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## **TRANSFORMATION OF PEDAGOGY FACULTY IN FACULTY OF EDUCATIONAL SCIENCES**

### *Abstract*

*When it comes to teacher education at all levels of the educational system (preschool, primary and secondary education) it is considered that the development of study programs is an essential assumption of quality and effective education. But, before we open this issue that is essential and should be a consequence, in this paper we intend to try to give an impulse to identify institutions that educate teachers (Teacher Colleges, Pedagogical Academies, Pedagogical faculties) as key institutions which have an impact on the quality of learning and a designed professional preparation of educational personnel for all levels of education. Pedagogical faculties and Teacher colleges, as well as Pedagogical Academies, are the ones who should fight to change the educational paradigm for teacher education, and to build the identity of these institutions as key institutions for educating personnel for each context in a society where there is a process of education. Because of this the study in this paper suggests that the field of education is interdisciplinary and multidisciplinary in its research of teaching. Hence it follows that we need to talk about sciences of education or educational sciences. It also points to the classification of scientific research areas and fields where conceptual differences between pedagogy and education are obvious.*

*Keywords: educational sciences, pedagogy, teacher education, pedagogical faculties, faculties of educational sciences.*

## **ТРАНСФОРМАЦИЈА ПЕДАГОШКИХ ФАКУЛТЕТА У ФАКУЛТЕТЕ ОБРАЗОВНИХ НАУКА**

### *Апстракт*

*Када је у питању образовање наставника на свим нивоима у систему образовања (предшколско, основно и средње образовање) сматра се да усавршавање студијских програма представља суштинску претпоставку квалитетнијег и ефикаснијег образовања. Али, пре него што отворимо ово питање које је суштинско и које треба да буде последица, ми у овом раду намеравамо да покушамо да дамо импулс за препознавање институција које образују наставнике (Учитељски факултети, Педагошке академије, Педагошки факултети) као кључних институција које треба да имају утицај на квалитет учења и осмишљену професионалну припрему васпитно-образовног кадра за све степене образовања. Педагошки и Учитељски факултети као и Педагошке академије су они који треба да се изборе за промену образовне парадигме за образовање наставника, и да изграде идентитет ових институција као кључних у образовању кадра за сваки контекст у друштву где постоји процес васпитања и образовања. Због овога истраживања у овом раду сугеришу да је поље образовања интердисциплинарно и мултидисциплинарно у истраживању наставе. Одавде произилази да*

*ми треба да говоримо о наукама о образовању или о образовним наукама (educational sciences). Управо на то указује и класификација научно-истраживачких подручја, поља и области, где су евидентне концептуалне разлике између педагогије и образовања, тј. "education".*

*Кључне речи: образовне науке, педагогија, образовање наставника, педагошки факултети, факултети образовних наука.*

### **Changing the educational paradigm for teacher education**

In every great epoch the teacher was understood and educated in a different manner. Today old and new conceptions of teacher education intersect and mutually oppose, and so it is necessary to change the educational paradigm of the system of teacher education and thereby to notice the structure of a contemporary teacher that is in the function of the entire human creation expressed in his epochal person (Kujundzić, 1978) and the structure of the educational process. The teacher as a common mediator, catalyst and accelerator of the new man is found in these coordinates.

In the eighties of the last century major reforms in education in the U.S., Asia and Europe were initiated. The aim of those reforms was to constitute competent educational systems by the beginning of the third millennium that will be free from ideological barriers and mutually compatible.

The essence of reforms consisted in enabling generations, through the educational system, to learn functional knowledge, to acquire curiosity and creativity for bold feats, risk, high professionalism and responsible behaviour, for tolerance and interculturalism among people and nations, for both individual breakthroughs and teamwork, i.e. a new man for the upcoming new age.

In former Yugoslavia, at that time many discussions were led pro et contra reforms, developing an animosity towards change in general, and the result of that was the return of the education system to the position from 1974.

All countries which, without exception, began the changes in that period are today countries where there are standards, genuine values and a decent quality of life. The point is clear: through education, particularly through teacher education a lot of countries began preparing for today.

Higher education is the only source that sends all the experts in the field of education to the "academic labour market". Most of them are educated in schools for teachers (Pedagogical faculties, Teacher colleges) or study teaching majors at non-teaching faculties. Any remodelling in the workings of the tertiary activity affects the events in the secondary

and primary activity, and vice versa. And that is a repeatable and unstoppable process. In higher education, institutions that educate professionals in the field of education and study the process of education in an interdisciplinary manner are the basis for research and innovation in these scientific fields.

With the transformation of pedagogical academies into faculties and with their involvement in university academic standards, particularly in the field of research which is typical for universities, pedagogical faculties and faculties that have teaching majors (institutions that educate subject teachers) have not built their identity and have stressed neither the importance of teacher education nor the interdisciplinary approach which is so characteristic of these institutions. And we can seriously ask ourselves the question: What kind of trends in teacher education in the last 20 years have we faced and can they be compared with trends in Europe?

