# EFFECTIVE PROFESSIONAL ORIENTATION AND THE ROLE OF TEACHERS IN ITS FORMATION

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## 1. Introduction

The world of the 21st century, in its excellent and admirable global connectivity, has also uncovered problems that cannot be limited by geographical zones or border lines. The world, not only due to the pandemic, but also due to new war conflicts or the catastrophic state of the environment, has moved to the point where the primary place in the search for answers to the quality of the future is given to the sciences that were pushed to the margins in the past decades or centuries.

From the 17th century to the present day, the sciences have concentrated strongly on mastering the external nature – the industrial revolution and the scientific and technical revolution have moved human knowledge to the truly excellent and sometimes breath-taking development of electronics, Nano electronics, and information and communication technologies, the impact of which has been reflected in many areas of human efforts, including the protection and care of human health – to medicine.

In this dominance of the direction of the sciences of the whole world to control the external nature, we forgot to try to control social relations in a meaningful way, and what is completely surprising, we forgot or completely resigned to self-control, self-evaluation or what can be called simply the mental hygiene of a person.

The absurd effort to change and adapt the outside world primarily to our comfortable life received a clear answer especially in recent years: the pandemic, wars, the alarming state of the environment across the entire world (Fukuyama, 1992). Even those places where people can only get to sporadically or not at all (Antarctica, Himalayas, etc.), are destroyed and show significant signs of damage. And so every wise, rationally thinking person realizes that the solution for the future of humanity are the sciences, which give a "human" dimension to material-technical progress. Sciences that give to rapid technical and scientific progress what we can call an objective, meaningful, scientific basis.

Anthropological, psychological and pedagogical sciences are the sciences of the future, because above all, these sciences have a chance to open the door to the future in solving to solve the most current problem – the problem of man. Anthropological, psychological and pedagogical sciences, of course in cooperation and with regard to the acceleration of natural or technical sciences, can return a person to the required value hierarchy, in which all values are harmoniously connected in such a way that they act not only on the mind of a person, but also on his heart (Merton, 2000).

In the search for an answer to the question how to grasp a meaningful world of values, upbringing and education have a dominant place. Although the narrative that teachers are drawing the contours of the world 20-30 years from now with their ordinary daily work sounds very bravely, it is more than true. Parents instil should instil love in their offspring. Love creates the goodness. Teachers through their work continuously build on the foundations acquired in the family, and have a balanced effect not only on the non-cognitive, but also on the cognitive side of the pupils' personalities. And it is a meaningful balance that is a prerequisite for such a value hierarchy, which should be a sufficient guarantee or pillar of a quality future. So, how to achieve this? How to prepare future teachers to handle this difficult task?

At the beginning we will focus on the historical context. The Slovak University of Technology, where our workplace is located, which provides the training of teachers of professional technical subjects, can rely on three global priorities when referring to the phrase "technical education". The first priority is the fact that on our territory, in then Austrian monarchy, the first technical university in the world was founded in 1762, where the most recognized capacities of the world of science of the 18th century worked.

The second, no less important fact is that our native is an excellent philosopher, pedagogue, theologian, polyhistorian, whom contemporary world pedagogical science refers to as "teacher of the nations", Jan Amos Komenský. He was born in 1592 and lived his creative life in one of the most difficult centuries in Europe – the 17th century. He devoted his whole life to scientific work, he is the logical successor of F. Bacon's work. He devoted himself to permanent dynamic education as a lifelong cultivation of a person - he dealt with the idea of pansophy. The testimony of his genius is the invitations of the then monarchs across Europe - he accepted the invitation of the English king Charles I to London, Cardinal Richelieu immediately invited him to Paris. He met René Descartes in Leyden, Holland, from where he went to Sweden at the invitation of the Swedish king.

