

Josef Malach

ORCID iD 0000-0002-3960-486X

Tatiana Havlásková

ORCID iD 0000-0001-6721-6517

THE STUDY OF UNIVERSITY PROGRAMS IN THE CZECH REPUBLIC FOCUSED ON EDUCATION

The paper presents an overview of study fields at universities in the Czech Republic, which are aimed at achieving the qualifications required for the performance of educational professions, respectively educational roles. The fundamental differentiation criterion is their main focus on one of the aspects of complex education, specifically education and upbringing. Professions of an educator, special and social pedagogue or a leisure time teacher are considered to be the professions predominantly focused on education. University education for the previously stated occupational subgroups implemented so far is built on study programs that have been created by teams of academic staff and accredited by the Accreditation Commission. They are usually based on the erudition and personal experience of their authors and assessors and without any professional standards. The amendment to the University Education Act has fundamentally changed both the procedures for the accreditation of study programs and the functioning of the newly established accreditation institution — the National Accreditation Office. The study introduces the legal standards applicable to accreditation procedures as well as the fundamental changes in functioning of universities due to these rules. Apart from that, the curriculum design includes current education and training practices with a number of national (both positive and negative) characteristics and oddities identified on the basis of the (inter)national research, analysis, monitoring or good practice. Today's educational reality is the result of the involvement of stakeholders who reflect it critically in terms of their expectations and needs. They provide feedback to universities necessary for the innovations of graduate profiles, the aims and content of their studies and the future educators' teaching and learning processes. With regard to the implementation of the national digital education strategy, the possibilities of universities to respond to its objectives by preparing new subjects for teacher education are mentioned.

Keywords: education, national qualification framework, teacher's profession, accreditation, standards for education, pre-graduate education, further education of pedagogical staff, ICT competences of teachers.

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Introduction

University studying oriented to achieving the qualifications required for practicing various educational professions has entered the phase of greater regulation by the decision-making authorities, both in terms of its professional profiling and the processes leading to accreditation for its implementation at universities. According to new rules, it is, under certain conditions, possible to transfer particular hitherto centralized competences to universities. However, pedagogical professions, represented mainly by the teaching ones, are not particularly attractive and sought-after jobs especially for the reason of remuneration. This fact puts higher

demands on universities in the process of enlisting new applicants and in the actual implementation of educational programs.

Educational professions in the National Qualifications Frameworks of Tertiary Education

Based on the outputs of the Q-RAM/Qualification Frameworks for Tertiary Education solved in 2009–2013, the Czech Republic adopted in 2016 a Regulation¹ laying down the definition of individual areas of education containing a) the basic topical areas characteristic and determinant for the given area of education; b) a list of specific study programs under a given

¹ GOVERNMENT REGULATION No. 275/2016 Coll. of 24 August 2016 on on Higher Education Areas.

area of education; c) the framework profile of graduates in the field of education, setting out the main objectives of education, including the expertise, skills and other competencies and characteristic professions, particularly the relevant regulated ones. A total of 37 university education areas are attached to the Regulation. Two areas are important for us: Non-teaching pedagogy (area 19) and Teaching (area 30).

The Area of TEACHING

A. Fundamental topical areas:

- a) Pedagogy;
- b) Pedagogical Psychology;
- c) General Methodology;
- d) Specific Methodology (methodology of the particular study programme);
- e) the Theory and Practice of Teaching Profession;
- f) Course of Study (particular domain linked to the certification) including the safety and health preservation at work within particular study programmes;
- g) Special Pedagogy;
- h) Inclusive Methodology.

B. List of the specific study programmes:

- a) Pre-school teaching;
- b) Elementary Education Teaching;
- c) Secondary School Teaching.

C. The framework profile of a graduate

- a) According to the study program, the graduates prove the adequate amount and range of detailed knowledge in:
 - 1) pedagogy, special pedagogy, evaluation, intervention and pedagogical psychology;
 - 2) The field of expertise;
 - 3) specific methodology and the theory of teaching and learning;
 - 4) school legislation;
 - 5) understanding the ethical dimension of working with people.
- b) Regarding the study programme the graduates are adequately familiar with the abilities to:
 - 1) plan, implement, monitor and evaluate the process of education considering student individuality in connection with the educational and social context;
 - 2) choose suitable methods of evaluation of the process of education and the learning outcome including self-evaluation;

3) create positive psychosocial learning environment;

4) communicate with the students' legal guardians in an appropriate way.

c) With regard to the type of study program the graduate can assert themselves, e.g.:

1) In academic environment and other institutions linked to research and development;

2) at schools or other educational organizations.

