

REORIENTATION OF TEACHER EDUCATION IN THE FRAMEWORK OF LIFELONG EDUCATION

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The scientific and technological revolution of our times, coupled with the social and economic changes in its wake, necessitates that schooling be regarded as but one of the educative instances in a system of lifelong education. The function of formal education, therefore, is to produce men and women who can fulfil the various roles they will be called upon to perform at different stages of their lives, and give them the tools for continuing self-education. It would be difficult to enumerate here the different roles that every person who lives in a modern society is called upon to play. The most important among them are: worker, citizen, parent or family member, receiver and transmitter of cultural and aesthetic values.

Lifelong education is sometimes interpreted as the up-dating of vocational skills or the acquiring of new ones. We, on the contrary, define it as the harmonious development of the whole personality throughout life. This naturally includes the school period as well as other stages of formal and informal education.

It is clear that the basis for lifelong education must be laid in the school. But our schools at present are by no means fulfilling their tasks to the extent they are capable of. In spite of considerable innovations in recent decades, they remain, on the whole, "traditional". A real change in the nature of schooling is a lengthy process. One of the most important factors in this process is the teacher. The style, motivation, and self-concept of teachers demanded by this new system of education will depend to a high degree on the kind of training they are given.

In the first section of this paper we outline some fundamental requirements that must, in our opinion, be fulfilled by programmes of teacher education so that teachers can become facilitators of lifelong learning. In the second section we report on an experimental project that will test out some of the hypotheses generated in this connection.

New Programme of Teacher Education

Firstly, it is necessary that the subject specialisation of teachers should be up-to-date and interdisciplinary in character. In detail this implies:

- a) It does not consist merely in the mastery of detail and isolated facts and figures so that students grasp the fundamental principles of their branch of learning and those of the nature of the discipline.

- b) It makes use of independent study, creative and discovery methods.
- c) It makes students discover the connections and relationships between their academic discipline and other disciplines.
- d) It thus helps them to understand the principles of logic and scientific inquiry as applicable to their field.
- e) It enables them to participate in the solution of new problems in their field of study in the context of interdisciplinary relationships.
- f) It also enables them to participate in the quest for new knowledge by developing in them a thirst for knowledge and a necessity for permanent self-development, enabling them to keep pace with the growth of knowledge in their field and make a contribution to it.

Thus a fundamental prerequisite of teacher education programmes is that subject study be up-to-date. It is universally acknowledged today that teachers should play an active part in modernising instruction in the school, transforming it in the spirit of lifelong education. One of the frequently cited guiding principles for the modernisation of the curriculum is lightening the weight of factual knowledge it contains. Instead of being encyclopaedic, the curriculum should enable students to understand the fundamental concepts, processes and structures of subjects so that they acquire a framework within which they can independently acquire new knowledge during the whole of their lives. There are changes in the conceptual bases of disciplines from time to time – hence it is essential that curriculum developers and teacher trainers keep up with the latest developments in their fields.

Secondly, teacher education programmes must stress both the theoretical and practical disciplines of education: psychology, pedagogy, and teaching methods of the subject.

Many teacher education programmes, particularly those located in universities, do not place sufficient emphasis upon the theory of education and practical teaching experiences. The curricula do not impart pedagogical skills, confining themselves to academic qualifications only. This obsolete mentality is a survival from the past when the cultivation of academic interests was accorded a higher status than training for a practical profession. It is a prerequisite for teacher education in a system of lifelong learning that the theoretical and practical training take place parallel to or even in organic unity with subject specialisation. Therefore efforts should be made to reform programmes where subject study and theory of education and practical training are separated from each other; where practical training is only given after completion of academic studies and where the institute of education does not assume responsibility for practical training.