Jan Amos Komenský is the founder of modern didactics:

- ✓ Consistently revised teaching methods together with didactic principles
- ✓ Recommended defining the content of education so that it corresponds to scientific development
- ✓ Respected the entire educational curriculum and at the same time appealed to intersubject relationships
- ✓ Specially focused on the needs of language teaching and its understanding

- ✓ In didactics, he excluded discipline from the system of teaching aids for the first time, limiting it to morality and ethics
- ✓ Introduced the classic class-hour system as we know it today all over the world.

In the work *Mundus moralis*, he strongly calls for self-reflection as a basic prerequisite for a teacher – to be able to manage one's work, detect pluses and minuses, critically specify one's mistakes and overcome them. The third fact, which is related to the country of which we are the successor state – Czechoslovakia, is that it was here that the term that is known today without exception to the whole world – the term robot – was first used in the work of the writer Karel Čapek. The term is mentioned in writer's dramatic work R.U.R (Rossum's Universal Robots) presents this concept as a humanoid creature for the first time. Today, the concept of robot and words derived from it such as robotics, robotisation, or subsequently automation belong to the essential conceptual equipment not only of the world of technology and technical education, but this concept has penetrated into all areas of everyday human action and effort.

**2. Establishment of the First Technical Academy in the World**

The need to establish a university resulted from the development of Slovakia's economy in the middle Ages, conditioned by its mineral wealth - especially gold, silver, copper and iron. Slovakia became visible as early as the 14th century, when the Kremnicka Mint – founded as early as 1328 – minted gold and later silver coins. Gold Kremnica ducats and later silver toliares were a sought-after and respected form of currency throughout Europe for several centuries. Thanks to mineral resources, Slovak mining and metallurgy in the 15th-16th centuries experienced a unique boom with a positive impact on the development of the entire spectrum of natural science disciplines such as mineralogy, geology, botany, geography, but also physics and mathematics. Unfortunately, there was no university in Slovakia at that time that could become a centre of scientific life. For this reason, many Slovak scholars and scholars could only find employment at foreign universities. For example, Ján Sambucus (1531-1584) from Trnava was one of the most important European humanists with an interest in botany and medicine. Juraj Henisch from Bardejov served as rector of the University of Augsburg, where he published the work Overview of Old and New Geography. The Slovak Jan Jesenius (1566-1621) performed the first public autopsy at Charles University in Prague, the oldest university in Central Europe, founded in 1348 by Charles IV. As rector of Charles University, he published a special analytical Latin treatise on the autopsy. Other natives of Slovakia also worked at Charles University, professors Daniel Basilius – mathematician and physicist, Peter Fradelius, who wrote a Latin treatise on plants – In Praise of Botany.

Slovak scientists sought refuge in the universities of Europe, but on the contrary, Slovakia at that time attracted many European scientists. The stimulus for European scholars was mainly developed mining, but also the abundance of hot and mineral springs in the territory of Slovakia. In the 16th century, Juraj Agricola, a German humanistic doctor and naturalist dealing with the study of mining, geology, metallurgy and mineralogy, worked in Slovakia. He is considered the founder of mineralogy as a science. He wrote the first manual of mineralogy On the nature of minerals (De natura fossilium, 1546) and the work Twelve books on mining (De re metallica

libri XII, 1556). This publication also contains important data on mining in the central Slovak mining area (Špania dolina), which was provided to him by Ján Dernschwam (1494-1567).

Slovakia was also visited at that time by the famous physician Paracelsus, who was referred to by his contemporaries as the "Luther of medicine" (Lutherus medicorum). The main goal of this Swiss doctor's work in Slovakia was the mining and processing of ores. He visited the territory of Slovakia repeatedly, for the purpose of researching the mining of precious metals and their subsequent extraction from ores, he visited mining areas in central and eastern Slovakia (Banská Bystrica, Smolník), in 1537 he was in Bratislava. The result of his research was the book De tinctura physicorum, where he subjected the essence of cementation to a thorough analysis. Cementation is a method of obtaining copper from the so-called cementing waters.

