DISCLAIMER

This book contains abstracts and complete papers approved by the Conference Review Committee. Authors are responsible for the content and accuracy.

Opinions expressed may not necessarily reflect the position of the International Scientific Council of SGEM.

Information in the SGEM 2018 Conference Proceedings is subject to change without notice. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, for any purpose, without the express written permission of the International Scientific Council of SGEM.

Copyright © SGEM2018
All Rights Reserved by the SGEM International Multidisciplinary Scientific Conference on SOCIAL SCIENCES and ARTS
Published by STEF92 Technology Ltd., 51 "Alexander Malinov" Blvd., 1712 Sofia, Bulgaria
Total print: 5000

ISSN 2367-5659
DOI: 10.5593/sgemsocialF2018/6.3

SGEM INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCE ON SOCIAL SCIENCES AND ARTS
Secretariat Bureau

E-mail: borghese@sgemfloreence.org
URL: www.sgemfloreence.org
ORGANIZERS & SCIENTIFIC PARTNERS

- EUROPEAN ACADEMY OF SCIENCES, ARTS AND LETTERS
- THE CZECH ACADEMY OF SCIENCES
- POLISH ACADEMY OF SCIENCES
- SLOVAK ACADEMY OF SCIENCES
- SCIENCE COUNCIL OF JAPAN
- RUSSIAN ACADEMY OF SCIENCES
- LATVIAN ACADEMY OF SCIENCES
- ACADEMY OF FINE ARTS ZAGREB, CROATIA
- CROATIAN ACADEMY OF SCIENCES AND ARTS
- ACADEMY OF FINE ARTS AND DESIGN IN BRATISLAVA
- RUSSIAN ACADEMY OF ARTS
- BULGARIAN CULTURAL INSTITUTE - VIENNA, AUSTRIA
- BULGARIAN ACADEMY OF SCIENCES
- SERBIAN ACADEMY OF SCIENCES AND ARTS
- NATIONAL ACADEMY OF SCIENCES OF UKRAINE
- NATIONAL ACADEMY OF SCIENCES OF ARMENIA
- ACADEMY OF SCIENCES OF MOLDOVA
- MONTENEGRIN ACADEMY OF SCIENCES AND ARTS
- GEORGIAN ACADEMY OF SCIENCES
- TURKISH ACADEMY OF SCIENCES

INTERNATIONAL SCIENTIFIC COMMITTEE

SCIENCE & ARTS

- Prof. Lidia Cristea, Romania
- Prof.dr. Petras Grecevičius, Lithuania
- Prof. dr. sc. Sanja Nikčević, Croatia
- Prof. Dr. Mark Meerovich, Russia
- Prof. Lucio Altarelli, Italy
- Prof. Dr-Arch. Sofía Letelier Parga, Chile
- Prof. David Bershad, Canada
- Assoc. Prof. Eleni Lapidaki, Greece
- Assoc. prof. Malvina Russeva, Bulgaria
CONFERENCE PROCEEDINGS CONTENTS

SECTION HISTORY OF ART

1. ALLEGORY AND SYMBOLICS IN THE ARTWORKS OF LEONARDO DA VINCI, Professor Raisa Musat, Docent Sergey Yamaletdinov, Siberian Federal University, Russia .................................................3

2. COPYING AS A METHOD OF RESEARCH AND PRESERVATION OF MONUMENTS OF ANCIENT RUSSIAN ART, Tatiana Laska, Sergei Golubkov, Herzen State Pedagogical University of Russia, Russia ........................................11

3. FUNDAMENTAL THEORETICAL PROVISIONS AND METHODOLOGICAL RECOMMENDATIONS FOR SCIENTIFIC COPYING OF MONUMENTAL ART WORKS, Tatiana Laska, Sergei Golubkov, Herzen State Pedagogical University of Russia, Russia ........................................17

4. ITALY - AN INSPIRATIONAL THEME FOR IMPORTANT ROMANIAN ARTISTS LOCATED IN THE PATRIMONY OF THE BUCHAREST MUNICIPALITY PINACOTHEQUE, Ana Maria Măciucă, Museologist Pinacothèque’s of Bucharest Municipality Museum, Bucharest Municipality Museum, Romania ........................................25

5. MEDICINE IN THE MIRROR OF SMALL LITERARY FORMS: DIACRONIC REVIEW, Assoc. Prof., Dr. Sabina Nedbailik, Dr. Rudolph Meltzer, Petrozavodsk State University, Russia ........................................33

6. NATIONAL SPECIFICITY AND STYLE OF THE ROMANIAN FINE ARTS, Ana Maria Măciucă, Museologist Pinacothèque’s of Bucharest Municipality Museum, Bucharest Municipality Museum, Romania ........................................43