D. Typical relevant professions:

- 1) pre-school teacher;
- 2) primary school teacher;
- 3) elementary education teacher;
- 4) secondary school teacher;
- 5) teacher assistant;
- 6) specific art-subject teacher at the elementary and secondary school of arts or a conservatory;
- 7) higher vocational school teacher;
- 8) pedagogue specialist.

These areas of education have been respected by universities within the process of institutional accreditation², which has been achieved by six universities in the Czech Republic, including the University of Ostrava.

Act on Pedagogical Staff

This legal standard³ provides mainly the prerequisites for practicing the activities of the teaching staff and their further education. According to this Act a pedagogical worker is the one who provides direct educational and upbringing activity, direct special pedagogical or direct pedagogical-psychological activity via direct action on the educated, whom she/he performs education to on the basis of the Education Act.

Direct pedagogical activity is provided by:

- a) a teacher;
- b) a tutor in the institution of the teachers' further education;
- c) an educator;
- d) pedagogue specialist;
- e) psychologist;
- f) leisure time activities teacher;
- g) teacher assistant;
- h) a trainer;
- i) prevention methodologist at the Educational and Psychological Counselling Institution;
- j) school management.

A pedagogical worker may be the one fulfilling the following preconditions:

² Institutional accreditation is an entirely new element in the area of Czech University education. The National Accreditation Authority for Higher Education grants it at the request of University institutions for a specific area of education following demanding procedures, provided that the university has a functioning quality assurance system for education. It then allows the college itself to approve new accreditation programs in the field of education

³ Act No. 563/2004 Coll., on pedagogical Staff, as amended

- a) is fully capable of legal acts
- b) disposes professional qualifications for direct pedagogical activity
- c) is impeccable
- d) is healthy
- e) has proved the knowledge of the Czech language unless stated otherwise

It is determined by the law how the pedagogical worker obtains the required professional qualifications. Within individual professional sections there always exist more possibilities how to gain the qualifications. For example, stage 1 elementary education teachers (1st—5th grade in the CR) usually gain their qualifications by graduating from the accredited master university study program in the field of pedagogical science focused on:

- a) the preparation of primary school teachers (5 year unstructured study);
- b) pedagogy study programme, pre-school teaching, pedagogy or leisure time pedagogy supported by a university lifelong education program focused on the preparation of the primary school teachers;
- c) university study programs for future basic and secondary school teachers supplemented by a university lifelong education program focuses on primary school teachers preparation.

Stage 1 elementary education teachers reach their qualifications via university education in accredited Master study program:

- a) in the field of pedagogical science focused on elementary school teacher training in general subjects;
- b) in the field of pedagogical science focused on elementary and secondary school teacher training in general subjects;
- c) in the field of pedagogical science focused on secondary school teacher training in general subjects;
- d) a study program relevant to the subject taught and the:

1. University bachelor's degree gained in a study program focused on teacher training in elementary or secondary school general subjects or

2. A university provided lifelong study program focused on elementary or secondary school teacher training.

- e) in the field of pedagogical science focused on special pedagogy for teachers supplemented by a university provided lifelong study

- programme oriented on basic and secondary school teacher training,
- f) by other means.

Framework requirements for the study programs

In 2017 the Framework requirements for study programs whose graduates get the qualifications to practice the regulated pedagogical occupations⁴ were released by the Ministry of Education. This document specifies university study programs requirements. Meeting the target requirements of the document is a precondition for the particular study program graduates to be ready to practice regulated pedagogical jobs. The aim of the framework requirements is to set balance among the fundamental components of the professional training of the appointed categories of the pedagogical workers. The bottom margins of these components determine the lowermost level; the upper limit is just recommended and thus is possible to be exceeded especially in the case when the university would like to emphasize a particular component of the training (usually via obligatorily optional or optional subjects).

University internal accreditation standards

Czech universities accepted internal standards for the study program and study plan⁵ creation on the basis of University Education Act, qualification frameworks for tertiary education, act on educational workers, framework requirements for study programs and other standards. This regulation assigns the recommended amount of credits for the individual fundamental components of the teacher training pursued by both the Ministry of Education (MEYS) and University of Ostrava which has the right to determine the number of credits for the individual components of the training within recommended range. An example can be the distribution of credits within the study of tutorship. (See *Table 1*). The component of pedagogy and psychology within the teacher training program at University of Ostrava comprises 62 credits during the bachelor's and master's degree which makes it 20 % of all the teacher training education. Adding the practical training (15 credits) the ratio increases to 29 %.