In view of technical progress, it was no longer possible to rely only on empirical methods of passing knowledge from generation to generation. The onset of the modern age and progress in the economy clearly specified the need for the creation of technical education. Scientific discoveries found application in the everyday reality of mining and metallurgy. Slovakia is proud of its traditions, many of which are unique in the world. In 1627, in Banská Štiavnica, the world's first mine blasting was carried out to separate rocks. Gunpowder stopped being just a tool for killing, it finally saw "peaceful" use in Europe. In the years 1720-1722, Slovakia became the first country on the European continent where atmospheric fire machines similar to Newcomen's machine, used in England in 1712, began to be used. Metallurgy and mining needed qualified experts, so technical schools were founded in Slovakia in the 17th century and in the 18th century by the logical and meaningful outcome of the economic situation. The institutionalized form of organized technical education took off vigorously at the beginning of the 18th century. As early as 1735, a mining vocational school (we would say secondary school today) was founded in Banská Štiavnica under the supervision of Samuel Mikovini. Samuel Mikovini, cartographer and mining expert of European stature, received his professional education in Germany. He first trained as an engraver in Nuremberg. Later, in the years 1721-1722, he studied mathematical sciences at the university in Altdorf, he received his cartographic and surveying education in Jena, where in 1723 he was the first Slovak to receive the title of engineer. During his not long but fruitful life, he collaborated with another important Slovak - polyhistorian and encyclopedist Matej Bel, who was called "the great ornament of Hungary" for his scientific work. Mikovini's collaboration with Matej Bel began with the development of maps and pictorial appendices to Bel's extensive work on Hungary Hungariae antiquae et novae prodromus (Messenger of Old and New Hungary, 1723) and culminated in the preparation of map materials for a series of monographs on Hungarian capitals Notitia Hungariae novae historico-geographica (Historical and geographical knowledge about contemporary Hungary, 1735), over which Emperor Charles VI himself, father of Maria Theresa, held a protective hand (Matula & Vozar,1987) .

As a cartographer, Samuel Mikovini also dealt with theoretical mathematics – his mathematical considerations on the topic of squaring the circle, archeology and astronomy are noteworthy. In 1749, he even drew up plans for the construction of the royal palace in Buda (today's

Budapest). The versatile Samuel Mikovini developed his own cartographic method, which significantly improved the surveying cartographic procedures of the 18th century. As the manager of the mining school, he participated in decisions about the stamping of mine works, the construction of mining machines, mine warehouses, furnaces, smelters, but also water works. It was through the construction of the system of water artificial lakes that Mikovini forever entered the annals of European technical history. By building a system of water lakes – "tajchs" – Mikovini solved one of the urgent problems of mining at the time, to ensure enough water energy to drive mining and metallurgical equipment on the surface. Tajchs are still admired today for their original solution from an engineering point of view.

The traditions of Mikovini's school were continued by Queen Mária Theresia (1718-1780), who by decree of December 13, 1762, ordered the establishment of a technical college in Banská Štiavnica – the Banská academy. For the first time in the history of modern education, the teachers of the Banská Academy in Banská Štiavnica started teaching technical disciplines in a university manner. The school has become a center for the development of technology and mining science not only in Europe, but also in the world. The Mining Academy has world primacy not only in the date of establishment, but also in the selection of its students. Anyone who met the professional requirements could study at it, regardless of the student's genealogical roots. By making tuition at the academy free, the academy opened its doors to all gifted and talented students, regardless of their origin or financial background - an unprecedented fact in the 18th century. On June 13, 1763, the Department of Chemistry and Mineralogy was the first to be established at the Technical University in Banská Štiavnica. Its first professor was Mikuláš Jacquin, a native of Dutch Leyden. He started lecturing at the beginning of September 1764. The second department was established in 1765, providing teaching in the field of mechanics and hydraulics. The first professor of this department was Mikuláš Poda, a professor from Graz in Austria. In 1770, a third department was added, mining art and mining law. Christoph Traugott Delius, a German mining professor from Walhausen in Thuringia, was appointed as the first professor of this department. The developed mining industry in Banská Štiavnica and its surroundings gave the newly established university unique opportunities to perfectly connect theoretical teaching and its practical outcome.