7. THE HISTORY OF COPYING THE FRESCOES FROM VELIKY NOVGOROD IN THE PRE-REVOLUTIONARY PERIOD, Tatiana Laska, Sergei Golubkov, Herzen State Pedagogical University of Russia, Russia ........................................49

8. THE MAGIC OF THE RENAISSANCE TODAY: THE PICTURE AND THE IDEOGRAMMATICAL WRITTING OF “EYE OF HORUS” (THE EDUCATIONAL-HYPOTHETICAL APPROACH), Associate Prof. Dr. Vladimir Vinokurov, Associate Prof. Dr. Marina Vorontsova, Lomonosov Moscow State University, Russia ........................................57

9. THE SCHOOL OF SCIENCE-BASED COPYING OF L.A. DURNNOVO AND T.S. SHCHERBATOVA-SHEVYAKOVA, Tatiana Laska, Sergei Golubkov, Herzen State Pedagogical University of Russia, Russia ........................................65
SECTION FINE ART

10. TOPOS OF THE CITY IN EUROPEAN PAINTING, PhD. Engineer. Architect Halina Rutyna, West Pomeranian University of Technology in Szczecin, Poland......75

SECTION CONTEMPORARY ART

11. ARCHITECTS' DRAWINGS AS A PIECES OF ART, Full Prof. Dr. Ing. Arch. Andrzej Biakiewicz, Cracow University of Technology, Faculty of Architecture, Poland.................................85

12. ARTISTIC ARCHITECTURAL GLASS, Maria J. Żychowska, Cracow University of Technology, Faculty of Architecture, Poland .................................................93

13. BORDERS OF DIGITAL ART IN THE CONTEXT OF THE INFORMATION SOCIETY, PhD Zyczkowska Karolina, Prof. PhD. Art.D. Buczkowski Jan, Gdansk University of Technology, Poland ............................................101

14. CAN MACHINES PAINT?, PhD student Khalil Israfilzade, Prof. Lina Pilelienė, Vytautas Magnus University, Faculty of Economics and Management, Lithuania ......109

15. CONTEMPORARY ART AND CIVIC ENGAGEMENT, Dr. Joanna Kabrońska, Gdansk University of Technology, Poland.........................................................117

16. EARLY IDENTIFICATION OF GIFTEDNESS IN THE ART-CREATIVITY PROCESS, Assoc. Prof. PhD. Larisa Kalinina, Assoc. Prof. PhD. Dmitry Ivanov, Samara State University of Social Sciences and Education, Russia ........................................125

17. EARTHQUAKE DISASTER AND THE POTENTIAL OF ADULT ART EDUCATION: THE SIGNIFICANCE OF HOLISTIC LEARNING, Prof. Dr. Mitsuru Takahashi, Prof. Dr. Takiko Makiish, Tohoku University, Japan ...............133

18. FINE-ART CREATION BY MIROSLAV CIPAR, Mgr. Iveta Gal Drzewiecka, PhD., University of Prešov in Prešov, Slovakia.........................................................145

19. RHYTHM AND COLOURS OF THE ANGLES, Assoc. Prof. Krzysztof Wroblewski, Gdansk University of Technology, Poland.................................................153

20. SYMBOLOGY OF ART AND TECHNOLOGY - FROM RENAISSANCE TO INTERACTIVE ART, Prof. PhD. Art.D.Buczkowski Jan, PhD Zyczkowska Karolina, Gdansk University of Technology, Poland ..............................................163
21. THE ROLE OF SOCIETY IN CREATING CONDITIONS FOR
PROMOTING CREATIVITY IN EDUCATIONAL CONTEXT,
Assist. Prof. Dr. Snježana Dubovicki, Assist. Prof. Dr. Maja Brust Nemec, Faculty of Education, Josip
Juraj Strossmayer University of Osijek, Croatia ...

SECTION PERFORMING AND VISUAL ART

22. "INSPIRATION BANK" PROJECT – SOCIALLY ENGAGED ART IN
URBAN SPACES: THE CASE STUDY OF GDANSK,
Assist. Prof. Dr. Justyna
Borucka, Gdańsk University of Technology, Poland ...

23. CREATIVE PLACEMAKING IN POLAND: CAN ART BECOME AN
EFFECTIVE TOOL OF URBAN REGENERATION?!,
Assist. Prof. Magdalena
Rembeza, Gdańsk University of Technology, Poland ...

