

TEACHERS' EDUCATION IN THE CONTEXT OF CHANGING EXPECTATIONS IN A CONTEMPORARY SOCIETY

Освіта покликана виконати важливі соціальні завдання. Суспільство потребує якісних фахівців, зокрема зростають вимоги до підготовки вчителя. У статті здійснено спробу визначити відповідність сучасної педагогічної освіти запитам суспільства.

Ключові слова: *вчитель, педагогічна освіта, знання, стратегії освіти.*

Success of school's development depends on a development of a teacher. Teachers will be able to realize their educational goals only when they will be well prepared for their profession and when they will be able to maintain and even improve their potential by learning during the whole career. Thus supporting their happiness and professional development is an integral and fundamental part of the effort in order to improve quality of teaching and learning and improving their results.

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Joining a debate on the vision of professional didactic education of teachers demands becoming interested in education as a multidimensional, complex process, determined by many factors. An issue that needs special attention in the context of the problem looked into in this work is globalisation of the contemporary world. This process challenges education in many spheres. The most important, as A. Bogaj claims, are:

- 'social stratification at school;
- Overcoming tensions connected with ambivalence of processes which accompany globalization;
- Preventing social and cultural exclusions;
- Effective counteraction the destruction of traditional norms and models of human actions and systems of values, growing scale of primitive standards in the mass culture and consumers' attitudes, and last but not least, a struggle with dehumanisation;
- Creating a new model of school that should represent values and ideals of an informative society based on knowledge and education;
- Forming a new model of a person, that is able to create conditions to act and coexist in an international society' [1, p.15].

A radical change of what is happening at school and around it causes a necessity to take a new look at aims and tasks of education and at the sense of teacher's work [15, p.88].

A traditional model of a teacher formed in the social and economic conditions of the past decades is inapplicable to the needs of a contemporary society. "It is excessively burdened with an instrumental attitude of giving students deposits of knowledge according to an already defined scheme, knowledge to be learned by heart and also exacting dogmatic and objective system of values" [14, p. 256]. Teacher in the 21st century, as J. Thomas says, instead of giving a ready portion of knowledge, should 'try to give his students passion and reasons for a constant learning, developing understanding of the surrounding world' [16, p. 13]. Teachers taught on the basis of traditional and instrumental models, directed at schematic actions, are not able to cope with such challenges. A modification of their methods of work is indispensable, thus it must not violate spheres of commonly acknowledged achievements.

Concepts of teachers' education.

Pedagogy is contemporarily rich in multiplicity of concepts of teachers' education. They expose various features, abilities, competences which a teacher should have. However, it is important whether they can become a model adequate for a contemporary changeable civilization, or do they enable a preparation of a teacher to the 'requirements of tomorrow, which begins today' [2, p.41]

As H. Kwiatkowska claims there are three fundamental strategies of a teachers' education to be distinguished: technological, humanistic and functional [7]. H. Mizerek adds to that list a reflective orientation, which gains more and more followers. [12].

Technological orientation (behavioral discourse) is a strategy of education, which aims at giving the candidate for a teacher the knowledge and methodical abilities, necessary in the professional work. A fundamental element in this model is exact mastery of knowledge and workshop procedures, being an indispensable condition of a methodic good teaching, and rejection of experience, treated as an obstacle in the process of acquisition of true, scientifically verified knowledge. The sense of a teacher's work is expressed by a precise realization of programs of teaching scheduled by the educational authorities, and the quality of his work is measured by a degree to which students can reproduce contents presented in the class.

The concepts of teachers' education defined by behaviorism causes i.a. [8, p. 49-51]:

- Undervaluation of a theoretic education;
- Lostness of an axiological issues;
- One-sided instrumentalism;
- Far-reaching controllability of the process of teachers' education.

Technologic orientation, despite the fact that it is appreciated for a professional education does not inspire in the cognitive way. What particularly diminishes its value, is an exaggerated exposure of a technologic dimension of qualifications, with a clear undervaluation of their humanistic dimension. [8, p.52].

Humanistic orientation (humanistic discourse) rises out of the opposition to the concept of a teacher-technologist, and at the same time from the opposition to behavioral psychology. The central element of the process of education in this concept is a candidate to be a teacher. His educational needs become the main system of reference for the construction of the educational program. Followers of this concept treat education as a set of chances for a personal development, for forming person's individual and professional identity, and a life experience is treated as a potential source for learning. They oppose identifying effective teaching with competence of the teacher. A good teacher is, above all, a person with a unique personality, which is his fundamental 'tool' at work.

A model of a humanistic education assumes a fundamental turn in educating teachers [8 p.54-55]:

- The basic goal of teaching is helping the teacher in discovering his own individuality. The essence of a good teacher is expressed by his unique personality;
- A key concept in forming a program of humanistic education is the concept "I". An important condition of the future teacher's individuality development is forming positive image of himself as a teacher;
- A specialist knowledge is the first and basic condition of teachers' competence;
- Pedagogic and methodological knowledge is a complementary element of teacher's education;
- Practical actions of a student are a condition of discovering a personal meaning of theories.