Although our alma mater – the Slovak University of Technology is not an explicit successor of the first technical academy in the world (continuity was interrupted by political and economical conditions at the beginning of the 20th century), we proudly and respectfully adhere to this tradition within the more than 80-year history of our school we report. Individual faculties of the Slovak University of Technology in Bratislava – Faculty of Mechanical Engineering, Faculty of Materials Science and Technology, Faculty of Civil Engineering, Faculty of Architecture and Design, Faculty of Electrical Engineering and Informatics, Faculty of Information Technology, Faculty of Chemical and Food Technology – ensure the training of graduates in a wide range of technical disciplines. For 60 years (since 1963), our university has had a department that provides the so-called supplementary pedagogical education for undergraduates and graduates of our university. The goal of this workplace is to ensure adequate propaedeutic of technology in education levels ISCED 3, ISCED 4 by training qualified

teachers-technicians. Students of supplementary pedagogical studies are either graduates of technical university who return after practice and complete their education in the pedagogical-psychological-didactic field, or full-time STU students who, in addition to technical studies, have also studied supplementary pedagogical studies in the last two years. The study lasts four semesters, ends with final exams and the defence of the final thesis, and graduates receive a certificate of teacher qualification for teaching vocational subjects at the relevant technical secondary schools (ISCED 3, 4).

The subjects that our students complete are completely similar to the subjects that we can identify at any university preparing students for the future teaching profession. Pedagogy, psychology as core disciplines in the first year supplemented by the sociological and ethical basis of the teacher's work (the first two semesters of study), in the second year the core theoretical subject is didactics, supplemented by rhetoric, professional communication and a seminar on pedagogical practice (third and fourth semesters). Teacher professionalism is developed through pedagogical practice continuously and gradually in each semester of study in cooperation with training schools (Silverman, 2005). In the first semester of study, the student begins with orientational practice, which in the next semester passes into diagnostical practice. In the third, didactic-projective practice follows. The last one is integration-realisation practice, which is actually a holistic result in the final presentation of acquired teaching competencies.

**3. Orientational Practice**

The student will be able to orientate himself in the environment of the secondary school - familiarize himself with the history of the school, the philosophy of education, the connection to professional practice, the local specifics of the environment, the application of graduates in the field, the organization of work and the school year, the structure of pedagogical staff, the school educational program, the status of professional subjects in the curriculum, their specifics and relationships to other teaching subjects, with pedagogical documentation, school plans, material equipment.

**4. Diagnostical Practice**

The student will be able to diagnose and evaluate the teaching process in terms of:

- ✓ The quality of the teaching process, teacher competences – the teacher's readiness for the lesson, the strategies used in the teaching of professional subjects, the selection, interpretation and didactic transformation of the subject matter, presentation skills, management and organizational skills, the assessment of student performance, the creation of a positive climate and discipline in the classroom, authority, preferred approach and their relationship with pupils
- ✓ Getting to know students – their interests, knowledge level, attitudes towards learning and subjects, especially in the area of Supplementary pedagogical education student specialization, learning style, their background and the culture of the environment

- ✓ Analyses of the active involvement of students in teaching (pace and fluency, overview, management of students' study time, provision of supportive feedback, promptness when changing the exercise plan).

The output is records from the observation of lessons and an overall assessment of practice – analysis, identification of prevailing teaching strategies and their evaluation in terms of the application of didactic principles and principles, characteristics of one selected class and one selected pupil.