⁴ Reference number. MSMT-21271/2017-5

⁵ University of Ostrava — in the form of the Rector's Decision No. 18/2017 Rules for the Study Planning of the Degree Programs of the University of Ostrava, ref.: OU-80869 / 90-2017

Table 1

THE RATE OF CREDITS WITHIN THE STAGE 2 ELEMENTARY EDUCATION
TEACHER TRAINING ORIENTED STUDY PROGRAMS

Component	BA study	MA study	University of Ostrava in total		Ministry of Education	University of Ostrava in total (in %)		Ministry of education (in %)
Study subjects concerning pedagogy and psychology	30	32	62	72	60-75	21	24	20-25
Other subjects (especially the internationalisation subjects)	10	x	10			3		
Course of study methodology subjects	x	34	34		30-45	11		10-15
Course of study subjects 1	65	12	77		75-90	26		25-30
Course of study subjects 2	65	12	77		75-90	26		25-30
Reflected practical training	5	20	25		24-30	8		8-10
Theses subjects	5	10	15		15-30	5		5-10
Total	180	120	300		300	100		100

The subjects comprised into the study programme are assessed on the basis of their study load (1 credit = 25 to 30 hours of student's study activity) by 3 to 5 credits.

Newly accredited study programme for Stage 2 elementary education teachers includes subjects listed in *Table 2* and *Table 3* as the part of the pedagogical and psychological component of the study.

Table 2

SUBJECTS OF THE PEDAGOGICAL AND PSYCHOLOGICAL COMPONENT OF THE STUDY
OF STAGE 2 ELEMENTARY EDUCATION TEACHERS (IMPLEMENTED IN THE BACHELOR'S DEGREE)

Subject name	Way of assessment	Number of credits	Recommended year/semester
Compulsory subjects			
IT in education	Credit test	3	1/ WS = Winter semester
General pedagogy	Exam	4	1/SS = Summer semester
General and developmental psychology	Exam	4	2/WS
The basics in special pedagogy	Exam	3	2/WS
Diploma thesis seminar 1	Credit test	2	2/SS
Social pedagogy	Exam	4	2/SS
Social psychology	Exam	4	2/SS
Pedagogical diagnostics	Exam	4	3/WS
Pedagogical profession	Credit test	3	3/WS
Diploma thesis seminar 2	Credit test	3	3/WS
Reflected assistant study	Credit test	5	3/SS
Obligatorily optional subjects	Students have to choose subject to cover 6 credits		
Drama education	Credit test	3	1/SS
Pedagogical communication	Credit test	4	1/SS

Table 2

Subject name	Way of assessment	Number of credits	Recommended year/semester
Pedagogical communication	Credit test	4	1/SS
Alternative schools	Credit test	3	2/WS
Family psychology	Credit test	3	2/WS
Empirical research in the bachelor's thesis	Credit test	3	2/SS
Lifelong education	Credit test	3	3/WS
Personality-social development	Credit test	3	3/WS
Specific study problems	Credit test	3	3/WS
Pedagogical counselling	Credit test	3	3/SS

Table 3

SUBJECTS OF THE PEDAGOGICAL AND PSYCHOLOGICAL COMPONENT
OF THE STUDY OF STAGE 2 ELEMENTARY EDUCATION TEACHERS
(IMPLEMENTED IN THE FOLLOW-UP MASTER'S DEGREE)

Subject name	Way of assessment	Number of credits	Recommended year/ semester
Compulsory subjects			
General didactics	exam	5	1/WS
Pedagogical psychology	exam	4	1/WS
Curriculum	Credit test	4	1/SS
Diploma thesis seminar 1	Credit test	5	2/WS
Patopsychology basics in children and youngsters	exam	3	1/SS
Inclusive special pedagogy	exam	3	2/WS
Class and school management	Credit test	4	2/WS
Diploma thesis seminar 2	Credit test	5	2/WS
Challenging situations at school	Credit test	3	2/SS
Obligatorily optional subjects			
The history of pedagogy and schooling	Credit test	3	1/WS
ICT enhanced education	Credit test	3	1/WS
Teacher beginner	Credit test	3	1/WS
Empirical research in the diploma thesis	Credit test	3	1/SS
Teaching strategies	Credit test	4	1/SS
Teacher and pedagogically demanding situations	Credit test	3	1/SS
Philosophy of teaching	Credit test	4	2/WS
Special pedagogical counselling	Credit test	3	2/WS
Health psychology	Credit test	3	2/SS
Education in the world	Credit test	3	2/SS
Education of the gifted	Credit test	3	2/SS

International documents on teaching professions

The Czech Republic, as a part of the European community and OECD, plays part in the strategic documents preparation dealing with teaching professions on one hand, but on the other one its profession reality is monitored from the point of view of the level of qualification, working conditions or social status. Good and up to date overview regarding teacher training in the Czech Republic can be obtained for example from the Eurydice database, which is run by the European community⁶, from Educational and Training Monitor — Country analysis⁷ or the OECD documents (e.g., Shewbridge et al, 2016).

