

The Combined Form of Study of the Pedagogy for Nursery Schools and the Electronic Support

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Abstract – This paper deals with the ESF project for Competitiveness Study - Study for pre-primary teachers as a dialogue of theory and practice - CZ.1.07/2.2.00/18.0022 reg. no. This project is currently being implemented at the University of West Bohemia in Pilsen, Faculty of Education, Department of Education. The projects is focused on increasing qualification of the teachers of pre-school institutions through the combined study form and ended with the Bc. degree. The project will also enable further education of the academic workers in the fields of their specializations, research activities and communication technologies. Details are described in terms of teacher qualification concept of professional competence. Presented here is also a demonstration of electronic support Courseware.

Keywords – Study for Kindergarten Teachers, Project, Competence, Electronic.

I. INTRODUCTION

University of West Bohemia provides education for more than 20,000 students at present. Faculty of Education which has been participating in upbringing of new teachers since 1948 encompasses vocational as well as material potential not only for pre-gradual but also for post-gradual education of teachers. In terms of the continuing educations it implements many courses providing extension of qualification. Pedagogical workers gain experience in qualification studies as well as in short-term courses. (1)

II. PROJECT “STUDY OF PRE-PRIMARY PEDAGOGY AS DIALOGUE OF PRACTICE AND METHOD”

Study of pre-primary education in Faculty of Education, University of West Bohemia was accredited in the study program B 7531 – Pre-primary and extra-curricular pedagogy and it started in the academic year 1998/99 in regular form. The students have frequently been using the so called adjusted form of study which is in accordance with the study regulations of the University of West Bohemia. Department of Pedagogy is guarantor of the study, even though teaching is realized by many other departments. (11)

Aims of the ESF project *Study of pre-primary pedagogy as dialogue of practice and method* is to create combined form of study of Pre-primary pedagogy. We intend to help to solve situation of insufficiently qualified teachers at the nursery schools in the regions of Plzeň and Karlovy Vary through this type of study. We expect that interaction and co-operation of education reality of the kindergartens and academic environment will be tightened and level of

teaching at university will be increased by theoretical reflection through development of vocational competencies of the academic workers.

At present, methodology of approving results of previous education (MOPP from this on) is being created on the basis of an active pedagogical research. Analysis of courses organized in terms of the continuing education for the unqualified teachers in kindergartens in order to increase or supplement their education will be made in the education institutions of the Pilsner region. Followings, system of exams and test of the teachers’ professional preparedness through appropriate tools and methods will be created (e.g. portfolio, expert class inspection, video recordings of pedagogic work supplemented with theoretical reflection in a given extent and so on). Clarity, real availability of the given exam will be important criteria for MOPP. Provable qualitative credibility and transparency examined by professionals must be the important criteria of MOPP. (12) Methodology will be used also for students of combined form of study as basis for individualization of the study. Innovation of the project lays in emphasis put on progressive methods of electronic education and on its optimal combination with tested forms of contact teaching. (9)

Furthermore, the creation of the Methodology for recognition of the previous education (formal as well as informal) in context of the current situation in the Czech schools system is very difficult. The creation of the Methodology in terms of the ESL project is embraced as an operational pedagogical research. The responsible team deals with following activities:

- Comparison of the concepts of the professional competencies of a teacher published in Czech Republic (including the Description of the Graduate’s Profile of the Pedagogy for Nursery Schools, way of formulation at particular faculties of education or standards of the special associations as e.g. Kritické myšlení (Critical Thinking) or Step by Step) (10)
- Innovation of the current Graduate’s Profile of the Faculty of Education of the University of West Bohemia on the basis of the knowledge obtained from the analysis mentioned above.
- Mapping of the method for diagnosis of the level of the pedagogical competencies (knowledge, skills, abilities and approaches).
- Analysis of all types of courses which are offered to the unqualified nursery school teachers in terms of the lifelong learning in the education institutions in the Pilsner Region in order to increase or complete their qualification. Description of these courses from the point of view of their content, extent and results (description of the gained abilities).