**5. Didactic-Projective Practice**

The student will be able to prepare in writing for the teaching units (also for the relevant type of exercises, if the taught subject assumes this form) and demonstrate the following pedagogical skills:

- ✓ To orientate in didactically adjusted, but also unadjusted sources of knowledge – school education program, curriculum, textbooks, professional literature, Internet resources, etc.
- ✓ Carry out a didactic analysis of the curriculum of the thematic unit and the topic of the lesson
- ✓ Determine and select essential elements of the curriculum and interpret and organize them appropriately
- ✓ Formulate specific objectives of the lesson according to the selected taxonomy of objectives
- ✓ Choose suitable teaching methods and forms for the individual phases of the lesson and relevant learning activities of the pupils in view of the teaching context
- ✓ Select and prepare examples from practice, model examples, tasks, problems, case studies, formulate questions, etc.
- ✓ Based on the knowledge of the material equipment of the school, select and correctly integrate into the course of the lesson, didactic techniques and teaching aids, worksheets, tables, etc.
- ✓ Schedule the didactic cycle of the lesson
- ✓ Prepare a didactic test for a selected thematic unit with appropriate mathematical characteristics
- ✓ Create a computer presentation of the curriculum

Part of this part of the practice is also the student's assistance to the trainee teacher to the extent agreed upon.

**6. Integration and Implementation Practice**

The student demonstrates the ability to implement the planned lessons within the taught professional subject independently and thus demonstrates the following pedagogical skills:

- ✓ Motivate and keep the student's attention
- ✓ Interpret and present the curriculum with the application of didactic principles and principles of rhetoric and communication
- ✓ Use optimal, diverse teaching methodical procedures, forms and material means
- ✓ Fluently and purposefully manage and organize own activities and the activities of the student
- ✓ Create a positive atmosphere and maintain discipline in the classroom in pedagogically legitimate, pedagogically, psychologically and didactically justified and proven ways
- ✓ Sensitively appreciate the efforts of pupils and evaluate their ongoing and final performances using optimal diagnostic, control and evaluation procedures
- ✓ Critically evaluate one's own activity and constantly improve it based on its conceptualization and feedback from the students and the trainee teacher.

The output is a written self-evaluation analysis of each lesson, a written evaluation and the final report of the trainee teacher, which are part of the pedagogical diary.

**7. Self-Reflection**

It is not enough for the teacher to rely on the principles of general management conditioned by rational strategy and logic, the effectiveness of which shows general validity regardless of the specific context of the situation. Although these paths are explicit, and therefore definitely teachable, although they are based on the principles of logical, scientific thinking, they are insufficient equipment for a person for a common, everyday life situation that does not meet the possibilities of pre-defined qualitative and quantitative characteristics. In ordinary everyday life marked by hecticness, a person can rarely first assess the problem, then define the possible causes and then choose the appropriate way to solve the problem. His dominant task is to make quick decisions from the point of view of general or personal primary interests, and often simultaneously solve several problems at once. Such a situation requires from the individual a clear conceptualization of the solution to the problem, or problems in ways that go beyond their own prior knowledge or experience. Many times, the everyday situation demands from the teacher immediate planning with a minimum of additional information, a high-quality deduction that will allow them to act in the actual solution process, without any time loss. Linear progress in the teacher's work, as well as linear progress in the future ordinary life of his students, i.e. j. gradually moving through the problem identification, analysis and solution phase – should be the exception rather than the rule. In everyday life, problems are cumulative, interconnected and the environment is hectic, so phasing would be lengthy and counterproductive. Thus, the teacher makes decisions and follows the path of intuitive understanding of the situation with permanent feedback determined by constant reflection of his own actions in direct confrontation with the situation in the classroom. If teacher students are daily confronted with the level of such meaningful decision-making, if they perceive the

positive impact of such actions in class, they gradually seem to absorb the model of decision-making and non-violently imitate or adopt it (Sternberg, 2004).

An important role in this process is played by the so-called hidden (tacit) knowledge that refers to practical know-how and that does not have an explicit formal definition. Many psychological studies show that hidden knowledge is the category that:

- ✓ Distinguishes a beginner from an expert
- ✓ Determines the quality of immediate performance
- ✓ It is independent of the IQ level and of the cognitive and non-cognitive equipment of the personality
- ✓ Is relatively general within the field and in inter-field contexts, i.e. j. that people who have a lot of tacit knowledge about one aspect of field performance will also have a lot of tacit knowledge about other important aspects of field performance.