A number of indicators point to a relatively difficult situation for teachers on many fronts. This includes low prestige, demographic challenges, low salaries, insufficient continuing professional development (CPD) and weaknesses in education governance. The proportion of school teachers younger than 40 is especially low and the share of women among lower secondary education teachers is one of the largest among OECD countries (OECD, 2017). The Czech Republic is among the EU members with the highest and fastest-growing proportion of teachers aged 50 or over in ISCED 3 and 4. At the same time, the numbers of children entering primary education are rising. A number of students opt for initial teacher education as a second choice rather than a first choice, raising questions about their motivation. Teachers' salaries have historically been low, both internationally and compared to those of people with similar qualifications. The career structure is flat: teachers cannot move to higher career levels (European Commission, 2018a and European Commission/EACEA/Eurydice, 2018). Salary increases over the past decade have somewhat improved the situation but as these have often also gone to all public employees, the relative attractiveness of teacher salaries has not always improved. (European Commission, 2018b).

Pre-gradual preparation of teaching profession

Pre-gradual teacher training is provided by Czech universities within faculties of education, natural science and philosophical faculties (and some others), (Altogether 37 faculties). The study is, in accordance with the Bologna declaration, structured into the bachelor degree (3 years) and follow-up master degree (2 years). The bachelor degree study is usually titled as a course study oriented towards education

(a student can apply for a study aimed at mathematics and civics) in education, the master degree study is then addressed for example as the study of stage 2 of elementary education teaching with the specialization to mathematics and civics.

At the final stage of both the study degrees students take three final exams: each subject area and pedagogy with psychology. Furthermore they defend their final paper (final bachelor or diploma paper) which should be relevant towards their future teaching profession. E.g., it should reflect either pedagogical-psychological issues or subject area methodology issues. Some universities offer accredited doctorate study (aspiring for the PhD degree) targeted at further research of the issues in education or the subject area. The Faculty of Education at University of Ostrava offers, for example, the PhD study in Music theory and education, IT in education or Czech language and literature methodology.

The study of Stage 1 of elementary education teaching is an exception within the structured studies as it is non-structured five-year study. Such teachers provide education of all curricular elementary education subjects.

Teachers are fully qualified for their occupation only after achieving the master's degree.

The Area of NON-TEACHING PEDAGOGY

A. Elementary topics:

- a) Pedagogy;
- b) Andragogy;
- c) Social Pedagogy;
- d) Special Pedagogy.

B. The list of characteristic study programmes:

- a) Pedagogy;
- b) Upbringing;
- c) Special Pedagogy;
- d) Andragogy;
- e) Leisure Time Pedagogy;
- f) Social Pedagogy;
- g) Speech Therapy.

C. General Graduate's profile

a) According to the study programme, the graduates prove the adequate amount and range of detailed knowledge in:

1. The area of pedagogy and related studies (psychology and sociology mainly) — terms, conceptions, theories and methodological approaches;
2. Knowledge of methodological and conceptual approaches towards cognition and

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-20_cs

⁷ <https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-2-2018-education-and-training-monitor-country-analysis.pdf> for CR see pages 60-69.

pedagogical influence on processes and phenomena of the pedagogical reality;

3. Knowledge of cognition methods and pedagogical and pedagogical-psychological diagnostics of personality;

4. Knowledge of terms, conceptions, theories and methodological approaches in the field of special pedagogical diagnostics and methods of individuals with congenital or acquired sensory disorders of speech and communication of the entire age range;

5. Knowledge of communication strategies and approaches, including education and communication procedures in individuals with special educational needs;

6. Knowledge of the historical and contemporary wider contexts of specific pedagogical subjects as well as pedagogy as a whole.

b) With regard to the type of study program, graduates are able to find the appropriate scale and level of detail of the following:

1) to design, guide and systematically evaluate the realization of methods of pedagogically adequate solution of pedagogical problems and situations with regard to the specific nature and needs of solving these problems and situations;

2) to apply basic diagnostic and communication strategies and approaches, including educational, counselling and communication algorithms in individuals with special educational needs;

3) to apply special pedagogical, diagnostic, therapeutic and compensation strategies and approaches including educational, counselling and communication practices in individuals with sensory disorders, speech and communication disorders from an early age throughout the age range;

4) to use knowledge of other disciplines in versatile pedagogical activities.

c) Considering the type of study program, the graduate can apply for a job, for example:

1) In the academic sphere and in other institutions dealing with science, research, development and innovation;

2) In institutions involved in education, training, counselling and social welfare, as well as in health care;

3) In corporate education, HR and non-profit organizations.

D. Relevant characteristic professions:

1) a pedagogical worker — school manager, teacher in the training facility for further education of the pedagogical staff;

2) an educator;

3) a leisure time teacher;

4) a special pedagogue, teacher assistant;

5) a specialist — speech therapist;

6) a specialist — eye therapist.

University education in the fields of study of NON-TEACHING PEDAGOGY is also regulated by the Ministry of Education (MEYS) through the previously mentioned General requirements for study programs.

University of Ostrava provides the study programs of (from the above stated) Pedagogy, Special Pedagogy, Social Pedagogy and Andragogy. They are also structured into Bachelor and follow-up Master degrees. At the end of the study at both levels students take two or three state final exams according to the curriculum and defend the final paper (Bachelor or Diploma).

Digital Technology in Teachers' Preparation

Published by the Czech Ministry of Education, Youth and Sports in 2014, the document titled Digital Education Strategy Until 2020 was created in response to the development of digital technology and its incorporation into all areas of human life. Quoting directly from the document, digital education is such education, which reacts to the changes in society related to the development of digital technology and its use in different areas of human activity. It includes both the education that effectively uses digital technology in instruction and the education that aims to develop pupils' digital literacy and thus make them more competitive on the labor market. The aim of the strategy is to create conditions and processes which would make digital education possible (MEYS Czech Republic, 2014).

With regard to the aforementioned strategy, a teacher needs to be able to:

- use ICT tools in the context of education;
- find and apply a solution to a problem related to the use of ICT tools;
- work with modern digital and multimedia tools and technology;
- create educational content in different forms using ICT tools;
- use ICT in a safe and responsible manner in different contexts and for different purposes;
- use ICT to collect, analyze, critically evaluate and further use information;
- accept new ideas and critically evaluate them with regard to the rapid development of technology and its impact on an individual and society.

As part of a long-term plan to realize digital education, the following measures need to be taken to:

- provide non-discriminatory access to digital study materials;
- provide conditions for the development of pupils' digital literacy and computational thinking;
- provide conditions for the development of teachers' digital literacy and computational thinking;

- develop digital infrastructure;
- support innovative approaches, monitoring, evaluation and the sharing of results.
- design a system which would help the schools integrate digital technology into instruction and the school's life.

The following educational activities organized at the Pedagogical Faculty of the University Ostrava can be used as an example of gradual realization of the strategy: conferences, workshops, clubs, participation in projects, modification of teaching-related study programs or introducing new courses.

Students in both bachelor and master's study programs can choose from courses aimed at school information systems, digital and mobile technology, or at the development of algorithmic and computational thinking.

Informatics for kindergarten

The aim of this course is to introduce options for including digital tools in preschool education. Students learn how to incorporate such tools into instruction in an appropriate manner and how to effectively use those tools to develop children's literacy, mathematical concepts, problem-solving skills and algorithmic thinking.

Information technology in education

The aim of this course is to teach students how ICT technology could be used in education. Students learn basic categories of ICT tools, different types of educational programs, applications and web tools or how the Internet could be used for educational purposes.

ICT-based instruction

The aim of this course is to help teachers develop their digital literacy and computational thinking.

Technology for teachers

The aim of the course is to introduce different types of technology and electronic tools suitable for the preschool environment. Students master the Office software and become familiar with Google's web-based applications, learning how to incorporate them into the education process. They learn how to incorporate digital technology into the kindergarten environment and how to use it safely.

Digital literacy and digital education

This course deals with integration of digital technology into education based on tested models aimed at learning goals, infrastructure and teachers. Moreover, this course also introduces the terms digital literacy and students' ICT competencies as defined by the Framework Educational Program

for particular levels of education. Students focus on computer-based instruction, integration of digital technology into education and evaluation of computer-based instruction. Last but not least, they also learn basic information about school infrastructure and computer systems, respectively.