24. GASTRECTOMY: THE VISUALISATION OF THE SURGERON
INVASION, PhD student Aleksei Spartak, Lomonosov Moscow State University / A.V.
Vishnevsky Institute of Surgery, Russia ...

25. HEALTH BY ART: THE REMEDIAL ROLE OF ARTISTIC
INSTALLATIONS IN PUBLIC SPACE,
Assist. Prof. Dr. Małgorzata Kostrzewska,
Assist. Prof. Dr. Magdalena Rembeza, Gdańsk University of Technology, Poland ...

26. HISTORICAL-COMPARATIVE APPROACH REGARDING STABAT
MATER IN MUSICAL REPERTOIRE OF THE LAST FOUR HUNDRED
YEARS,
Prof. Dr. Petruța-Maria Coroiu, Assist. Prof. Drd. Alexandra Belibou,
Transilvania University of Brasov, Romania ...

27. META-COGNITION – AN ESSENTIAL STRATEGY FOR PRACTICE,
Prof.
Dr. Anca Preda-Uliță, Transylvania University of Brasov, Romania ...

28. THE RELATION BETWEEN ART AND PHYSICAL ACTIVITY IN THE
PUBLIC SPACE OF THE CONTEMPORARY CITY,
Assist. Prof. Dr. Małgorzata
Kostrzewska, Gdańsk University of Technology, Poland ...

29. THE SECOND-PERSON NARRATION AS A NATURAL HABITAT OF 360°
STEREOSCOPIC SPHERICAL CINEMA,
Assist. Prof. Aigars Ceplitis, M.F.A.
"RISEBA" University of Business, Arts and Technology, Riga, Latvia ...

SECTION FASHION AND ART

30. HERITAGE EXPERIENCE IN INTERACTION. WEARABLE
TECHNOLOGIES AS A TOOL FOR PARTICIPATION IN CULTURAL SITES,
Assoc. Prof. Elisabetta Cianfanelli, Ass. Prof. Gabriele Goretti, Margherita Tufarelli,
University of Florence, DIDA Design Campus, Italy ...

iii
SECTION CULTURAL HERITAGE AND MUSEUM STUDIES

31. EXPLORING THE ROLE OF ART MUSEUM FOR THE RECOVERY FROM DISASTER: THE POTENTIAL OF MUSEUM EXPERIENCE, Prof. Dr. Mitsuru Takahashi, Tohoku University, Japan .............................................................. 255

32. HERITAGE BETWEEN CULTURE AND SUSTAINABILITY. A CASE STUDY BASED ON THE SOUTHERN EUROPEAN MEDIUM-SIZED CITIES, Dr. Blanca Del Espino Hidalgo, Universidad de Sevilla, Spain ........................................... 269

33. HISTORIC URBAN SETTINGS, LED ILLUMINATION AND ITS IMPACT ON NIGHTTIME PERCEPTION, VISUAL APPEARANCE, AND CULTURAL HERITAGE IDENTITY, Asst. Prof. Dr. Karolina M. Zielinska-Dabkowska, Kyra Xavia, GUT LightLab, Faculty of Architecture/ Gdańsk University of Technology (GUT), Poland ........................................................................ 277

34. IS THE CULTURAL HERITAGE DRIVING CREATIVE INDUSTRIES GROWTH? THE CITY OF LUBLIN CASE, Assoc. Prof. Dr. Radosław Mącik, Maria Curie-Skłodowska University in Lublin, Faculty of Economics, Poland .......... 293

35. ORGANIZED IMPLEMENTATION OF FREE TIME OF YOUTH: PROMOTION OF CULTURAL ACTIVITIES, Full Professor, Vesnica Mlinarević, PhD, Teaching Assistant, Antonija Huljev, PhD, Mario Vukobratović, mag. cult., Faculty of Education, Josip Juraj Strossmayer University of Osijek, Republic of Croatia. ........................................................................................................ 301

36. POLISH CONTEMPORARY ARCHITECTURE VS. CULTURAL HERITAGE - 21ST CENTURY PRESERVATION THROUGH SUBDUED CREATION, Assist. Prof. Dr. Marta A. Urbańska, Faculty of Architecture, Cracow University of Technology, Poland .................................................................................. 309

37. RENAISSANCE RESIDENCES OF THE RADZIWILL FAMILY IN THE TERRITORIES OF THE FORMER POLISH COMMONWEALTH, Barbara Zin, Ph.D. Arch., Cracow University of Technology, Poland ........................................ 317

38. THE IDEA OF DECONSTRUCTION AND CONTEMPORARY HISTORY MUSEUMS, Dr Anna Malecka, Prof. Dr Piotr Mróz, AGH University of Science and Technology in Kraków, Poland .............................................................. 325

