

MAJOR STAGES OF TEACHER EDUCATION TRANSFORMATION IN HUNGARY IN EUROPEAN CONTEXT

Assaying levels and institution types of teacher training with an outlook on higher education in Europe we find an overall tendency of making teacher education into a uniform academic university discipline. However, practice is diversified. In the case of pure academic teacher training models, dominantly, the university scope is enlarged with the previous (college - university) education levels lingering on within. (Venter 2008).

All European countries make efforts to decrease or eliminate status differences among teachers and to enhance professionalism by taking the more extensive pedagogy training from the college tradition and the more extensive branch education from the academic tradition.

Renewing teacher education content in the 90s

Two tendencies are becoming visible in the transformation of the teacher education content from the turn of the nineties: one is the aim to increase students' disciplinary knowledge by developing the branch education domain; the other tendency is to emphasize the pedagogy, psychology and methodology content joined with a pronounced skill and practice development. There are significant differences among European poises.

The qualification requirements (Decree 111/1997) accepted as a result of trade debates of the first half of the nineties constitute the foundations of teacher education in Hungary.

In the teachers' qualification requirements are defined

- the general theoretical and practical knowledge routine and skills in pedagogy and psychology
- methodology
- framework and content, assessment system, basic definitions and categories of school education.

By the second half of the nineties, the adoption of teachers' qualification requirements grounded the unification of teacher education on a higher, academic level and with a uniform content.

What is the novelty of teachers' qualification requirements?

- separating but not isolating brand and pedagogy education
- introducing pedagogy training as a quasi major
- permitting of participation in the teacher training only of students inclined to
- specified the field and schedule of the pedagogy, psychology and methodology training
- reinforced a differentiation practice
- As a new evaluation method it requires a complex pedagogy-psychology comprehensive exam, a teacher's thesis and a qualifying exam (M. Nádasi, 2003).

In addition teachers' qualification requirements (Decree 111/1997) play a balancing role in presenting the positive alternative between pedagogy-psychology domination and disciplinary domination opinions (Bábosik, 2003). Pedagogy school representatives accepted with relief that the existential crisis is over, pedagogy and psychology professions are not dependent on the relation of branch disciplines to pedagogy and psychology.

It must also be mentioned that acceptance of teachers' qualification requirements by agents of teacher education assisted the elaboration of quality alternatives suiting tertiary education schools' internal needs and opportunities.

*Interrelation of objective and structure - cooperation is the key
to successful teacher education*

The creation of any structure or organization must be based on the education objective. The two most pregnant education objective of teacher education are the following:

1. Preparation for the teaching art. Workshops for the preparation for this role are the departments of psychology, pedagogy, methodology instructors' organizations, practical training, assigned classroom mentoring

2. Preparation for functions of branch or applied disciplines. In workshops of disciplinary studies, according to profession: departments and institutes of nature, art physical education.

The teacher is to know the medium in which they act. Thus they are helped in the process of their training by applied arts, historical and comparative studies (e.g. history of education, education philosophies) which assist the teacher-to-be in finding their own profession of faith which we consider the final goal of undergraduate education.

The education objectives (functions) mentioned above are not much debated. The fact, however, that these objectives can only be realized within independent organization units is not so obvious - even if we assume they correlate in the global education function.

Resulting from the nineties teacher education practice, both colleges and universities, attempt to realize the training functions of the pedagogy art module in disunited institutes, while searching for more effective solutions.

Which institutions can constitute a framework for the pedagogy art preparation? (1) head or in charge coordination of department functions within the institution's organizational framework or (2) a teacher education board of the organizations concerned in tertiary education or (3) The Teacher Education Institute (Branch) integrated from the organizational units concerned, within the tertiary education school.

Domestic experts (S. Faragó, 1993) agree that the complex task of forming the teachers' profession can only be performed effectively with a structure adequate for that task. Temporary or atomized structures can not complete it.

A Teacher Education Institute as an independent faculty has been suggested by many. Its functions have also been agreed upon: controlling and instructing or coordinating different disciplines concerned in education (pedagogy, psychology, sociology, ethics and cultural philosophy) as well as methodology and practical training, CPD, and research in one single hand.

Attention has been called to the fact that this organization (Teacher Education Institute, Faculty) could enhance practical training by integrating appointed mentors in teacher practice schools and via CPD preparing teachers for the education management requirements.

