, at least on a par with the above-mentioned rules. [...]. Incorporating axiological duties into pedagogical activities by teachers-educators is connected with their personal sense of duty, which rises from the will to act in this field” (Tchorzewski, 1994, p. 72).

When discussing work culture as a teacher characteristic, it is worth highlighting that its condition and level depend, above all, on teachers themselves, their personal facilities, which are important in the efforts taken to pursue this

profession. Therefore, the culture of teachers' work constitutes the basis for pursuing pedagogical activity. Thus, in the case of the teaching profession, we can speak of the pedagogical culture of teachers' work.

Pedagogical culture of teachers' work

It is a truism to say that teachers should demonstrate a specific state and level of pedagogical culture. The literature on the subject presents various manners of perceiving this culture. According to the conventional definition of this category, "It is a kind of behaviour manifesting itself in realizing the assumed objectives of education, acquiring knowledge about education, sensitivity to children's and young people's issues, the sense of responsibility for the young generation expressed in the appropriate educational influence on children, young people and adults" (Jundziłł, as cited in: Kawula, 1997, p. 303). Pedagogical culture perceived in this way exhibits, above all, everything that is related to the education of other people, in particular, in theoretical, teleological, ethical and praxeological terms. Pedagogical culture is associated with the achievement of specific educational goals with the use of appropriate rules related to pedagogical activities and with the observance of specific ethical restrictions in relationships with other people.

Mikołaj Winiarski compares pedagogical culture to pedagogical attitudes and indicates the three of its components:

- 1) cognitive one,
- 2) emotional and motivational one,
- 3) behavioural one.

The first component refers to the knowledge, skills and beliefs concerning development of children, young people and adults, the educational and caring process, its structure and conditions, the organisation of one's own life and activity, but also the life and activity of children, young people and adults, and of the educational environment etc. The second component underlies the educational and caring relationship, and it refers to understanding, kindness, respect for children, young people and adults, as well as to feeling responsible for the education of other people. The third component, in turn, is expressed in actions undertaken, that is, activity, which is organised and oriented towards the realisation of intentions related to the educational and caring process (2003, p. 973-975). Thus, pedagogical culture encloses the cognitive, affective and action-related elements. All of them are to be jointly conducive to the appropriate pursuance of pedagogical activity.

Moreover, the components of pedagogical culture have been repeatedly indicated. According to Wincenty Okoń, pedagogical culture as “this field of culture which is particularly related to the issues of education and the schooling system” (2004, p. 208), is composed of educational facilities, pedagogical literature, pedagogical works, as well as the education-related beliefs and attitudes represented by educators and teachers and the entire society (Okoń, 2004, p. 208). On the other hand, Jolanta Szempruch points out that the pedagogical culture of teachers is formed by “the system of relationships prevailing in the group of teachers and the system of values cultivated by them in their work, as well as the system of traditions, rituals, standards and patterns of behaviours” (2013, p. 187). Czesław Banach, in turn, is of the opinion that pedagogical culture is composed of “pedagogical awareness, pedagogical experience, pedagogical activity, as well as the conditions of school operation and the condition of the social environment” (1997, p. 144). According to this author, this culture encompasses, in particular, the ways of creating the rules, directives, tasks, objectives, activities, the assessment of the results of didactic and educational activities etc. (Banach, 1997, p. 144).

The presented structural elements of the pedagogical culture of teachers' work prove that it is quite a capacious category, within which the elements corresponding to various aspects of teachers' work can be distinguished. Certainly, the multitude of these elements does not, similarly to professionalism, constitute a closed system, but a system which can be complemented with other elements, including all the changes taking place within the teaching profession. This is because the educational activity of teachers is so dynamic and diverse that it leads to the discovery of newer and newer fields, which may constitute the pedagogical culture of its representatives. Hence, similarly to professionalism, teachers' pedagogical culture is not static, but it changes along with the changes occurring in the educational reality, and, consequently, the teachers' educational world.

Teacher professionalism – teacher professional ethics – pedagogical culture of teachers' work

Based on the considerations undertaken so far, a question arises about the relationship between professionalism and pedagogical culture of teachers' work. In order to answer this question, one can refer to the constituent elements of both teacher professionalism and pedagogical culture of teachers' work. An element

which proves the existence of relationships between the above-mentioned categories may be teacher professional ethics³.

