

# Introduction

The discussion about what a school should be like and what kind of teachers should be working there has recently become quite varied. The professional and lay public are focused on a variety of topics with the common denominator being quality and efficiency of teaching, and the ways in which these can be achieved. The need to revise the curricular documents, or the concept of an inclusive school cannot be questioned. However, these are the requirements or intentions visible from the outside. The internal problems faced by schools and above all, teachers, are more serious, though. Even though we do not primarily address political or economic issues, these aspects need to be considered at a time when professional discussion affects the nature of the educational process.

Educational criteria are clearly given by the socio-cultural, economic and geographical conditions of our country, but we cannot ignore themes of global dimensions. These are the perspectives of the near and far future, for which future teachers should be prepared, and should accept the perspectives and include them in their practice. From the themes dealt with regionally, we come to terms with the phenomenon of scientific and technological development in general. Here, of course, one can always ask questions about what knowledge and skills pupils should acquire. It can also be suggested that it is primarily a complex of skills that make it possible for pupils to succeed in their chosen professions. For this purpose, the World Economic Forum, together with analyses of changes resulting from The Fourth Industrial Revolution can be used. We can also anticipate changes in the constitution of professions that will bring new challenges and opportunities. But naturally only to those who will be ready for them. We can approach these challenges in several ways; try to ignore them, struggle against them, face the obsolescence of them, or truly accept them.

We believe that current schools decide on the fourth option; to accept the challenge and the opportunity. Teachers who can look into the future through a quality professional lens can provide their students with a quality education. However, this is only with the assumption that the pupils will actively participate in this education based on their internal motivation, awakened and encouraged curiosity and, above all with the

awareness that, in addition to the necessary skills, they must also be equipped with quality knowledge. They form the basis for further personal and professional development and must be acquired gradually, systematically and permanently. It is a shift in the paradigm of the relationship between the teacher and the pupil. Pupils must actively take responsibility for their education. Far-sighted and well-prepared teachers first know that there is a huge difference in simply teaching and actually passing on the knowledge to someone else.

Editorial board