A wide variety of Teacher Education Institutes were founded at colleges and universities throughout the nineties. These can not be presented here, we still call attention to the practices of The College of Nyíregyháza, Károlyi Esterházy College, the universities of Pécs, Debrecen and ELTE.

Teacher Education at the turn of the century

The first part of the 2000s brought about the launch of the Bologna system education. It may increase the prestige of teacher education that in Hungary a teacher's grade can only be obtained in a master's course.

The output requirements of master's courses were readied by 2006 (15/2006.IV.3. Decree). A teacher's Master degree can be obtained in a two-course scheduled training where the teacher's major is parallel with the branch major(s). On obtaining two parallel majors with teacher's degree takes 5 semesters, 150 credits, crafts and arts teacher's single major education takes 4 semesters and 120 credits.

The credit equivalent of the theoretical and practical knowledge in pedagogy and psychology is 40 credits While two majors with teacher's degree are equivalent to 80 credits. The credit equivalent of continuous internship in educational institutions is 30 credits.

The education objective of a teacher's major is to make the teacher prepared to help students' personalities, groups, communities develop, to plan the teaching process, to enhance students' knowledge, culture and skills using their professional knowledge, to develop competencies underlying life long learning, to organize and to manage the learning process, to apply varied means of pedagogical assessment, to cooperate and communicate with other professionals, to be committed to develop professionally and culturally.

A teacher must, in order to achieve these goals, have a certain set of knowledge skills, competences as well as practical facilities and attitudes. Three layers of teacher's competencies are set down in the qualification requirements. These are: professional knowledge, professional competencies and professional roles and commitment.

Professional knowledge

On one hand this means the necessary quantity of knowledge about the effect mechanisms of teaching and learning:

- knowledge of the basic disciplinary achievements considering the social and economic role of man, society and education,
- the knowledge related to the development of children, adolescents and youths, the human life cycle, the individual characteristics of developing personalities and behaviour,
- knowledge of recognition both in general and in definite professional fields
- literacy in the legal background of education

On the other hand it means the knowledge of the branch discipline, specialization, the subject and curriculum content

- The control role, the content and the relation system of the National Curriculum
- Understanding the local school program and the learning processes going on at school and the extracurricular and hidden learning

The fields of professional competencies are the following:

- Understanding students' and student groups' relations
- Organizing the teaching material and the teaching process
- Managing classroom work applying teaching and education methodology
- Using assessment and evaluation methods

Requirement concerning professional roles and commitment:

Considering the acceptance and application of professional roles the teacher

- Has the required tolerance, empathy and attitude to help and improve necessary for conducting teacher's and educator's roles,

- has a realistic self-recognition and is able to form critical reflections and self-evaluation about their own activity,
- is able to cooperate with their teacher colleagues and other school staff, parents and other professionals, institutions, and organizations in relation to schoolchildren's life,
- is able to communicate tactfully with parents and to transfer their own understanding and experience,
- is able to participate in school innovation, quality management and organization development assignments,
- is able to elaborate new teaching methods and procs

Considering the competencies of professional commitment and attitudes the teacher:

- Is able to recognize prejudice and stereotypical thinking and to handle these expertly both at school and out of school,
- is able to contemplate students' individual characteristics, to respect their personalities the education background of families and relies on values originating from them,
- is sensitive to difficulties originating from minority status, prejudice, poverty or social disadvantage,
- contributes as a role model and with organizing community relations to making students open to participating in a democratic society as well as to help them accept local, national, European and Universal values.

It is required for entering a teacher's master's course to have obtained at least 10 credits of basic pedagogy and psychology studies, knowledge underlying the teacher's profession. A student makes notes, a portfolio based on their studies and internship, which can be used when the application for a master's is judged.

The Decree defines the knowledge fields of pedagogy, psychology and related disciplines required for a teacher's degree as well as the general knowledge considering the branch discipline line, the branch discipline theoretical and practical training and the skills to be obtained through internship. It also outlines practice teaching, thesis and linguistic requirements.

As we have seen teacher education in the Bologna scheme has been launched in Hungary. Next year the first full time master classes graduate from universities and colleges, thus the analysis of the experiences can only proceed after that year.

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