

TEACHERS' EDUCATION IN A CHANGED SOCIAL REALITY

The issues of training competent teachers, their education during undergoing changes are the subject of Author's reflection in this Work. These deliberations that stem from the importance that the level of education has, concern numerous problematic spheres, to begin with the role on higher education in teachers' training, and with a teacher's model as well. None of the enumerated parts explains the issue completely. They form open space to present new trends. They are also supposed to make the reader think about his own attitude to undertaken educational tasks.

Key words: *teaching strategies, competence, professional development.*

A present stage in Polish society's development could be characterized as a new level in all spheres of life. The system of values has been reformed, and the change in paradigms when philosophy of life is concerned definitely needs a new methodical approach in education.

Searching for new mental and axiological stereotypes is correlated with forming two trends in contemporary conditions:

- formulating nation's traditional values in Polish nation, in a personal meaning;
- assimilating western countries' values, allowing people to act in order to improve social sphere of life.

The issue gets a significant importance when we take an educational system as a whole. It has also a great importance in training future educators who would, in a special way, influence on forming the philosophy of life of the growing up generation. Thus, there is arising an urgent need to think about substantial preparation, competences and teachers' professional improvement.

Standards of teachers' education from 7th September 2004 [12] say that the aim of teachers' education is preparing them to "comprehensive realization of didactic, educational and caretaking tasks of the school". They give the number of hours of teaching, they suggest content of education in a psychological, pedagogic, didactic spheres as well as complementary subjects and they also specify detailed skills of the graduates. And the authorities of universities in which candidates for teachers gain necessary pedagogical qualifications create a definite shape of the teachers' education model. Therefore, when conditions, aims and substance of education are concerned, teacher's autonomy is rather limited. Nevertheless, he's got unlimited possibilities when choosing the methods of work and forming interactions with students, thus in the spheres being the core of teaching-learning process.

Authors of numerous works on pedeutology and authors of educational reports suggest that acts aiming at forming the value system and attitudes of future teachers should be in the foreground, and later there should appear abilities necessary to fulfill professional tasks, and finally, learning about proper matter of education as well as the methods and means.

Unfortunately, pedagogical awareness of the part of cadre educating teachers does not adhere to the real world.

In the teachers' education there is a much too big attention to the content of specialized disciplines, and a negligence of personality development and of professional attitude. Cognitive aspect of education is appreciated, while practical and functional is neglected.

Pedagogical treatises expose an attitude assuming that in the core of teachers' education there should occur a consciousness of seven main groups of functions and tasks. These are [1, p. 391–392]: “teaching and organizing the process of students' learning, teaching them the real life by multidimensional cognitive and practical activity; educating, influencing the attitudes of students and supporting their personal development, playing the educational function in the class; taking care of young people, diagnosing, socialization and rehabilitation; orientation and supporting young people in forming their plans and educational and life programs; cooperation with family and local environment, improving the dialogue about a child, his rights and obligations as well as the role of school and family in education; checking and estimating achievements of children and young people at school, analyzing failures at school and in educational aspect as well as cooperating with all educational institutions to overcome these failures; innovative and exploratory activity, aiming at effective organization of teachers' own “workshop” and the work with students- pupils, improving methods and means of didactic and educational work as well as the criteria of evaluation”.

To express it comprehensively, teacher in the 21st century must be a multidimensional person, having not only a knowledge and professionalism but also being capable of professional reflection in actions and about the actions, being conscious of “being a teacher”. He must be able to be focused on the future and improve his own abilities. Competence defined in such a way is a condition that ensures pedagogic success and effective impact on the pupils.