39. THE IMPORTANCE OF A PROJECT TO ENHANCE THE WATERMARKS OF THE CODEX ATLANTICUS BY LEONARDO DA VINCI, PhD student. Claudio Cali, Politecnico di Milano, Italy .............................................................. 333

40. THE INFLUENCE OF THE EVOLUTION OF DAYLIGHTING SYSTEMS OF EXHIBITION SPACE ON THE ARCHITECTURE OF THE MUSEUM'S BUILDING, Dr. Malgorzata Roginska-Niesluchowska, Gdansk University of Technology, Poland .............................................................. 339
41. THE LOCKS OF THE MARTESANA CANAL IN MILAN. FROM LEONARDO’S STUDIES TO THE CULTURAL ENHANCEMENT PROJECT ENTITLED “SLIDING DOORS”, PhD student. Claudio Cali, Politecnico di Milano, Italy..........................................................351

42. THE ROYAL SUMMER PALACE IN LOBZOW IN POLAND. CONSERVATION AND RESEARCH PROBLEMS BEFORE AND AFTER ADAPTATION A HISTORICAL BUILDING TO THE NEW FUNCTION., Assoc. Prof. Klaudia Stala, Institute of History of Architecture and Monument Preservation, Faculty of Architecture, Cracow University of Technology, Poland..............................357

SECTION LITERATURE AND POETRY

43. ISSUE OF PERSONAL IDENTITY AND ITS EXPLICATION IN IMAGE-TEXTUAL NARRATION BOY WITHOUT NAME BY SLAVKA LIPTAKOVA AND FERO LIPTAK, PhD. Alexandra Brestovičová, PhD., Prof. Dr. Zuzana Stanislavová, CSc., Centre of Research into Children Language and Culture/University of Presov, Slovakia.........................................................367

44. MEMORY OF CHILD NARRATOR IN LITERARY WORK ABOUT TRAUMA OF FASCISM: HITLER, MY NEIGHBOUR BY EDGAR FEUCHTWANGER, Prof. Dr. Zuzana Stanislavová, CSc., PhD. Alexandra Brestovičová, PhD., Centre of Research into Children Language and Culture/University of Presov, Slovakia...............................................................375

45. ROMA IDENTITY SPECIFICITIES IN THE LITERATURE FOR CHILDREN AND YOUTH IN SLOVAKIA, Assoc. Prof. Dr. Bibiána Hlebová, Ph.D., University of Prešov in Prešov, Slovak Republic ........................................383

46. THEODOR ADORNO: THOMAS MANN’S CONSULTANT OR CO-WORKER?, Senior Lecturer Elena Selesneva, Assoc. Prof. Daria Taveridze, Assoc. Prof. Elena Kartseva, Peoples’ Friendship University of Russia (RUDN University), Russian Federation .................................................................393

47. WILLIAM HAZLITT’S LECTURES ON ENGLISH COMIC WRITERS TWO CENTURIES LATER IN THE UNIVERSITY CURRICULUM GLOBAL CONTEXT, Assoc.Prof. Oksana Anossova, Peoples’ Friendship University of Russia, Russia ..................401

SECTION ETHNOLOGY AND FOLKLORE

48. ETHNIC MINORITIES OF MIGRANTS IN THE SOUTH OF RUSSIA: ACCULTURATION PROBLEMS AND RESOCIALIZATION TOOLS, Assoc. PhD in Sociology Andrey Bedrik, Assoc. PhD in Sociology Anna Shapovalova, PhD in Sociology Anna Bespalov, Southern Federal University, Russia ..................................................411
49. THE STEREOTYPES OF CROATIAN TEACHERS REGARDING PROFESSIONAL AND PERSONAL STATUS, Assist. Prof. Dr. Maja Brust Nemet Assist. Prof. Dr. Snježana Dubovicki, Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia

50. TRADITIONAL LAND USE FOR INDIGENOUS PEOPLES OF THE RUSSIAN NORTH AS THE BASIS FOR THE ETHNOS PRESERVATION, Assoc. Prof. Dr. Onzimba Lenyungo Zh., RUDN University, Russia

51. MUSIC EDUCATION AT REGIONAL CULTURALLY ORIENTED SCHOOLS IN SLOVAKIA AFTER 2008, PaedDr. Martina Krušinská, PhD., Catholic University in Ružomberok, Slovakia
THE STEREOTYPES OF CROATIAN TEACHERS REGARDING PROFESSIONAL AND PERSONAL STATUS

Assist. Prof. Dr. Maja Brust Nemet
Assist. Prof. Dr. Snježana Dubovicki

Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia

ABSTRACT

The stereotypes of teachers regarding their professional and personal status depend on the perception of the society and culture they are in, and they can affect the teachers' professional competence. The teacher's professional competences are reflected in the teacher's ability to apply the acquired knowledge, skills, abilities, and intrinsic and extrinsic motivation for their job.