Have we wondered what the process of educating teachers who do not study at teacher colleges is like and they enter the educational process as engineers or professionals in some other field? They take several pedagogical and psychological subjects (maximum three), and thus acquire a formal right to be teachers who teach respective subjects in primary and secondary school. In this way teachers of native languages, foreign languages, mathematics, physics, chemistry, history, geography, physical education, arts etc. are created. So nearly two thirds of the total time in compulsory education (primary and secondary school) teachers educated in this way with almost no practice and experience educate generations. Students often "enjoy" in teachers with such a profile, but it is obvious that most of them cannot cope with school (this not being their own fault!). So "teachers" are starting to behave according to their archaic models of the period when they were students. Thus decadence and improvisation are reproduced and, constructing an improvised system, the educational system is increasingly drifting away from the child.

### **Pedagogy vs Education of teachers – scientific disciplines of education**

When we talk about education as an old profession, historians of pedagogy register its academic institutionalization in the late XIX century and early XX century with the struggle of experimental pedagogy for its academic promotion. Pedagogy as a university discipline in Europe from XX century onwards passes through four distinctive periods: 1) in the fifties of the XIX and in the early XX century independent pedagogical departments and chairs were established, 2) during 1960s/70s there was a period of expansion of education at universities, 3) during 1980s/90s there was a period of stagnation, and 4) from the 1990s there is a period

of renaissance of disciplines (areas), (Vujisić-Živković, 2008; 541). In all these periods, in some regions even today, pedagogy is understood and treated as a “science of ethics”, i.e. a combination of philosophy and the history of pedagogy.

In the modern world we recognize a very broad picture of the application of pedagogy in specific regions. Specifically, universities in America and in many other countries in the world do not have official departments of pedagogy, but this discipline is studied within psychology and social sciences (Suzić, 2005; 24).

Teacher education is a relatively young university discipline (area). In many countries it became independent in the late eighties, and in most countries, among which are the former Yugoslav republics, even in the late 20th century. The last major substantive change in the system of teacher education in the region of former Yugoslavia occurred in the mid nineties. Thus was formed the new concept in higher education in practice - the education of teachers. This concept was directly associated with the content of changes in the studies that happened - and had to happen - at pedagogical academies and higher schools which realized only two-year degree programs for teachers in preschool education and teachers in early grades of elementary school. All this was done for the education that carries a special burden in the development of a society. The teacher should have been enabled with better preparedness; at a practical level it was expressed mainly by systematic continuation of studies from two to four years, and also by the level of academic rights which were brought by the university level of education (Zgaga, 2004). Therefore the education of teachers is actually a young field of education which, together with pedagogy, is the basic scientific discipline of education.

In the classification of scientific research areas, fields and disciplines according to the international Frascati classification (Official Gazette, no.103, 07/30/2010), in the scientific area of **social sciences** (5) there is the field **education** (505) in which the disciplines of research are classified as: Pedagogy, Didactics, Special didactics, Teaching methods, Theory of education, Teacher education, Educational policy, Psycho-pedagogy, Special pedagogy and others. This classification in methodological terms is the result of the tendencies of (fields) disciplines towards autonomy in relation to other scientific fields (philosophy, sociology, psychology) and the multidisciplinary development of pedagogy.

The research field of education is a multidisciplinary and interdisciplinary field of research of the entire process of teaching. It is also a consequence of the development of social sciences in the last 20 years that develop the laws in education and upbringing. Therefore we need to talk more about educational sciences or sciences of education that treat

and research the field of education in an interdisciplinary way. This can be noticed in the International Encyclopaedia of Education, where education is a field of research where pedagogy and teacher education are positioned, together with didactics and teaching methods, and many other areas arising from philosophy, psychology, sociology and medicine (T. Husen & T. N. Postlethwaite, (eds.) (1989) The International. Encyclopedia of Education, Supplement Vol.1. Oxford/New York: Pergamon Press, 162–163).

“The differences between pedagogy and education are conceptual and thus the names pedagogy and education do not have the same meaning. Pedagogy has a narrower meaning than "education" and it generally refers to practical instruction. Pedagogy is a monodisciplinary science while "education" is interdisciplinary. Pedagogy uses concepts of fundamental educational sciences (educational foundations), such as psychology and sociology of education, but uses these partially and "processes" them in such a way that their pedagogical interpretation suffers significant distortion, which in turn results in difficult communication between pedagogy and educational sciences and in some parts it is even broken. For "education", on the other hand, educational sciences are basic and it uses their concepts in their original or "raw" form (Findak, 2008; 470).

### **Faculties of educational sciences**

The goal of our research was to study the system of teacher education and to change the educational paradigm in preschool, primary and secondary education. The main idea that guided us was to get results of this research which can help in designing the course of reforms and changes in the system of education and professional development of teachers. In this respect, special attention was paid to the need for conceptual and programming design not only of initial but also of continuing education (professional development).

Without intending to blindly borrow experiences of countries and systems of education that we studied, however, it is good to use the experiences that are positive and productive, so that we could, on the one hand, better understand the relationship to the system of education of teachers, as well as take concrete steps toward change based on positive practice.

However, we must have in mind that the implementation of any national education policy is not a linear process. It primarily depends on the tradition, knowledge and the need for change, financial conditions, political environment and atmosphere in the country.