Functional orientation (apprentice's discourse) is a model of educating teachers assuming that in the teacher's profession it is mainly important to have a practical knowledge, which is gained gradually by a trial and error method [12, p.37]. The concept is expressed by an active education, which is based first at observation and imitation of an experienced practitioners' actions, and then creating your own working techniques based on one's practical experience. Such attitude generates a conviction, that in the teacher's work theory is not important, but only a more or less developed set of effective techniques, enabling realization of educational tasks. Teacher aims at realizing tasks arising from institution's functioning and from the role of the teacher, not at building advantageous relations for students individual development.

The most important features of this system of teaching are [8, p.61-63]:

- Activity education. The basis of its organization is a "task", implied as a formation of an objective (in order to achieve anticipated final situation) and a program to accomplish it (anticipated action resulting in accomplishment of the objective);
- 'superfluosity' of qualifications;
- A crucial condition of knowledge's functionality is an awareness of its roots and ways to discover it;
- Greater importance of teacher's self-consciousness, where a teacher is a subject of action.
- Inclusion of axiological issues in the program.

The concepts presented, although they are so different when their foundations are concerned, have a common feature. They teach how to function in an educational reality according to current rules, but they do not develop critical competences, which allow taking up tasks resulting from changes and transformations in our civilization. Yet, in the situation of a dynamic process of globalization <<good>> teaching should also 'take into account social and cultural context, in which it all happens and also individual thinking about what it means to teach and to be a teacher' [4. p. 205], it demands a different 'epistemology'.

New educational challenges take up theories that construct a reflectional paradigm in pedeutology. Reflection is understood as a type of thought, characterized by a constant thinking, inquiry, estimating various aspects of a problem. The genesis of reflection is 'avoidance of drawing conclusions too early with conducting simultaneous and systematic inquiries' [8, p. 65].

Analysing feature of a reflexive action we can see, that teacher's professional activities are being intellectualized, they need to be supported by a creative thinking. That is why a new category of teachers appeared- a reflexing practitioner.

A concept of a reflexing practitioner appears in the literature by D. Schön. A reflexing practitioner is a person "who during fulfilling his duties thinks about present actions. He also thinks about his own functioning, concentrating on a structure of his own beliefs that define his way of thinking and acting. He studies his own workshop, his goals and results achieved, he analyses experiences, he changes his way of being a teacher' [10, p. 219]. His actions are supported by a solid theoretical knowledge from one hand, and by an interpretation of different, unique situations from the other.

In his concept Schön says about two types of reflection: reflection during the action and reflection on the action.

Reflection during the action is a simultaneous process, it includes action with a thought about it and its possible modification. Reflection has an immediate impact on action. It is very important, because:

- 'it enables to adjust an action to a situation, it modifies action,

- It contributes to changes of mental strategies of action by verifying them,
- It enables examination of your own practice while you work, which causes getting knowledge about a certain case' [8, p. 69].

Reflection upon the action is a type of thinking done from a time perspective- on what has happened. Because the reflection is not done under the pressure of what's happening, it can be more profound, versatile. It has an impact on the future actions. It is important because:

- It enables more intellectual thinking, because it is done about the overall action, and there is no time pressure,
- The subject of thinking is not the action only, but knowledge created in action' [8, p. 70].

A concept of reflective practice is an attempt to create interaction between practice and theory. "without the interaction practice is <<theoretically unconscious>>, so it leads to instrumentalization of teacher's actions; whereas theory, distant from empiricism, is perceived by a teacher as not useful in action' [8, p.74].

Schön's concept forces a revision of a present way of thinking about a teacher's work, his education and demands of a professional development. It appears that a contemporary professionalism is not the accuracy in using theory in practice, but coping with situations which are unstable and unique.

A very interesting proposal of teachers' reflexive education was formed by J.W. Pankratius. The basic assumption of Pankratius' concept is a thesis that it is impossible to create one, <<the best>> model of education, and a way to success is taking up the responsibility for the learning process by a candidate for a teacher. In the process of teacher's education 'meaning and interpretations that concern teaching are reconstructed, not replaced by getting new information; learners construct and restructure knowledge actively, in order to give sense to the inquired world; new phenomena are integrated with structures of knowledge which learners already have' [3, p. 188].

In the model of teachers' professional development Pankratius distinguished four stages:

1. Stage of induction- the aim of this stage is an activation and examination of foreknowledge of students and their convictions connected with teaching, declared system of values, family home. A characteristic feature of this stage is a concentration on reaching sources of personal educational theory, identification of axioms forming that theory being analyzed together with individual, group of cultural factors.

2. Stage of creating new structures of knowledge- at this stage, on the basis of teacher practice's observation and studies on literature, a process of incorporating new cognitive structures of new knowledge is made (knowledge which is oppositional to formerly existing beliefs).

3. Stage of transfer – this stage is a transition to build holistic pedagogic structures, connected with subject teaching. At this stage knowledge rooting from various sources is joined with knowledge resultant from own pedagogic experiences.

4. Stage of application – the essence of this stage is a reconstruction of formed structures under the influence of a reflective practice. The process is done mainly apart from institutional forms of teaching and it means development of 'I' in the professional life [3].