The aim of the paper was to examine the stereotypes of teachers in Croatia and the acceptance of stereotypes of Croatian teachers on professional and personal status. Qualitative survey was conducted on the basis of a semi-structured group interview during 2017 on 290 class teachers in Osijek-Baranja, Virovitica-Podravina and Požeško-slavonska County of Croatia. Research results showed that teachers have stereotypes regarding their professional and personal status, especially visible were the negative attitudes towards independence in making expert decisions, professional and scientific advancement, support from school, and status in society and in the educational context.

Keywords: stereotypes, class teachers, professional competence, teachers' social status

INTRODUCTION

Stereotypes are generalized and popular beliefs about a particular group of people, which are being explored in different academic areas. Lippin [1] first studied stereotypes in the 1920s and defined them as "preconceptions that govern deeply the whole process of perception". Psychological research confirmed that stereotypes affect the intentions and actions of people towards other social, ethnic and cultural groups [2]. Studies of stereotypes in the educational context show that stereotypical decisions affect the process of thinking of the right professional solutions, but the change of the paradigm of the education in the 21st century requires a reduction in the stereotyping of professional thinking of teachers. According to Buchil [3] educational stereotypes are fixed, simplified, schematic and emotionally coloured thinking about the educational activity, the personality of students, parents and teachers themselves, and are beginning to be formed in childhood under the influence of teachers, parents, cultures and societies and they grow stronger and stronger. The results of earlier research show that stereotypes have positive and negative impact on education, so it is necessary to evaluate teachers' educational stereotypes, argue them and restructure stereotypes [4]. Educational stereotypes can therefore strongly influence the sense of teachers' satisfaction with their own professional and personal status in school and community.

https://doi.org/10.5593/sgemsocialF2018/6.3
Professionalization of the teacher's calling reflects the development of pedagogical sciences, educational content, educational models, affirmation of profession, education policy, modernization and general progress of society [5]. According to Božin, Milović, Pašalić and Schröder [6], the awareness of the teacher's profession enables him to perceive himself as a specialist in learning and teaching processes, while the power of the individual's abilities of the teacher allows the use of appropriate abilities in different situations, but collegiality is needed in order to increase satisfaction prevent burnout at work.

Vlahović and Vujčić-Živković [7] emphasize the new demanding and interdisciplinary role of teachers-professionals, who follow the path of the European structure of the quality of primary education. The ranks of a teacher-professional: critical intellectual possessing knowledge on teaching and learning, which is derived from the scientific-research findings of the teacher; creator of circumstances for the realization and self-creation of student's personality; an associate in the organization and a researcher in the field of education seeking for the best solutions. Teacher is expected to demonstrate a research approach focused on an active, critical relationship towards education and teaching, competent engagement in research, openness to innovative ideas and approaches, willingness to improve the teaching process, and an interest and capacity for theoretical reflection and communication. Each teacher requires support from the society and all the participants in the educational system, the restructuring of the stereotype, and the appropriate social status to respond to the demands of the modern student, but also to meet their own needs for success and self-determination.

**METHOD**

**Instruments**

The research was carried out with the help of qualitative methodology through group semi-structured interviews and formative evaluations. The combination of the above-mentioned research tools sought to increase the objectivity of the research. The semi-structured group interview was divided into two thematic sections. For the purpose of group interviews, the participants were first divided into 3 times per 10 groups and each group had 9 to 10 members. The interview protocol used was semi-structured because the aim of the group interview was to establish and awaken teachers' stereotypes about their own professional and personal status. After each group of respondents presented stereotypes about professional and personal development, the authors set out 7 stereotypes and team members analysed and restructured stereotypes through teamwork in 9-10 members. In the final phase of the research, we used oral group evaluation that was recorded with a camera. Participants were asked to use formative evaluation to think about their competences, stereotypes, to strengthen the "strong" sides, and work on the "weaker" areas that affect their successful teaching performance.

**Sample**

The research consisted of N = 290 teachers from the Osijek-Baranja, Virovitica-Podravina and Požega-Slavonia counties. According to gender, teachers are divided into
male (f = 15, 5.17%) and female (f = 275, 94.83%). All teachers voluntarily participated in the research (and during the recording of the interviews) during which the ethics were respected.