- Creation of a system of exams and testing of the professional preparedness. Selection of suitable tools and methods (e.g. use of the portfolio, expert inspections, video recordings of pedagogical work supplemented with a theoretical reflection in a given extent etc.). Transparency and real accessibility (possibility to prepare) will be important criteria of the exams. A demonstrable credibility and transparency of the professionalism testing must be the vital characteristics.
- Experimental test of the Methodology, presentation of the concept in a special lecture.
- Partial use of the Methodology in students of the combined form of study as a starting point of individualization of the study (in co-operation with the main coordinator, methodologist and academic workers participating in the education). (3) (5)

Expected outcomes:

- Methodology for testing the professional preparedness – system of exams and diagnostic activities which are able to credibly test the necessary level of the pedagogical competencies.
- Special text regarding the qualitative perception and diagnostics of the level of the pedagogical competencies.

One of the key activities of the projects will be enhancement of knowledge of the academic workers about their own expertness and also in creating study aids using ICT. (14) The academic workers have been trained in the latest technical possibilities (e-learning and use of the Courseware system) in order to reach this goal and they have opportunities to develop their competences, e.g. in terms of the already accredited course Institute of Continuing Study (ICS from this on) of the University of West Bohemia. For teachers who are interested in methods of on-line teaching the ICS prepared several courses focused on this topic. The above mentioned project *Study of pre-primary pedagogy as dialogue of practice and method* enables verification of electronic consultations which will be provided on-line by team of university teachers. (13), (7), (9)

III. COMPETENCIES OF A NURSERY SCHOOL TEACHER

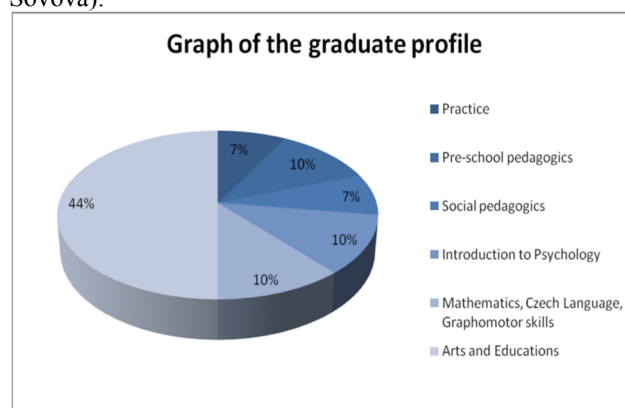
A graduate from the Pedagogy for Nursery Schools should gain a certain level in particular competencies after end of the study of pedagogy. We will try to state the basic competencies of a nursery school teacher. (2) A sum of all competencies in all subjects has been created in co-operation with all departments participating in the study plan. Analysis of extent of completion of the particular competencies by the individual fields and subjects at the Faculty of Education at the University of West Bohemia will be the next step. (15)

Especially following competences are emphasized in process of forming individual competences:

- Subject competence.
- Didactic and psychodidactic competences. (8)
- Pedagogic competence.

- Diagnostic and interventional competences.
- Social, psychosocial and communicative competences.
- Manager and normative competences.
- Professionally and individually cultivating competences. (5)

Graph 1 – Profile of an alumnus from Faculty of Education, University of West Bohemia according to individual categories with linked subjects from the study plan of the Faculty of Education (visualization by Podpera, Sovova):



Commentary on the plot:

Practical exercises taking place from the first to the next-to-last semester (from observation to continuous three weeks practice).

Methodology of pre-primary education is included in the pre-primary pedagogy.

Special pedagogy is organized in three semesters (the last part is formed by basics of logopaedics).

Department of Psychology organizes courses in general, developmental, social and pedagogic psychology.

Apart from the language and literary education the students focus on the pre-primary aspects of reading and writing, development of pre-mathematic thinking and didactics of elementary education.

Comprehensive part of the study plan is offered by departments of music, physical – motoric education, art, and work – technical. This number is supplemented by drama education (provided by KPG).

Biology and health of child are dealt with in one subject organized by KBI, other education is provided as well. (5)

Technical education is taught in following subjects: Materials and work techniques, Creative workshop I and II, Didactics of work activities and practice and Didactic technology.