- a) Student teachers must learn the principles of *teaching* their special subjects. By this we mean: they must see clearly what sections of their discipline belong to the realm of general education and must be compulsory for all students, and what sections may be offered as electives. Today, even in countries where the curricula of public education are centralised, teachers often have more opportunities to choose the specific content elements to be taught. This increased freedom, however, requires a greater pedagogical responsibility that the teacher can only assume after a thorough psychological and pedagogical training including the acquisition of practical skills in practice teaching programmes.
- b) Student teachers must in the course of their training acquire the skills of flexible planning of programmes of instruction. Among other things, this requires good knowledge of the characteristics of each pupil, his family environment, the peer group and mass media influences he is subject to, his interests and aptitudes. The student teacher must learn how to both animate and orient the learning process. By the latter we mean that the teacher should be able to choose the teaching methods that best suit the characteristics of the individual learner – aided learning, learning in a group, self-learning – and be able to help pupils in selecting the learning materials best suited to their styles – textbooks, documents, first-hand experiences, experiments, films, slides, TV, etc.

An organic part of planning the process of education is the organisation of evaluating the learning that has taken place. The student teacher must be made familiar with developments in psychological measurement, diagnostic testing, and educational evaluation so that he or she can administer and even develop evaluation instruments.

- c) It is the role of teacher education institutes to produce not only teachers but *educators* who, looking beyond the instructional component of education, are able to comprehend it as the development of personality. The role of the school can no longer be limited to instruction. As the length of time spent in institutionalised education increases and as the habit of both parents working outside the home spreads, the school is called upon to assume the responsibility of preparing young people for every important role of their adult lives. This can only be achieved if the teachers, apart from instructing at school, involve themselves with the out-of-school activities of their pupils, arranging and guiding non-formal education, giving guidance to parents, etc. A modern teacher must be able to combine instruction and education into the single process of developing personality.

The effectiveness of school education depends partly upon the relationship between teacher and pupil, partly on awareness of the role schooling

plays in personality formation. In a democratic society the school cannot exist without some form of self-government by its pupils. The extent and character of pupil participation is still under discussion. One thing is, however, certain: the acquisition of rights involves responsibilities and maturity of character. A very important component of teacher education in this context is formed by the psychological, sociological and theory of education studies. These should train the teacher in leadership skills that are necessary for planning, initiating and coordinating programmes of youth self-government in schools.

Although we do not share present-day opinions about the marginal importance of the school and the necessity to abolish it ("de-schooling" society), it is, however, quite apparent that the school no longer has a monopolistic position in the educative process. In the past it had to reckon with effective societal institutions like the family, the church, and the guild. Today, it not only has to reckon with these but also with new ones like youth organisations, political parties, tourism, the mass media, etc. The success of schooling is in large measure dependent on how it can coordinate the varying educative agencies with its own functions; to what extent it can cooperate with out-of-school agencies, and to what extent it can develop critical-minded, autonomous young people. In order to fulfil this task of coordination and orientation, the teacher must be familiar with the backgrounds of his pupils and with the basic concepts of sociology and political science. This implies that the teacher should possess the necessary knowledge of techniques for identifying factors in the community environment that affect the educational development of children.

A third fundamental requirement of teacher education programmes is therefore to acquaint student teachers with the disciplines of economics, political science and sociology. This is to enable the teacher to perceive the economic and social determinants of educational policy and the connection between education and social needs. In addition, the teacher himself has to act as a conscientious citizen.

The formation of the social-political viewpoint is partly a problem of theoretical information. Therefore philosophy, political economics and sociology must be included in the teacher education curriculum. It is also partly a question of active participation in social life, in decision-making and problem-solving. These opportunities to be active must be made available to the student teacher: in practical teaching there should be opportunities to contact parents, to study the connections between the social, material conditions and study-situation of children. Apart from their participation in the governance of the university, student teachers should acquire practical experience through being involved in youth associations and political and cultural activities.

Implementing Reforms in Teacher Education

In the previous section we have outlined the major requirements of teacher education from the point of view of lifelong education. These requirements should be implemented in the teacher education programme as follows:

- a) By making students aware, in the course of their theoretical pedagogical training, of the notion of lifelong education.
- b) Through a coordinated programme of study of different subjects students see the necessity for lifelong education by becoming aware of the pace of scientific, technological and social change; they are given knowledge of the philosophical and psychological bases of lifelong education that are founded on the scientific-technical revolution and on the democratic and socialist transformation of society.
- c) Lifelong education should be considered as a guiding principle of education. This means that all aspects of pedagogy must be treated from the viewpoint of lifelong education. Thus it is imperative to reconsider present programmes, reorganise them, divest them of obsolete elements, and include new topics.
- d) We have to construct a system of practical training so that students are involved from the outset in school reality. They would thus become aware of the present state and the problems of the school system, of present school curricula and the nature of the instructional-educative process. Only then would they be in a position to implement the kinds of innovations that are necessary (and possible) in the spirit of lifelong education and become increasingly active participants in school reform. Sufficient practical pedagogical training should be imparted so that the teacher embarking on a career has enough teaching skills to educate children in the spirit of lifelong education. It is too late if these skills only develop after years of teaching – rather, teaching experience should contribute to the continuous development and ripening of skills that were acquired at the outset.
- e) The most important pre-condition for an effective system of teacher education is, we feel, the systematic cooperation between the various bodies involved: departments responsible for subject study, those who teach didactics of the subject, departments responsible for theory and schools where practice teaching takes place.

Institutions of teacher education must be more motivated to increase this cooperation. A high standard of academic specialisation is not inconsistent with emphasis on the acquisition of teaching skills. On the contrary, subject specialists can obtain valuable feedback on the effi-

ciency of their programmes through the practical teaching experiments and demonstration lessons of their student teachers.

The principle of lifelong education must penetrate into the content and method of all subjects of study. It should also inform the methods of student supervision. While not underrating the value of good lectures, we must lay more stress on active and creative learning methods such as involvement in research and improvisation of instructional materials etc. The various forms of learning such as practice lessons, seminars, small group activities, and individual creative work should be used.

f) The transformation of teacher training is no easy process that can be realised in a day or two. The work of the teacher training institutions is retarded by many obsolete traditions, obstinately preserved. For this very reason every innovating tendency, either at the national or the international level, deserves special attention.

Experimental Study of Teacher Preparation

With a view to implementing the reforms in teacher education discussed above, the József Attila University, Szeged, is participating in the research project of the Unesco Institute for Education, Hamburg, which aims to develop methods and materials suitable for educating student teachers to become facilitators of lifelong learning in their pupils.

In 1972 a decree was passed in Hungary which advocated the development of thinking and learning capacities at the school stage to serve as a preparation for later life. The decree has several references to lifelong education. Among them:

Our schools, in the present stage of technical and scientific development, can only fulfil the requirements of society if they try to instruct in basic knowledge keeping in mind that through this they form demand in their students for further education by development of their cognitive skills, thus rendering them capable of permanent self-education.¹

Therefore, the Institute of Pedagogy of the József Attila University is very keen to establish teacher training courses that may help teachers to develop in their pupils the skills and attitudes to learning that are concomitant with lifelong education.

The University trains teachers for the upper stage of secondary school. They are certified to teach two subjects. Training lasts for five years after the school-leaving examination at the end of the upper stage of secondary school. The pedagogical training begins in the third year.

The research project spans these three years of teacher education and is viewed as a process of modernising the training by applying the principles of lifelong education. Approximately 200 student teachers, comprising

the 3rd year class of the training programme at this University, will take part. The project begins in the 1974/75 academic session and will continue for three years with the same group until they complete the course. A restricted number of students will participate in that part of the study relating to the improvement of practical training.

It is outside the scope of the study to change the content of the school curriculum or that of the academic subjects of study of student teachers. The experiment is focussed on changes in the content of the professional studies and practical training of student teachers. The corresponding reorganisation of the instructional programme of the Institute of Pedagogy will also form a part of the experiment.

The aims of the experiment are as follows:

- a) to integrate the concept of lifelong education with the educational subjects currently taught (theory and didactics) by reorganising the existing programmes for these subjects;
- b) to try out this new curriculum in order to assess the extent of its effectiveness;
- c) to transform the mode of practical training, including classroom observation and practical experiences, in the spirit of lifelong education. This will be done as follows: introducing school observations in the 3rd, 4th and 5th years of the teaching course; thematic unit-planning practice, and trial teaching by 4th year students; as well as teaching practice in secondary schools by final (5th) year students. The aim of these practices is to develop positive attitudes towards lifelong education in student teachers and to impart skills that are necessary for teaching in this spirit;
- d) to re-examine the system of teacher training and the teaching methods used by the Institute of Pedagogy and reorganise them on the basis of the principles of lifelong education; and
- e) to evaluate the new curriculum and new teaching methods. Publication of the study.