The attempt to base our changes and reforms on models borrowed from foreign countries without respect and taking into account what previous decades were built on in that

field, would further encumber and impede the formation of a unified and harmonious relation of the system of teacher education.

There is no doubt about the fact that we belong in the common European space in which two levels of education last a total of five years (300 ECTS); hence the proliferation of the space for achieving competences in the first cycle (240 ECTS) greatly reduces the space for manoeuvring in order to achieve competences in the second cycle (60 ECTS). Research has shown deficiencies in previous education of teachers. The biggest disadvantages are shown in the area that needs differentiated work.

University teachers believe there is a need to raise the quality of the education system for teachers, paying special attention to the following competences:

- (1) synthetic, analytical, creative thinking and problem solving;
- (2) Autonomy, (self-) criticism (self-) assessment, (self) evaluation and commitment to quality;
- (3) Initiative / ambition, valuing continuous personal improvement and vocational training (*this is a core competence that is related to the professional development of teachers in their career*);
- (4) Preparation for research in education;
- (5) Using special pedagogical knowledge for working with children with special needs;
- (6) Knowledge and practical application of artistic disciplines - drama education.

**License for a teacher / preschool teacher** – It is necessary to introduce a **professional exam** and **license** that will be renewed at a regular interval of time. This is something that will seriously present us to the EU, and is also a positive practice that Anglo-American countries are increasingly expanding.

The Ministry of Education and Science together with the faculties, representatives of professional associations, teachers, and governing bodies of children's communities need to determine basic competences for teachers and issue the certificate of professional qualification and the license for work. Without this license, no one should be hired.

Obtaining a degree is the first requirement for getting a qualification for a job as a teacher, but it is insufficient by itself. Namely, the competence for working in a kindergarten, primary and secondary school as a *graduate teacher* (240 ECTS) is confirmed by passing a state exam in front of the **National agency for quality of education**, and, if this is passed successfully, the teacher is qualified and receives a *license for work*.

**For professional development** - during their working careers teachers should be obliged to continue their professional improvement - Professional development (from educational areas, methods of teaching and pedagogical skills).

After completing their studies and obtaining a license as teachers, they should be able to advance on two levels: (1) teacher - mentor and (2) teacher - counsellor.

Requirements for advancement that candidates should meet will be defined by the National agency for quality, and the elements that are taken for evaluation are: *(1) quality of work with students in educational activities, (2) teacher involvement in activities outside school and (3) continuing professional development.*

### **Employment - with completed studies at the Faculty of Educational Sciences?** **Map of professions.**

The Faculty of Educational Sciences will prepare teachers for preschool and elementary school education, and it will offer modules of syllabi of at least 60 ECTS, which is the European standard, together with faculties that do not educate teachers.

#### **First cycle:**

Teaching in schools, nurseries, nursing, universities / other higher education institutions; vocational education; teachers of respective school subjects (mathematics, computer science, languages, physics, chemistry, biology, sociology, history, arts, etc.).

Jobs in museums; youth leadership; publishing (design and evaluation of educational materials); local and national educational administration; educational management; educational services; training for specific groups (for example adults); support for third age; supporting immigrants, and personnel management.

#### **Second cycle**

Teachers in schools (e.g. Finland); leadership and managerial roles; post-specialist roles and supervisory roles in educational institutions; researchers; guidance counsellors; coordinators for special education; educational psychologists (e.g. United Kingdom)...

Access to promotion to higher positions in their chosen fields, or to new positions related to their chosen specialization, researchers.

#### **Third cycle:**

Lecturers at universities, polytechnic schools and colleges; researchers and professionals in the ministry and agency for teacher education; employment as researchers in independent institutes for research and development; jobs in research and development in the educational

administration at national or municipal level (National Board of Education, Regional development centres); Agencies for quality guarantee; high positions in curriculum development, etc.

### **Conclusion**

Initial education and professional development of teachers pass through significant changes with regard to the implementation of the Bologna process that began in 2005/2006 academic year. Thus, institutions are still in the "vacuum period" between the "old" and the "new" system of education.

It is necessary that the last year of study (60 ECTS) in non-teacher colleges, which is necessary for acquiring the specific key (subjects) competences for working as a teacher, is realized at the Faculty of Educational Sciences. Beside the activities that are continuing with the same intensity and dynamics, the students decide on a specific module which will define their specialty (special program) in the diploma supplement.

The fourth year contains dynamics of the activities provided in accordance with the modules, while the teacher acquires specific competences in certain areas as well; these may be:

- Module for respective teaching methods of social and natural sciences
- Module for artistic disciplines
- Module for early foreign language learning and bilingualism
- Module for working in multicultural environments
- Module for special pedagogy

At this stage students perform individual practice during the entire year and work on a project from the elected module. The courses, modules, practice, and assessment are integrated. The fourth year is necessary for the continuation to master studies.

Competences are divided into 6 categories:

1. Knowledge about the child / pupil,
2. Knowledge of the profession,
3. Knowledge of didactics and teaching methods,
4. Communication,
5. Ability for leadership, and
6. Character traits.



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