As general, teachers should be able to [13, p. 9–10]: work on his knowledge, new technologies and information: teachers' training should enable to find knowledge, analyze it, approve it, as well as to pass the knowledge using new technologies where it is needed, and his pedagogic abilities should allow him to create a possibility to learn, and decide about the technologies with the right to choose ways of passing the knowledge. Being innovative and creative, able to support teachers in the search and storage of information. A perfect knowledge in his own field and an approach that says learning is a lifetime process are all essential; work with other people: professionally active teacher who should base on tolerance and get to each student's potential must know issues connected with person's development and must show self-confidence when dealing with other people, he should be able to work with students individually and support them to become active members of society, as well as cooperate with other teachers in order to improve his own learning and teaching; work within a society and for a society: teacher must contribute to students preparation to the role of Europe's citizens and help them to understand the meaning of

learning during the whole lifetime, he should support mutual respect and cultures' comprehension, understand what causes cohesion in the society, and what causes exclusion, be aware of ethical dimension of society's knowledge, as well as be able to work effectively with local societies, partners, parents, institutions which educate teachers and with representative groups.

These tasks require the teacher to be oriented and fluent in coping with new, unknown situations. They show a necessity of simultaneous use of cognitive critical, interpretative competence, all of the same importance when realizing the teaching and educating process.

In addition to the above mentioned properties, it is particularly important who is the person having the possibilities to influence the direction, pace, and the content of pupil's development. It is therefore important, as A. Kokielephasizes [4, p. 151], what values are person's guideline. That person with his own work axiologically shapes others members of the society.

A teacher must form his attitude as a professional teacher and as an individual person. At the same time there must be no dissonance between these dimensions. Just the opposite, their dynamic interdependence is desirable.

The acquisition of particular competence is a complex process, because there is a belief that "teacher's education should be open to various theoretical orientations. In his complex actions a teacher needs a special power, the value of which is not abating cognitivity of a teacher, but inspiring theoretical, philosophical thought, the need of which increases along with a thorough understanding of pedagogical action" [11, p. 561].

H. Kwiatkowska distinguished three theoretical orientations in teachers' education: technological, humanistic and functional [7, p. 11–13]. Technological orientation is based on assumptions of behaviorism and focuses on developing skills. The essence of this concept is the most faithful knowledge acquisition as possible, alongside with workshop's procedures being an indispensable condition of methodologically good teaching, together with rejection of experience treated as an obstacle in gaining true, scientifically verified knowledge. Theoretically oriented education makes a teacher responsible for the results of teaching that are measured by a degree in which the knowledge presented in the class is reproduced by pupils. This concept causes [7, p. 49–51]: (1) undervaluation of a theoretical education; (2) loss of axiological issues; (3) one-sided instrumentalism; (4) far reaching controllability of the teachers' training process.

Humanistic orientation draws inspiration from the assumptions of humanistic psychology. In this model the central element of the training process is the candidate for a teacher. His educational needs are the main frame of reference for the construction of an educational process. The proponents of this concept are against identifying an effective teaching with skills of the teacher. A good teacher has an unique personality which is the basic "tool" in his work. The most characteristic features of humanistic concept could be presented in the statements: (1) The main purpose of education is to assist teachers in discovering their own individuality, (2) being a good teacher involves the ability

to 'use' oneself as an instrument of action, (3) expert knowledge is the first and basic condition for teacher's competence, (4) pedagogical – methodological knowledge is a complementary component of teacher education, (5) student's practical activities are a condition necessary to discover the personal significance of the theory.

The orientation of functional training is a model that assumes that in a teacher's profession a practical knowledge is mainly important, and it is acquired gradually by trial and error [9, p. 37]. This concept focuses on an active education, which is based first on observation and imitation of the actions of experienced practitioners, and then on building your own workshop based on personal practical experience. A teacher's aim is to realize tasks resulting from institutions' functioning, rather than building relations conducive to a student's personal development. The most important features of that system of education are [8, p. 61–63]: (1) active education; (2) "redundancy" of qualifications; (3) an important condition of knowledge functionality is the consciousness of its sources and ways of exploring it; (4) increase of importance of teacher's self-awareness as an object of exploring knowledge; (5) taking into consideration the axiological issues in educational programs' contents.

Orientations shown, though so different in their assumptions, have a certain characteristic in common. Educational aims that are formulated in them are adaptive: they learn the functioning of the educational reality in accordance with the applicable rules but they do not develop the critical competencies that allow to undertake tasks that are created for education nowadays.