Thus, hidden knowledge with its meaningful application is one of the ways to achieve a high level of effective teacher influence on the student. They develop best on training activities modelled to improve performance or intensive effort with sustained motivation and sufficient resources over a long-term time horizon. If we transform the theory elaborated by Sternberg into the position of a teacher, then the professional work of teacher-experts can be classified as follows (Sternberg, 2004):

1. Experts spend much more time assessing the problem and less time solving it; for newcomers, or for beginners it is exactly the opposite.

2. Experts identify and categorize problems based on the in-depth principle, novices identify and categorize problems based on surface features.

3. Experts are able to perceive more information simultaneously.

4. Experts have excellent long-term and short-term memory for information relevant to the problem.

**8. Cognitive Ease Versus Cognitive Effort ın an Individual's Response to an Emergency Activity**

Self-reflection or self-regulation of an individual's behaviour naturally accumulates a whole constellation of thought processes in which the present and the past correct (create) the future. Self-reflection is a demanding, complex process, requiring constant energy of thought, as well as constant vigilance of the individual. Self-reflection is constant responsibility for oneself. However, carrying the burden of responsibility is extremely difficult and demanding, and like everything that is difficult, carrying the burden of responsibility must be learned. Where else but at school? With whom, if not with teachers? In self-reflection, the triggering of emergency activity at the subjective level can generally occur due to the operation of a whole spectrum of mechanisms. At a critical moment, the following stages of self-regulation of behaviour can be descriptively identified:

a) Gradation phase

b) Critical phase

c) Reorganization

d) Focal activity

e) Latency, resting phase

*Gradation Phase*

The volume of incentives gradually increases, which naturally leads to the reorganization of the system into a new pattern of activity. Motives can be physical forces, impulses, motives, accumulation of causes and evidence.

*Critical phase*

It is precisely that moment when the system is on the border of change – "rolling over" into a new pattern of activity.

*Reorganization*

Reorganization is precisely the moment when the system adapts to a new pattern of activity. The trigger is usually a triggering event, which ends the previous system organization and sets the system up for a new phase. A trigger event is also referred to as a cut-off point. The event or the limit point can arise in the system itself - an internal event, or it can come from the outside – an external event. The fact that the same event, internal or external, may not have the same impact on an individual's actions is important for the awareness of the activity. The decisive factor is the mutual intersection of the critical phase and the event - that is, if the individual is not in the critical phase, the event is not, or it doesn't have to be the trigger for change.

*Focal Activity*

This activity actually represents a fast event, which is very difficult to consciously control or slow down.

*Latency, Resting Phase*

The Transition Story Ends and a Period of Peace Begins.

The individual phases of self-regulation of behaviour are graphically represented below (taken from Sternberg). Although the process appears simple on the surface, in reality vast machinery of the mind is at work that allows or does not allow various triggers, threshold effects, and other phenomena to trigger emergency activity. According to renowned experts, triggering an "emergency activity" is actually a highly adaptive, efficient way of deciding when and how to behave with meaningful effect for the immediate situation. Emergency activity and its adequate launch is one of the important elements of the correct, expected solution for the situational problem.