The following hypotheses will be examined:

- a) Student teachers become aware of the need of lifelong education in the modern world.
- b) Student teachers acquire a profound knowledge of the concept and foundations of lifelong education.
- c) They develop a conviction that they should themselves become lifelong learners and help the children under their charge to do so.
- d) Student teachers acquire appropriate classrooms skills to begin their careers as lifelong learning facilitating teachers.
- e) Knowledge of, positive attitudes towards, and skills in lifelong edu-

cation will develop in the student teachers continuously from the beginning of the 3rd to the end of the final year of training.

f) Lecturers, methods specialists, and monitor teachers will have the knowledge, attitudes and skills needed for educating their student teachers in the spirit of lifelong education.

The research project has four phases:

1. The preparatory work will be undertaken in phase 1 (academic year 1973/74). A selection of literature on lifelong education will be made. This will be translated into Hungarian and duplicated for all those participating in the project. A workshop for project participants will be held in 1974. The period May-September 1974 is allocated to the revision of the existing curriculum in theory of education and subject didactics, in line with the draft curriculum framework worked out by the Unesco Institute. Modes of school observation by 3rd year students will also be developed.

The instruments for evaluating the experiment (cognitive gains, attitudinal changes) will be developed. Pre-tests will be administered to the experimental group consisting of the new 3rd year students. The same test will also be administered to the current 3rd year group for the purpose of comparison at a later stage. The changes required in the work of the Institute of Pedagogy for implementing the new curriculum will also be planned in this period.

2. In phase 2 (first year of experimentation) the revised curriculum will be introduced in the academic year 1974/75 for all 3rd year students. The try-out will extend from September 1974 to June 1975. Pre-tests will be administered. In the first semester of the 1974/75 academic year the revised curriculum in the theory of education will be taught; the second semester will also include the revised curriculum of methods of subject teaching. School observation will also be introduced.

Evaluation procedures at the conclusion of the first phase of the experiment will consist of group interviews and the administering of post-tests to subjects and the interviewing of lecturers and monitor teachers. The findings of the first year of experimentation will be published.

3. The second year (phase 3) of the experiment embraces the 1975/76 academic year. In the first semester of this year, new methods of teaching the first subject specialisation are introduced. These are extended to the second subject in the second semester.

The modernisation of teaching content takes place in the spirit of lifelong education in the framework enumerated below:

The students analyse a thematic unit and, on the basis of individual and group work, prepare a detailed instructional plan. On the basis of

the teaching plan for this thematic unit the group members each prepare a lesson plan. One of the students tries out his lesson plan in a selected school and is observed by other members of the group. This is followed by an extensive discussion of the try-out teaching with special emphasis on assessing how far the lesson fulfilled the requirements of lifelong education. The tests previously used for pre- and post-testing of 3rd year students are administered to 4th year students at the end of their academic year.

In the course of this academic year monitor teachers in schools attached to teacher training institutes and colleges, who will be monitoring student practice teaching, receive orientation for assuming the responsibility for experimental practice teaching in the subsequent year.

4. In phase 4, these students, now in their 5th year of study and the 3rd year of experiment, take part in teaching practice sessions in schools attached to the University. The objective of phase 4 is to extend the teaching practice programme, based on the requirements of the concept of lifelong education, to a school setting. The original sample of 200 will be reduced to 50 or 60 students, guided by 8 monitor teachers, as this phase demands individual attention, and detailed organisation.

The students will take part in the following practical activities:

They analyse the curriculum and develop appropriate teaching strategies to meet their specific objectives in that semester. They develop a detailed teaching plan of one thematic unit for their practice teaching. They teach on the basis of this plan for a sequence of 12 lessons. At the end of each lesson, fellow students and monitor teachers evaluate the student's performance. Student teachers undertake projects outside the class or the school as an integral part of their training.

The monitor teachers prepare a detailed qualitative evaluation of the following activities of every student teacher participating in the experiment: curriculum analysis, teaching plan of a thematic unit, practice teaching sequence, activities outside the class and the school.