As stated by Jan Szczepański many years ago, professional ethics belongs to work culture, and it is a set of standards and directives resulting from the profession traditions, the spirit of national culture and the basic ethical recommendations adopted by the society and applied with regard to pursuance of a given profession (1963, p. 361). Both in work culture and pedagogical culture, specific value systems are indicated (Banach, 1997, p. 144). Values, in turn, constitute a specific source of teacher moral duties (Tchorzewski, 2003, p. 641). One of such values may be human welfare, and, in particular, child and student welfare (Duraż-Nowakowa, 2000, p. 68), which is considered to be the elementary value in pedagogical culture (Maciaszkowa, after: Winiarski, 2003, p. 973). Moreover, welfare is treated as the highest value and constitutes the core of teacher ethics (Krawcewicz, 1987, p. 15). This point of view lets us assume that professional ethics and pedagogical culture of teachers' work have a lot in common. This is of particular importance with regard to relations as part of which this culture manifests itself. These relations mean not only the teacher-student relationships, but also relationships between teachers and students' parents, the board of teachers, the headperson and teaching supervision, teacher professional training institutions and the teacher environment etc. (Banach, 1997, p. 146). An inseparable part of these relationships is the ethical element, which means that between the teacher and other educational entities there is a peculiar ethical knot, which defines what is due between entities and what is considered valuable in intersubjective relationships (Zdyb, 1993, p. 24). Therefore, ethical issues play quite an important role in teachers' pedagogical culture. They, above all, indicate the necessity to observe specific ethical restrictions established on the basis of teacher ethics.

Similarly, the importance and role of professional ethics is highlighted with regard to teacher professionalism. According to Joanna M. Michalak, professional ethics is the key category of teacher professionalism (2010, p. 97). David Carr, in turn, indicates the ethical dimension which is an inseparable part of professionalism, and the code related to it (after: Kaniowski, 2010, p. 17). Zdzisław Wołk also emphasizes that ethical codes are an important feature of professionalism (2017, p. 161). What is more, according to the same author, "Ethical codes

³ The author describes the role of professional ethics in the pedagogical culture of university teachers in the following text: Zajac (2009).

favour the improvement of work culture of the representatives of individual professions" (2020, p. 239). Such codes are also conducive to the improvement of pedagogical culture of teachers' work. Hence, one of the numerous factors determining teacher professionalism and pedagogical culture is the ethical code, and, in particular, the observance of the rules included in it. However, there is no ethical code in force in Poland referring to the social and professional category of teachers despite the fact that attempts have already been made at formulating and implementing it into the educational reality.

The reflections presented let us associate professionalism with teachers' pedagogical culture. A statement can even be ventured that professionalism is a determinant of pedagogical culture of teachers' work. This is on what, to a large extent, the level of pedagogical culture presented by a teacher depends. Therefore, it can be assumed that the category of professionalism is overriding in relation to teachers' pedagogical culture.

Continuing with our reflections, a question arises whether we can speak of the culture of professionalism in the case of teachers. According to Iwona Korcz and Bogusław Pietrulewicz, this kind of culture is a combination of active culture related to the internal locus of control and normativism, which means in this culture the respect for rules, guidelines and requirements of praxeological, moral and ethical correctness (2007, p. 26). It can be assumed that the culture of professionalism, which is the culture of teacher professionalism in this case, combines teacher professionalism, pedagogical culture of teachers' work and teacher ethics. The culture of professionalism perceived in this way, and, in particular, the level of this culture, may constitute material professional facilities of a teacher, which will determine, in favourable conditions and at least to some extent, the form and nature of the activity undertaken within the educational sphere. However, this issue requires a deeper scientific and pedeutological exploration, both in theoretical and empirical terms.

Conclusion

Professionalism and pedagogical culture of teachers' work appear to constitute rudimentary issues covered by pedeutological reflections. Both of these categories determine the quality of educational services rendered by teachers as part of the activities undertaken and comprising their educational activity pursued in various educational institutions and on individual levels of the educational system. In order to become a professional in your profession, your formal

qualifications confirmed by a diploma will not be enough, and you will also need constant self-improvement and constant development of your knowledge, skills, abilities and competencies. All this is necessary to become a professional and a top-class specialist in what you do. This refers to all the dimensions of teacher professional activity regardless of the subject taught or the level of the educational system as part of which this activity is pursued.

Demonstration by teachers of an appropriate state and level of professionalism and pedagogical culture is becoming particularly important for educational practice. The said state and level should be cared about already at the stage of preparation for pursuance of the teaching profession, and then developed and updated during its pursuance. For this purpose, not only appropriate teacher education should be provided, but also adequate conditions should be established for teachers to work, which, apart from internal motivation, will encourage teachers to improve themselves in order to reach higher and higher levels of their own professionalism and pedagogical culture.

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