Interactive whiteboard

In this course students — as they are developing their competencies — learn how to use an interactive whiteboard in an appropriate manner (using appropriate teaching and organizational methods), mastering both the technological and didactic aspects of it.

Different digital applications should be introduced to children as early as kindergarten. Children will need the acquired knowledge and skills in basic education and its digital technology-based instruction where emphasis is put on the development of pupils' digital competencies. Children should learn not only how to operate information and communication technology, but also to search for and process information, analyze resources, work in a creative manner, present their ideas, think logically and solve problems.

The European Fund Project "Undergraduate education" aims to improve the training of future teachers, especially in the area of practical teaching experience and inclusive education. In terms of digital education, the project aims to promote the use of digital technologies in preparing, implementing and evaluating the progress and outcomes of education. More detailed information on the use of ICT in education in the Czech Republic includes the European Scholnet (2018) report.

Conclusion

The study could only provide basic information on the ongoing reform of university education, particularly in the field of accreditation of study areas via institutional accreditations. At the same time, it presents the influence of the regulator (MEYS) on the creation of study programs, which must be respected by the National Accreditation Office when granting the approval of institutional and program accreditation. References to international, national, and university standards will allow those interested in deeper insight into the issue get more detailed information about their content and impact on education for the performance of educational professions. At the same time, the authors offer their help and support in this action.

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Йозеф Малах, Тетяна Хавласкова

ДОСЛІДЖЕННЯ ОСВІТНІХ ПРОГРАМ УНІВЕРСИТЕТУ В ЧЕСЬКІЙ РЕСПУБЛІЦІ

У статті здійснено огляд галузей навчання у закладах вищої освіти Чеської Республіки, спрямованих на досягнення відповідного рівня кваліфікації, необхідного для реалізації освітніх професій, а отже, й освітніх функцій. Основним критерієм диференціації є акцент на одному з аспектів комплексної освіти, зокрема освіти та виховання. Педагог, спеціальний і соціальний педагог або вчитель дозвілля — це ті професії, які переважно орієнтовані на освіту. Університетська освіта для раніше визначених професійних підгруп, що впроваджувалися до цього часу, заснована на навчальних програмах, розроблених командами академічних працівників і акредитованих Акредитаційною комісією. Вони зазвичай базуються на ерудиції та особистому досвіді їх авторів, оцінювачів і не містять професійних стандартів. Поправка до закону про університетську освіту докорінно змінила як процедури акредитації навчальних програм, так і функціонування новоствореної інституції акредитації — Національної агенції з акредитації. Дослідження запроваджує правові стандарти, що застосовуються до процедур акредитації, та фундаментальні зміни у функціонуванні університетів, зумовлені цими правилами.

Ключові слова: освіта, національна кваліфікаційна база, професія педагога, акредитація, стандарти освіти, довшівська освіта, подальша освіта педагогічних кадрів, ІКТ-компетенції викладачів.

Йозеф Малах, Татьяна Хавласкова

ИССЛЕДОВАНИЕ ОБРАЗОВАТЕЛЬНЫХ УНИВЕРСИТЕТСКИХ ПРОГРАММ В ЧЕШСКОЙ РЕСПУБЛИКЕ

В статье сделан обзор отраслей образования в высших учебных заведениях Чешской Республики, направленных на достижение соответствующего уровня квалификации, необходимого для реализации образовательных профессий, а следовательно, и образовательных функций. Основным критерием дифференциации является акцент на одном из аспектов комплексного образования, в частности образования и воспитания. Педагог, специальный и социальный педагог или учитель досуга — это те профессии, которые в основном ориентированы на образование. Университетское образование для ранее определенных профессиональных подгрупп, которые до этого внедрялись, основано на учебных программах, созданных командами академических работников и аккредитованных Аккредитационной комиссией. Они обычно базируются на эрудиции и личном опыте их авторов, оценщиков и не содержат профессиональных стандартов. Поправка к закону об университетском образовании коренным образом изменила как процедуры аккредитации учебных программ, так и функционирование созданного института аккредитации — Национального агентства по аккредитации. Исследование вводит правовые стандарты, применяемые к процедурам аккредитации, и фундаментальные изменения в функционировании университетов, обусловленные этими правилами.

Ключевые слова: образование, национальная квалификационная структура, профессия учителя, аккредитация, стандарты образования, дошкольное образование, дальнейшее образование педагогических кадров, ИКТ-компетенции учителей.

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