Procedure

The research was conducted during 2017 within the three Inter-county expert meetings for class teachers from Osijek-Baranja, Virovitica-Podravina and Požega-Slavonia counties. The theme of the meeting was "Development of divergent thinking among younger schoolchildren". After the introductory lecture on stereotypes, professional and personal status of the teacher, the respondents, through group-structured interviews, identified key stereotypes about the professional and personal development of the teachers, and then the authors set out seven thematically related stereotype areas, and each group then discussed each stereotype through the circular activity of World café. The authors conducted interviews that lasted 20 minutes with each group on each stereotype in three meetings. That was followed by an oral group assessment that was filmed by a camera during which the respondents included suggestions for strengthening the professional and personal status of the teacher. Respondents volunteered and anonymously participated in the conducted interviews.

Aim and research questions

The aim of the paper was to examine the stereotypes of teachers in Croatia, and to examine if Croatian teachers accept stereotypes regarding their professional and personal status.

The following research questions appear from the above aims:

1. Do teachers have stereotypes towards their professional and personal status?
2. Do the teachers participate in making expert decisions?
3. Are classroom teachers less appreciated than subject teachers?
4. Do teachers have the support for professional and scientific advancement?
5. What are teachers' suggestions to improve their status?

RESEARCH RESULTS AND INTERPRETATION

1st part of the research - interview

The results of the first part of the interview answered the first research question Do teachers have stereotypes towards their professional and personal status? Teachers identified seven key stereotypes regarding professional and personal development. In the second part of the interview, teachers analysed and restructured stereotypes in groups, or provided their own arguments for and against analysed educational stereotypes. Second research question: Do teachers participate in making expert decisions? referred to first, second and third stereotype. Third research question: Are classroom teachers less appreciated than subject teachers? referred to 4th stereotype, while the fourth research question: Do teachers have the support for professional and scientific advancement? refers to stereotypes 5 and 7. The fifth research question What are teachers' suggestions to improve their status? refers to the 6th stereotype, and responses of the respondents during the evaluation of the third part of the research. First
stereotype Teachers' competences are not taken into account when making expert decisions, teachers (100%) consider to be correct and state a number of arguments and suggestions for greater consideration of their professional competences such as: the community undermines teacher competences; teacher's competence is often not respected due to the dissatisfaction of parents and students; there is often a lack of support from the expert service - especially pedagogues and psychologists; the non-collegiality of subject teachers towards classroom teachers; lack of communication with preschool and health care institutions resulting in lack of information on the child. They also estimated that the appreciation of teacher competences depends on each particular school, while emphasizing the principals and parents who are proposing more frequent insights into the teacher's work as a result of changing perceptions and determining the importance of the teacher's work.

The second stereotype The inadequacies of textbook for contemporary teaching - selection and writing of textbooks, the respondents (100%) consider that the present textbooks are generally conceived in a way that students require convergent thinking, but teachers are perceived to be sufficiently competent to make changes in the creation of new textbooks and to choose appropriate teaching contents and methods of work. According to respondents, modern textbooks help in selecting and perceiving important concepts, but they are not functional; students generally have too many textbooks for all teaching subjects; textbooks create a considerable physical burden for students; textbooks are static and are generally not interesting to students; do not encourage students to use divergent opinions; in most cases, they discourage creativity and freedom to create classes.

Third stereotype Teachers are sometimes prevented from participating in certain competitions, shows, fairs and similar, respondents (98%) agree and state the following arguments: lack of funds; lack of students; competition discourages the child's progress - at least to a certain maturity, and emphasized that they would be happy to participate if there were competitions for teachers.

Fourth stereotype Class teachers have the impression that less appreciated than subject teachers, 100% of respondents agree, and quote the following arguments: we invest much more effort and emotion in education (We do all that because we have too much time); they call us "little" teachers; we just play; we coddle our students and allow them to ask too many questions; we give them too many choices; we give away grades and are flexible; we work too much with parents and allow them too much (parents sometimes do not accept our opinion on their children's learning and behaviour). The reasons for such differences can be found in the greater connection of the class teacher with respect to subject teaching, and the solution to this problem can be found in better co-operation between the class and subject teachers before the child goes to higher classes. The attitude of the society is that subject teachers are more valuable than class teachers because all class teachers do is play with students.

