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PROBLEMS TO BE SOLVED

There are many problems associated with the teachers' education in the Czech Republic and just in order to make my contribution short and concise, I will focus on three important problems in this article only. the first problem I would like to point out here is linked to the European process of standardization and harmonization of university studies and degrees that are awarded The second problem the schools of pedagogy have to face in these years is the system of quality evaluation that is rather uniform for the whole university sector and that is mainly based on scientific results assessment. The final problem is that teachers' education seems to be proliferating and many non-pedagogical schools are launching their new programs in pedagogy.

There are many problems associated with the teachers' education in the Czech Republic and just in order to make my contribution short and concise, I will focus on three important problems in this article only.

Surprisingly enough, the first problem I would like to point out here is linked to the European process of standardization and harmonization of university studies and degrees that are awarded. Due to so-called Bologna process majority of university programs in the Czech Republic have been restructured and reorganized in three cycles comprising of bachelor, master and PhD. level. Within the frame of this process the teachers' education that was formerly provided as a «long master program» (without the separated bachelor level) has been divided into two levels. Of course, we are fully aware there are many advantages of these structured programs but the main obstacle is that the graduate of the newly introduced teachers' bachelor program is not eligible for the job as a teacher as the relevant Czech legislation requires master degree.

Therefore, the master program is still a must for any prospective teacher and the biggest problem is that there is a tendency to reduce the number of places at master degree programs in our country. This kind of uncertainty (combined with other factors too) causes rather unfavorable situation and some students who would be interested in school of pedagogy simply go for studies elsewhere. The lessons to be learned are very clear – the European trends have to be closely linked and harmonized with the national legislation and other relevant requirements, otherwise many practical problems could be overlooked.

The second problem the schools of pedagogy have to face in these years is the system of quality evaluation that is rather uniform for the whole university sector and that is mainly based on scientific results assessment. We are not against scientometric data and we believe that these data can be used for comparison of various research institutions as well as universities, but the problem arises when we try to compare completely different disciplines using the same criteria. To be more specific,



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it is very easy to compare two different schools of pedagogy, but it is extremely difficult and unfair to compare a school of pedagogy with a school of medicine or a school of nuclear science. There are usually much less opportunities to collaborate with the relevant industrial partners and to produce some applied or even patented results in humanities than in natural sciences, the amount of scientific grants in humanities is very often much lower (not only the cost of laboratories, equipment as well as the material cost are much higher in natural sciences), and on the top of it the opportunity to publish the results of your work internationally are unequal too. No wonder that if you use the same criteria for such different entities the outcome is likely to be that schools of pedagogy are lagging behind.

The final problem I would like to briefly mention here is that teachers' education seems to be proliferating and many non-pedagogical schools are launching their new programs in pedagogy. We face the demographic decline in our country and diversification of the study programs seems to be a good strategy to cope with the declining

numbers of applicants. While we can understand this kind of behavior from the economic point of view of the respective universities we must oppose this dangerous trend from the point of view of accreditation. We cannot accept the idea that, for example, teacher of mathematics is first of all mathematician and it is enough for him or her to have some basic course in teaching afterwards. In nowadays world teachers at different levels of our education system have to solve many disciplinary problems, to bridge the differences amongst pupils coming from various social backgrounds, to take care about handicapped as well as talented students etc. The idea that any school can educate future teachers is unfortunate, wrong and dangerous.

Our great scientist and teacher, Jan Amos Komenský, was well aware of the crucial importance of proper and high-quality teachers' education. We shall never forget his legacy and we must support the best possible ways of education for our teachers.

It is an extremely important task because the education and future of our children is at stake.

ГНЕК ЙОЗЕФ.
ПРОБЛЕМИ, ЯКІ ПОВИННІ
БУТИ ВИРІШЕНІ.

Існує багато проблем, пов'язаних з підготовкою педагогів в Чеській Республіці, проте, щоб викласти своє бачення стисло і лаконічно, зупинюсь на трьох найважливіших.

Перше спірне питання пов'язане з процесом європейської стандартизації і уніфікації навчання в університеті, а також дипломами, що видаються.

Друга проблема, з якою доводиться стикатись навчальним закладам – система оцінки якості навчального процесу є досить уніфікованою для всього університетського сектору і базується головним чином на основі наукової оцінки результатів.

І третє питання, на яке варто звернути увагу, – підготовка педагогів стає проліферуючою, багато непедагогічних навчальних закладів впроваджують власні нові програми в педагогіці.

ГНЕК ЙОЗЕФ.
ПРОБЛЕМЫ, КОТОРЫЕ ДОЛЖНЫ
БЫТЬ РЕШЕНЫ.

Существует много проблем, связанных с подготовкой педагогов в Чешской Республике, однако, чтобы изложить свое виденье сжато и лаконично, остановлюсь на трех важнейших.

Первый спорный вопрос связан с процессом европейской стандартизации и унификации обучения в университете, а также дипломами, которые выдаются.

Вторая проблема, с которой придется сталкиваться учебным заведениям, – система оценки качества учебного процесса является достаточно унифицированной для всего университетского сектора и базируется главным образом на основе научной оценки результатов.

И третий вопрос, на который стоит обратить внимание, – подготовка педагогов становится пролиферующей, много непедагогических учебных заведений внедряют собственные новые программы в педагогике.