IV. COURSEWARE - PRESENT OF DISTANCE EDUCATION

Electronic application Courseware forms ground of the regular as well as combined study at the University of West Bohemia in Pilsen. Aim of this program is to gather in one place all electronic information and materials used in teaching at the University of West Bohemia as aid for everyday work of students and teachers. The entire system is comprehensive and user-friendly in order to fit the needs

of all faculties of the university. Its advantage lays in maximum integration and exploitation of information inserted in IS/STAG and other informational systems of the university. Courseware is integrated into the university portal running on IBM WebSpherePortal technology. (6)

V. SHORT NOTES ABOUT HISTORY OF COURSEWARE OF THE UNIVERSITY OF WEST BOHEMIA IN PILSEN

Full name of the project which enabled implementation of courseware was “*Better availability of electronic study aids (courseware) in chosen study programs at the University of West Bohemia*” and it was co-funded in terms of OP RLZ Provision 3.2., co-funded from the state budget and the European structural funds. (12)

The project focused on collecting all electronic information and materials about more than 600 subjects (from approximately 4,100 taught at the University of West Bohemia) and their presentation in a unified form and structure. Thanks to the project the students may approach the information about subjects in a simple and transparent manner during their study or during creating individual study plans and creating and availability of these materials has been simplified for teachers as well.

The target group consisted of students from twelve chosen BA study programs. Five of seven faculties at the University of West Bohemia participated in this project: Faculty of Applied Sciences, Faculty of Electrotechnics, Faculty of Philosophy and Arts, Faculty of Machinery Engineering, Faculty of Education and Institute of Art and Design. There were 4,500 students impacted in one academic year.

Implementation of the project was planned for period from June 2006 to June 2008. Results and experience were used for introduction and operation of courseware also for other faculties of the University of West Bohemia.

Advantages of the Courseware system are listed below:

- easy page editing, technical knowledge is not required,
- connection to IS/STAG and automatic actualization of information (schedules, annotations, staff information ...),
- safe access to information without providing the students with new passwords etc.,
- Other functions which usually are not available on general web pages or they are implementable only with difficulties (discussions, electronic submitting of semestral papers ...).
- Possibility to offer documents in form of a link to chosen group of students – students of the subject, all students of the university, all Internet users. (6)

Courseware is used in majority of subjects of the study plan of the *Pre-primary pedagogy*. E.g. Department of technical education, mathematics and physics takes part with five subjects in the study program and all of the subjects are elements of the courseware system. These subjects are focused on work activity and creativity, didactics of work education and practice as well as on

didactic technology when students are taught to work with the latest didactic aids. (4)

Courseware front page of one subject - Materials and work techniques – is presented below. (1)



Fig. 1. Illustration Courseware

VI. CONCLUSION

Contemporary education cannot proceed without continuous designing, implementing and performing reforms of education systems and vocational training. The main aim of these reforms is to increase importance of not only the elementary but also the vocational education in the labor market. The above mentioned project enables the workers in pre-primary sector to increase or complete their qualification and it also creates space for education of academic workers in field of specialization, research activities and deepens their competences in informative literacy. Systematic use of the study aids in the Courseware system modernizes teaching and strengthens contact between the students and pedagogues. Electronic space contributes to mutual co-operation. (14)

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- Be on foreign stais in Slovenia and on Slovakia. In the year 2010 represented with demonstrations traditional craft from Czech republic in Japan, in the year 2011 in France.
- Since 2012 he works as head of the Department of Mathematics, Physics and Technical Education.
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Doc. PaedDr. Jarmila Honzík, Ph.D (born on 16th February 1958) worked for 14 let as teacher of 1st (basic) levels at a basic school. She obtained large experience with work with the students of younger school age there. In 1995 she became the teacher at the Department of Technical Skills, Faculty pedagogic, University of West Bohemia in Pilsen. Before 1995 she worked at the department as teacher of the subject The Didactics of Technical Skills for the students of teaching programme for the teachers of basic levels of The Basic School and Kindergarten. Also new optional school subjects concerned on the work with various materials has been opened. Is full member Czech Association Pedagogical research and Central European Centre for Women and Youth in Science. Participate grant imposition at home and in by other country.

She graduated the Faculty of Education, Teaching pro basic levels of Basic School, in 1981. In 1991 she passed state exams on Pedagogical Training and Psychology.

In 1995 she received the certificate od apprenticeship at ISSŽ (school), seamstress and dressmaker

In 1996 she finished the training programme for university teachers.

In 1997 she was appreciated with award by MŠMT (The Ministry of Education of The Czech Republic) in a competition called “The Creative Teacher”.

Year 2004 habilitate in branch Theory teaching – University Mateja Bela Banska Bystrica Slovakian Republic.

In 2007 adventitious evaluation from president for University of West Bohemia in Pilsen behind excellent work for University and Faculty pedagogic.

In the year 2006 and 2008 got evaluation dean Faculty pedagogic behind excellent work.