Fifth stereotype Teachers have no support for professional and scientific advancement and improvement. Viewed as positive (40% of respondents) in providing support is the Agency for Education in Croatia, which enables the inclusion of all counties, and that teachers can take part in professional seminars near the place of residence; self-improvement through e-Twinning, Microsoft, Carnet (Webinars); support of colleagues; personal desire to improve and advance; it is necessary to continuously monitor
teacher's work, not only 1 to 2 school periods when the counsellor comes to the classes; verbal support, however teachers, mentors, and counsellors are self-financed. What is considered negative (60% of respondents) is: lack of training through Webinars because not all schools are digitally equipped; lack of payment for professional training (no matter the duration); teachers often take care of the expenses -- therefore only some can afford it; poor organization of transport; libraries are poorly equipped with professional literature; the permission of the Agency for Education for the same persons to participate several times in the same seminar; lack of time and training through Erasmus + projects; not enough open slots and time to sign up for professional meetings.

Sixth stereotype Not all preconditions for inclusion have been achieved. Most respondents (98%) consider that the preconditions were not fulfilled, while 2% think that the preconditions have been fulfilled since teaching assistants were introduced, and state the following arguments and suggestions: teacher and parent training is needed; coordination of pedagogical services and school doctors, and co-operation between parents and teachers. Preconditions for the inclusion of gifted students have not been realized in 100% cases, because no tests were conducted, and schools and teachers should be better educated; to harmonize and improve the equipment of schools and to equalize the standards in all environments; parents should be realistic in understanding their child's ability and enrol them in schools the children would be able to graduate from and which would help the children to find employment; professionals (rehabilitators and psychologists) should work more with children with disabilities because teachers in regular classes are not familiar enough with those disabilities and neglect other students, gaining minimal results; lack of professional development support in schools. Viewed as positive is the introduction of teaching assistants for children with disabilities.

Seventh stereotype Teachers do not have adequate support from school, all of the respondents (100%) agree and point out the following arguments and suggestions for increasing the support: misunderstandings; conflicts with parents (student behaviour, grades...); financial support (professional meetings, classroom equipment, project days, outdoor classes); lack of co-operation with principal/pedagogue in problem solving; lack of understanding by subject teachers; more legal support is required because often when something happens the teacher is always considered to be the "guilty" party; the support from the Ministry of Science, Education and Sports of the Republic of Croatia should be much greater; insufficient legal protection of teachers; neglect of professional training; problem due to communication with parents; alleviating problems; working with students with special needs; we often do not have support when forming class departments; lack of material support for projects. The only positively mentioned thing was the support from children, which is expected as the teaching profession is considered a calling, and love for the job and positive feedback from the students is very important.

2nd part of the research – formative evaluation

With the help of group oral evaluation filmed on camera, using formative evaluation it has been confirmed that, despite the difficulties encountered on a daily basis, most teachers like their job (f = 278, 95.86%), and the arguments are as follows: we can be creative; we can suggest activities in the school curriculum itself; schools are more equipped than before; working with young people is always enriching. 4.14% of the
teachers are reluctant to do their job, and the reasons that show the dissatisfaction of the respondents are: we have more and more paperwork; the system often practices reforms that have not been completed; teacher wages are very low and the teacher's responsibility is too great; it is harder to cooperate with parents; lack of support from principals regarding our ideas.

Suggestions for improving the professional and personal status of teachers are: higher teacher salaries; respect of the pedagogical standard; better equipment for schools; support of the local community and society in general; understanding teachers in the public as valued, valuable, important and experts. Comparing the equipment of schools (f = 174, 60%) teacher state the importance of Internet access, both to them and their students, for better research of the content being taught. The pedagogical standard (f = 187, 64, 48%) in this context implies a smaller number of students in the classroom (which has started realising in the last five years due to fewer children in schools), but also more single-shift schools. Specifically, this refers to the rural environments most affected by the emigration rate of the population in the Slavonian counties of the Republic of Croatia. The smaller number of responses (f = 111, 38.28%) refers to the importance of better collaboration within the collective and to greater autonomy in work (f = 90, 31%).

DISCUSSION

The respondents accept 7 key stereotypes and thus confirm the existence of stereotypes regarding their own professional and personal status, which also answered the 1st research question. Second research question, regarding teachers' participation in decision-making, respondents answered that they think that their competence should be more appreciated, as well as they should have more autonomy in expert decisions, they expect greater freedom in co-creating and selection of appropriate textual content and methods of work, and that they should receive greater material and moral support in the preparation of students and the implementation of the competition. Similar research results [8] among 624 Croatian respondents show: insufficient respect for the teaching profession in society; lack of trust in teachers, but also other participants of the educational system; insufficient teacher involvement in decision-making at school level and at the national system level on key educational issues. Therefore, it can be concluded that although teachers are highly accredited by social, emotional and pedagogical competencies [9], they confirm stereotypes and perceive that their competence is not respected and their expertise is not appreciated. Teachers need greater support and trust from school and society and greater autonomy when making important expert decisions. Dubovicki [10] states the importance of properly selected textbooks that should not only focus on cognitive but also on an affective and psychomotor area. From a teacher's perspective, it is important to have greater involvement in the co-creation of new textbooks, greater correlation with different teaching subjects, contentiveness and practical application, and freedom in the process of selecting textbooks, but also in optimum determination of the quantity of the assignments and tasks to avoid students from being overloaded. In addition to quality textbooks, Vinković and Potočnik [11] consider students' competitions crucial for the development of society, as research has shown that there is a growing trend of interrelationship between the County Development Index and student participation rates
at competitions. It is also necessary to motivate teachers to engage in additional work with students so that these students become active citizens and enhance their own local community and society in general. This is especially important at this point, when there is a growing trend of immigration of the educated citizens of the Republic of Croatia to other Western countries.