New educational challenges take up theories which construct the reflective paradigm in pedeutology. They are based on the assumption that in teachers' education "the most important issue is getting skills to evaluate their own actions, their teaching skills and multi-dimensional context in which teaching takes place" by the candidates for future teachers [9, p. 40]. This means that the process of teachers' training must not be limited to acquiring an objective knowledge or workshop procedures, nor to focus only on a personal development, but it must take into account social and cultural context in which teaching takes place. Strategies constructed in the paradigm of reflexive pedeutology are being practically used. An interesting proposal has been formulated by J.W. Pankratius. The Author assumed that it is not possible to create one and <<perfect>> model of teachers' training, and the key to an effective education is taking the responsibility for the process of teaching by the candidate [3, p. 188]. In each of the concepts there is a possibility to find valuable element or elements, which should be used in teachers' training. However in recent years an increase of interest in reflective methods of teaching among pedeutologists could be seen. It derives from the adequacy of reflective pedeutology when contemporary and future tasks formulated for the teacher are concerned.

The above description lead to basic conclusions [5, p. 185–186].

The first conclusion- the level of teachers' professional preparation is always a resultant of all individual experiences gathered during long period of

time. And experiences from the period of professional training, period of active work as an educator and caretaker, as well as experience gained when being a pupil at school and as a child in a family are all of the same importance. Teacher develops only among people and thanks to them. It's them, besides his own activity, who are a key factor in his development. They are not only important, but even essential element of the environment from the beginning of teacher's career. The second conclusion- the need to improve the quality of the teacher's qualification is necessary, but it should be emphasized that to make use of the professional qualifications every day at school, not just to acquire them, being at a professional training and active work on the process of professional improvement if not enough. A student's constant tendency to educate and teacher's need to train are a must. The third conclusion from the perspective of the teacher being an effective caretaker, is should be assumed that: a given level of awareness of the regulations and the aims of his own actions, and obligations, rights and responsibilities resulting from it, possibilities to realize own plans, developing interests and skills, and recognition and an adequate estimation of his own possibilities are crucial. A certain level of professional skills is also important. Fourth conclusion- experiences gathered during professional work, can be, and usually are, very different and that is the reason why they do not always contribute to teacher's development according to social requirements.

Fifth conclusion- social requirements applying for changes in teacher's pedagogic behaviors, are formulated in a situation where universities are the first stage of introducing guidelines, which are to create conditions in order to gain necessary professional qualifications by future teachers, and when in school's practice there is a lack of pedagogic experiences which could be used as models of didactic and pedagogic actions for teachers.

Taking into consideration the above it should be assumed that teacher's development has a definite and intentional dimension. It could be defined as a sequence of events, which would bring positive changes in the quality of teacher's educational competences and personality. Although it is a specific process. We should not define it as a finished process of education, additional studies or professional improvement, but a distinguishing mark of being a teacher is the process of becoming one. Education that the teacher gains during his studies means only that he is entitled to work in his profession, but does not guarantee a professional understanding of the work and taking up such actions within it. A teacher conscious of his obligations is a constantly developing person. Ch. Day emphasizes that teaching requires teacher's involvement in a constant professional development, lasting through all his career, "necessary for all teachers to keep pace with changes and to make revisions and to bring own knowledge, abilities and visions of what good teaching is, up to date" [2, p. 17].

Professional training of teachers may take place in different educating institutions, as well as somewhere else (at conferences, courses, sessions) or while working with other teachers. It could have formal, informal or incidental character. Both forms of learning (at and on the outside of the place of work) are necessary. Becoming aware of the spectrum of tasks that school and teacher has to

cope with, entitles to make a statement saying that in order to create standards of teachers' education, various factors should be taken into consideration. It is the case of both a subject knowledge and correct sequence of subdisciplines of professional training. It is also important to enable a constant contact with school and other educational institutions.