All student teachers participating in the experiment are interviewed extensively on an individual basis.

The experiment will thus stretch over a period of three years. The final report will only be published in 1977, though a detailed evaluation of the project will be available at the end of the first year.

These findings, together with results of similar projects under way in Australia, the Federal Republic of Germany, India and Singapore, under the aegis of the Unesco Institute for Education, Hamburg, will be discussed at a workshop. An international report emerging from this will be published by the Unesco Institute.

NOTE

1. Central Committee of the Hungarian Socialist Workers Party. *Az állami oktatás helyzete és fejlesztésének feladatai. Válogatott dokumentumok gyűjteménye* (Position of public education and objectives for its development. Selected documents). Budapest Tankönyvkiadó, 1973, p. 65.

NEUORIENTIERUNG DER LEHRERBILDUNG IM RAHMEN DER "LIFE-LONG EDUCATION"

Wenn wir die Schule in Übereinstimmung mit dem Begriff "lifelong education" umgestalten wollen, kommt es wesentlich auf eine Veränderung der Lehrerbildungssysteme an. Im ersten Teil dieses Aufsatzes werden einige der Punkte umrissen, die notwendig sind, um die Lehrerbildungsprogramme so zu gestalten, daß der Lehrer seinen Schülern den Weg zur "lifelong education" ebnet. Der zweite Abschnitt beschreibt ein vom Unesco-Institut für Pädagogik und dem Pädagogischen Institut der Universität Szeged durchgeführtes Forschungsprojekt. Bei diesem dreijährigen Projekt sollen für etwa 200 Lehrer-Studenten in der Ausbildung für die Oberstufe der Sekundarschule Curricula und neue Lehrmethoden entwickelt werden. Ende 1977 wird das Unesco-Institut für Pädagogik die Ergebnisse veröffentlichen, zusammen mit denen entsprechender, in Australien, der Bundesrepublik Deutschland, Indien und Singapore laufender Projekte.

Die Verfasser betonen, daß der Curriculum-Inhalt vieler Lehrerbildungskurse veraltet und mit Tatsachen-Information überladen ist. In vielen Einrichtungen, vor allem der Sekundarstufe, wird nicht genügend Gewicht auf das Studium der grundlegenden Fächer der Pädagogik gelegt: Psychologie, Soziologie, Ökonomie, Politologie usw. Man sollte sich bemühen, das Studium dieser grundlegenden Fächer, das der Fachspezialisierung und die Praktikum-Erfahrungen nebeneinander herlaufen zu lassen.

REORIENTATION DE LA FORMATION DES ENSEIGNANTS DANS LE CADRE DE L'ÉDUCATION PERMANENTE

Il est essentiel de modifier les normes de la formation des enseignants, si l'on désire transformer l'école en conformité avec le concept de l'éducation permanente. La première partie de cet article décrit certaines des exigences des programmes de formation des enseignants, conçus à rendre les enseignants "facilitateurs" de l'éducation permanente chez leurs élèves. Dans la seconde partie, est décrit un projet de recherche entrepris par l'Institut de l'Unesco et l'Institut de Pédagogie de l'Université de Szeged. Le projet triennal élaborera le matériel du programme scolaire et de nouvelles méthodes d'enseignement pour quelque 200 enseignants/étudiants qui reçoivent une formation pour l'étape supérieure de l'école secondaire. Les conclusions, ainsi que les résultats de projets similaires en cours en Australie, en Inde, en République fédérale d'Allemagne et à Singapour, seront publiés par l'Institut de l'Unesco à la fin de 1977.

Les auteurs soulignent que le contenu du programme scolaire de nombreux cours de formation d'enseignants est démodé et surchargé de connaissances des faits. De nombreuses institutions, surtout au niveau secondaire, ne mettent pas assez en évidence l'étude des disciplines de base de l'éducation: la psychologie, la sociologie, l'économie, les sciences politiques, etc. On devrait s'efforcer de faire parallèlement l'étude des disciplines de base, l'étude du sujet spécialisé et l'étude des expériences recueillies au cours du stage.