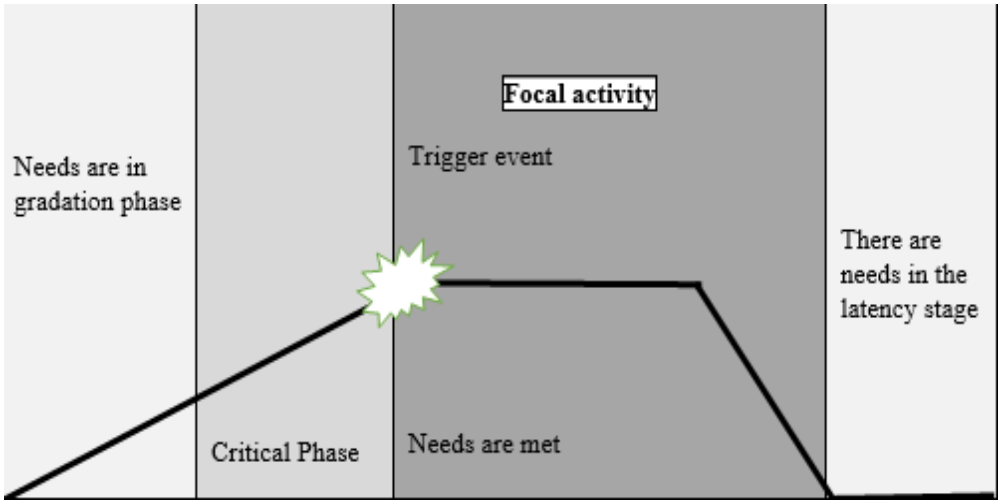


**Figure 1.** Source: Sternberg, R. J. why Smart people do stupid things.

Scheme of self-regulation according to R. J. Sternberg

To solve immediate situations in the classroom, teachers have the latest findings of cognitive psychologists about the so-called cognitive ease, the basic parameters of which can be categorized as follows:

- ✓ Repeated experience;
- ✓ Clear display;
- ✓ Priming support;
- ✓ Positive perception.

**9. Conclusion**

It follows from the above that sentences whose structure is simple and comprehensible, which are printed or written in a clear font, with a colour accent on the most important elements of the content and are repeated at the same time, we can process fluently with adequate cognitive ease. On the contrary, when reading texts that are complicatedly formulated, printed in blurred, faded fonts, unformatted, or written without text structure, we experience the so-called cognitive effort. The author of these findings, Daniel Kahneman, together with Amos Tversky, received the Nobel Prize for pioneering work in the field of human decision-making. They described two systems in the field of decision-making in thinking and subsequent action - system 1 and system 2, with a specific analysis of the advantages or disadvantages of both systems in the decision-making process. Since each of the mentioned systems illustrates the errors in decision-making in a very meaningful way, on the basis of consistent revision of the model of System 1 and System 2, it is possible to prevent errors in decision-making through conscious training. Likewise, according to the mentioned authors, the moment of predictability can be taken into account when these systems are thoroughly respected, which is extremely important when dealing with any life situations (Kahneman, 2019).

As part of the seminar, we apply the processing of System 1 and System 2 in human decision-making to pedagogical practice, which is helpful for the quality of the immediate decision in a consistent sequence of decisions in the teacher's work. The situations modelled at the seminar allow future teachers to choose adequate emergency activity training so that it supports a highly adaptive way of decision-making:

- ✓ Choose a not precisely and clearly defined set of circumstances of the immediate situation in the classroom, so that teachers gradually get used to solving in unclear, not precisely defined situations;
- ✓ To focus on the development of those management teacher competencies that are important in the act of decision-making with the meaningful application of the theory of teacher-experts so that they choose the most appropriate decision-making strategy and continuous reflection.

I introduced our contribution with facts about the three world priorities in the education of the country from where we came. We dedicate the end of the post to the country that is the host of this conference - and not only the city of Istanbul, but the whole of Turkey. All of us who have participated in conferences several times in different parts of Turkey, we already know that it is a charming country where endless the beauty of the natural scenery reflects the goodness of the hearts of the people who live here.

A perceptive observer identified that in their respect for traditions, in their humility, in their daily human struggle, but also in their selfless generosity. Let me conclude with a quote from a Nobel Prize winner for the literature of Orham Pamuk from the book in which he paid tribute to the city of Istanbul and the power of human love, Museum of Innocence. "*Museums are not meant to be walked through, but to be experienced. They are created from collections expressing the soul of this experience. They are no longer museums, but only corridors and halls when the collections are taken from them"* (Pamuk, 2011).

Parallel? Without good teachers, even schools they become just classrooms and corridors. Let's prepare for practice such teachers who are able to give the "soul of positive experience" to the school so that the students carry their message with them whole life! So that they try to change themselves in their professional life and at the same time look for beauty and usefulness where their duty in life directs them.

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