The analysis of the works on educational work at universities entitles to make a statement that the system of teachers' training in Poland has many weaknesses that cause a disfunction in teachers' competence. The most important of them are [10, p. 12]: the lack of a clear philosophy of teachers' education, that could be reflected in systemic solutions; the lack of correlation between elements of educational process: aims, contents, and time devoted to the process; insufficient number of teaching hours, especially on classes in psychology and pedagogy, which prevents the students to equip with an appropriate knowledge, abilities and attitudes allowing to work in a complicated situation at school, and also, it inclines to teach in a transmission model rather than interpretative, and to choose time saving methods of passing knowledge rather than activating ones, thanks to which students could train abilities, develop reflexivity, solve problems independently; meager scope of educational content (as compared to requirements and challenges a teacher must cope with in our times); the lack of procedures limiting acquiring qualifications by people deprived of pedagogic predispositions.

The enumerated weaknesses show that the scope of necessary changes can be found in various spheres. Changes in a macro scale are vital, when we take into account functions of higher education within the system of education, and in connection to other structural elements of society (especially with a current transformation of the social and economic transformation of the country); possibilities of improvement in organizing institutional studying (alternative projects of learning) are shown; unused possibilities that are in the process of training are highlighted [6, p. 37].

A specific manifesto on teacher's education is developed by J.B. Watson as set of twelve issues. Because these issues determine the principles of education, they should be briefly presented [8, p. 19–20]: selection of candidates to become a teacher; teachers' education – education should be connected to schools which candidate graduated from, as well as with schools in which they are to work in the future; teaching at teacher training institutions should be individualized due to the fact that future teachers are different when intelligence, personality, views, beliefs, and plans for the future are concerned; methods of teaching in teacher training institutions should be active, enabling the candidates to develop self-reliance; during their studies, candidates for teachers should remain in constant contact with environment's social life. It gives them a chance to get to know environments, which their future pupils will come from; education for future teachers should focus not only on the program of teaching in just one subject, but on "life centers" (education should head for enrichment of future teachers' experiences); education for future teachers should lead to familiarization of future teachers with practical methods of getting to know children at

and outside of the school; candidates for teachers should have a chance to get to know themselves and the children. During the process of education freedom in teaching should be focused on, and an excessive control and leadership should be avoided; students' practice should be a personal experience and make use of previously gained experience and knowledge; teacher's training should be focused at developing independence of thinking of the candidates; teachers' training should lead to a full development of personality of candidates; during their studies, students should be able to get familiarized with a model of an ideal teacher, while studying itself should lead to making it real.

Improvement and modernization of teacher's work is a necessity resulting from the need of coping with actual requirements and conditions in which it must be functioning. The basic condition to realize necessary tasks is taking up actions in the process of training and education and professional improvement of teachers who wish to accept the civilizational challenges. To cope with many tasks, a lot needs to be changed in teachers' education, firstly in competences and attitudes of "teachers".

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Кшиштоф Ющак. Освіта вчителів у змінній соціальній реальності

Проблема підготовки компетентних вчителів, їх освіти на тлі сучасних змін, є предметом авторського дослідження у цій статті. Ці наміри, що беруть початок від усвідомлення важливості рівня освіти, стосуються численних проблемних сфер, починаючи з ролі вищої школи у підготовці вчителів та з формування моделі вчителя. Жодна із перерахованих складників не пояснює проблему повністю. Вони формують відк-

ритий простір з метою представлення нового напрямку (тенденції). Також передбачаємо, що читач задуматися над своїм власним ставленням до вирішення освітніх завдань.

Ключові слова: вчительські стратегії, компетенція, професійний розвиток.

Кшиштоф Ющак. Образование учителей в измененной социальной реальности

Проблема подготовки компетентных учителей, их образования на основе современных изменений, есть предметом авторского исследования в этой статье. Эти намерения, которые берут начало от усведомления важности уровня образования, касаются численных проблемных сфер, начиная с роли высшей школы у подготовке учителей и с формирования модели учителя. Эти перечисленные составные не объясняет проблему полностью. Они формируют открытое пространство с целью представления нового направления. Также предвидим, что читатель задумается над своим собственным отношением к решению образовательных задач.

Ключевые слова: учительские стратегии, компетенция, профессиональное развитие.