What results from the above analysis, is that three out of four stages presented, fall on the period of learning at educational institutions. It means that during learning there should be done certain changes in the image of 'I' and the picture of the world of future teachers, which would be compatible with cultural and social expectations to teachers.

The above presented concepts of teachers' education do not show their variety and complexity. However on the basis of the above survey it can be stated that a modern model of teachers' education should have a professional character, but at the same time it should be open for all changes and should be characterized by a deep humanistic dimension. In this model we should expose a holistic character of knowledge, practical and reflexive actions, self-reliance as a process of creating own methods of work as well as personal responsibility for the actions.

Desirable competences of the 21st Century teacher.

Present reality needs a wise, critical and sensitive educator, who is not only a seeker of his own ways of behaving, but also one who explains various choices on the individual development path (with taking into consideration different needs at particular stages), a simulator of a pupil's thinking, preparing him to live "tomorrow" and "the day after tomorrow" [6, p.75]. Realization of such role needs an extensive competence. Competence is knowledge, abilities and responsibility; a scope of authorities and entitlement to take action; it is a (potential) ability brought to light during executing a task or ability predisposing to its realization [5 p. 47].

Straightforward definition of the scope of teacher's competence is difficult to give, especially in our times. It results from several reasons:

- Teacher operates in unique situations (although he is not always aware of this fact) - every student is an individuality requiring an openness and readiness to create a specific manners, they do not allow teacher to repeat what was done previously, that is why creativity in this profession is compulsory;

- Teacher's profession has an communicative character- it means that the teacher influences a student with his whole being, with his all gestures and words, by who he is, and how he treats pupils, how he treats himself and the knowledge he passes; that is why it is so difficult to anticipate the results of education, even when the teacher can perfectly and effectively pass information, and uses them confidently from a methodical point of view [17, p.68].

In so defined educational situation it is important to be aware that competence: 1) substantial (dealing with a subject taught); 2) didactic and methodic (dealing with teachers workshop, thus methods and techniques of teaching); 3) educational (dealing with various ways of influencing students) are not sufficient to an effective realization of various educational tasks. W. Prokopiuk defined it accurately. The Author says: 'Competence of the teacher who is a specialist, who realizes himself in a <<person to person>> system, are composed of numerous elements, it is a complex phenomenon. It is not only a substantial scholarly knowledge and abilities, but also orientation on values, reasons of a certain behavior, self-awareness, and understanding of the surrounding world, type of relations between people that he works with, culture and ability to realize his own creativity. The results of teacher's-specialist's activity are conditioned by harmony between components, and incompetence in any field, can lead to devaluation of the whole system of professional and existential development' [13, p.169–170].

The more and more complicated social reality causes the fact that some competence come into prominence:

- interpretive-communicative competence, which are expressed by abilities in the sphere of understanding and defining of every educational situation as well as effectiveness of communicational behavior (verbal and not verbal)

- creativity and rationality competence which are informative (namely readability of passed and interpreted information) and effective in educational activities;

- interaction competences which are revealed by effective pro-social behavior of a future teacher, in ability to integrate students' groups and other subjects that appear on an educational level (cooperation with student's family environment, local environment, professional, specialist environment);

- pragmatic competence which have to do with getting abilities to plan and organize work with students on the basis of psychological, pedagogic and methodic knowledge, and with realization and evaluation of educational processes, basing on information about students and conditions of their life and development;

- informative and medial competence, which are expressed by an ability to use information communicational technology in improving educational processes [11, p. 15–16].

The above presented list of competences is not a complete one. It has a selective and introductory character. However on the basis of it we can ascertain that a teacher in a contemporary school should be a multidimensional person, having not only a knowledge and professionalism, but also able to have a professional reflections during action and about actions. '(...)he is able to guide a human to the ideal development, guide in a complicated life and choices, who can advise wisely, and who tries to make other people not a passive material of our times and powerful political powers, but to be an independent subject, author of his own destination and co-author of societies prosperity' [9, p. 15].

Conclusion. Contemporary times dominated by a rapid civilizational development brings qualitatively new educational challenges, which generate different expectations in educating teachers. Competences which are necessary in this profession continuously evaluate and develop. This makes the education of teachers more cognitive, innovative, pro-social and pragmatic than in used to be. This means that learning a teacher's profession is a development of autonomy and engagement, to be wiser and more responsible by taking up tasks of 21st century. This paradigm and ideology should be followed by a change in ways of educating both at university and during fulfilling professional duties when cooperating with school and in teachers' teams, changing school in creative, learning organizations, leading a person to the fullest development. [9, p.20].

Unfortunately, until now, changes in concept of teacher's education changes are fragmentary and superficial.

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Every change of the world makes a necessity for individual person and whole societies to gain new ways of behavior, it needs fundamental changes in mentality and awareness, and at the same time a different education. Thus teaching has important social tasks. It needs a teacher to revalue his knowledge and abilities and have better efficiency in realizing educational strategies. The aim of this article is an attempt to determine whether present concepts of teachers' education in pedeutology answer the needs of a contemporary society.

Key words: *teacher, competences, strategies of teachers' education, reflexive pedeutology.*