At the 3rd research question, regarding the perception of appreciation of class teachers in relation to subject teachers, 100% of respondents accepted this stereotype and suggested better and more frequent co-operation with subject teachers for a greater mutual appreciation. Research [12] confirmed that teachers have the support of principals regarding professional development and co-operation, but are limited in stating their opinions on matters relating to school work. That is, subject teachers, or teachers with 6 to 15 years of work experience have greater autonomy, while class teachers and those with less than 5 years of work experience are perceived to be in lower positions, and a lower assessment of autonomy has been confirmed. At the 4th research question regarding the possibilities of professional and scientific advancement of teachers, respondents noted insufficient support of the educational institutions in charge, and they noted lack of the preconditions or insufficient competences to cover the inclusive atmosphere. Despite accepting stereotypes about the inadequate support of teachers for vocational and scientific education, it is positive that teachers understand the importance of professional and scientific advancement, with the need for change to ensure equal conditions for all teachers, regardless of socio-demographic characteristics.

According to Skočić Mihić and Gabrić [13], teachers' conviction that inclusive education contributes to the development of inclusive values in all students and that students with disabilities can progress academically and socio-emotionally in the regular classes strongly determines the reader’s willingness to convey an inclusive classroom atmosphere. Although respondents believe that they do not have the preconditions for inclusion, they positively realize the importance of inclusion and strive for better conditions for its achievement, with the material and moral support of school and society, as well as self-initiative. Fifth research question referred to school support and suggestions for improving the professional and personal status of teachers. Respondents strive for a better status in society, and believe that improving the status is possible through greater material and moral support of the school and all educators, parents and competent institutions. Kadum [14] confirmed the general dissatisfaction of teachers and educators with their social status and status in the Republic of Croatia, but teachers themselves are co-responsible in raising the awareness of society about the importance of a teacher's calling.

Research results contribute to the awareness of the Croatian society and further, about the professional and personal status of Croatian teachers and suggestions for positive changes and enabling the teachers who are the foundation of the society a suitable and well-deserved status. Teachers' preferences have also been noted in relation to stereotypes about professional and personal status, insufficient support and confidence in the education system in the teacher's competence, perceptions of being less appreciated than subject teachers, and insufficient preconditions for professional and scientific advancement. Teachers want a better status in society and better support of society and school.
CONCLUSION

In today’s time, contemporary students more than ever need to have a satisfied teacher who has supported from school and society. Educational stereotypes of Croatian teachers regarding professional and personal status contribute to the professional work and development of teachers in school and community. Teachers and other educators, as well as students can create and enable a supportive and stimulating school culture and culture of society, and also provide better professional and personal status of teachers. Research results also contribute to raising the awareness of teachers and society about educational stereotypes, and encourage a reflection on stereotypical restructuring, and opportunities and suggestions for changes and improvements in the professional and personal development of teachers. Keeping in mind that the respondents are all class teachers, from three counties of the Republic of Croatia, we know that the research would be more objective and representative if other participants, such as students, parents and subject teachers of the entire Republic of Croatia were included, therefore similar research will be carried out in the future among other participants, so that we can compare the results and determine whether there are differences in the teachers’ stereotypes of the professional and personal status, with respect to other respondents and other variables such as place of work, type of educational establishment - elementary, secondary and faculty work, years of work experience and similar. Research results can stimulate the educational system and educational policies to emphasize the importance of teachers’ interest, greater material and financial assistance in terms of better wages, working conditions, legal protection, professional cooperation, professional and scientific advancement and respect of pedagogical standards. Positive changes are possible among the teachers themselves with greater flexibility, collaboration, innovation and entrepreneurship in project work, the use of free training, linking with the local community, giving proposals to superiors to ensure better conditions and community openness to the activities the community will see positive examples and scope of modern teacher work.

REFERENCES


