

TO THE STUDY TEXT INNOVATION OF THE SUBJECT PEDAGOGY

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Abstract

This contribution deals with the characteristic of instruction in the subject of Pedagogy I. and the study text supporting directed independent study in this subject. The main part of the contribution is focused on the partial results of the survey, that was carried out by questionnaire. This survey was aimed to gather students' opinions on content, extent and methodics of instruction. The analysis of these aspects proves the necessity to continuously upgrade the instruction and study texts on the subject of Pedagogy I.

Key words

content and extent of subject, directed independent study, study text, methods of instruction, internet access

Introduction

Between 2008-2009, at the Department of Engineering Pedagogy and Psychology the KEGA research project called Innovation of the study - Teaching of technical professional subjects at the FMST was carried out. Basis of the teacher preparation in the study programme Teaching of technical professional subjects are pedagogical and psychological subjects, didactics of vocational technical subjects and pedagogical practise. One of the partial tasks is focused on improving the instruction and study texts on the subject Pedagogy I. This subject is taught in the first semester of the Master's study programme. In the full time study programme, this subject is extended to 2 hours of lectures and 2 hours of exercises a week. In combined study programmes the hours are reduced and directed self study is required. In this paper we briefly characterise the instruction of this subject and its study texts. The main part consists of the description of the outcomes of the survey conducted among students of combined study programmes in the academic year 2008/2009.

Characteristics of the subject and study papers of Pedagogy I

General aim of the subject of Pedagogy I is for students to acquire basic knowledge of general pedagogy, general didactics, theory and methodology of education, history of pedagogy, differential pedagogy, andragogics, social pedagogy, and special needs pedagogy. Further more, it aims to equip the students with skills to use this knowledge as newly qualified teachers at vocational secondary schools.

Part of the training is exercise of practical teaching skills such as monologic presentation or discussion. Therefore to gain credits students need to write an essay about a chosen topic of pedagogy (humanistics changes in schooling, ICT, and education of adolescents, diagnostics of pedagogics, integrated education of special needs students etc.) and perform its presentation applying knowledge of the basic rules for monologic presentation and effective verbal and non verbal pedagogic communication. Second requirement is to plan and execute educational conversation or discussion in a group of students [1].

While creating the study text for Pedagogy I, basic principles of effective directed self study were followed, such as installing key components of curriculum, considering the entry levels of applicants, distinguishing between basic and advanced curriculum, making the aims of education operational, continuing feedback information for students. Study texts are available to students in the academic information system. The structure of the text is as follows: Content – Foreword - individual chapters and sub chapter – references - solutions of tests from each chapter – appendix (study papers for theory of education). Each chapter comprises key components of the curriculum – the specific aims of education (performance standards) – the curriculum – the tasks to promote thinking or exercises – exit test from each chapter. Important information are printed in bold and additional curriculum is in small cursive fonts [2].

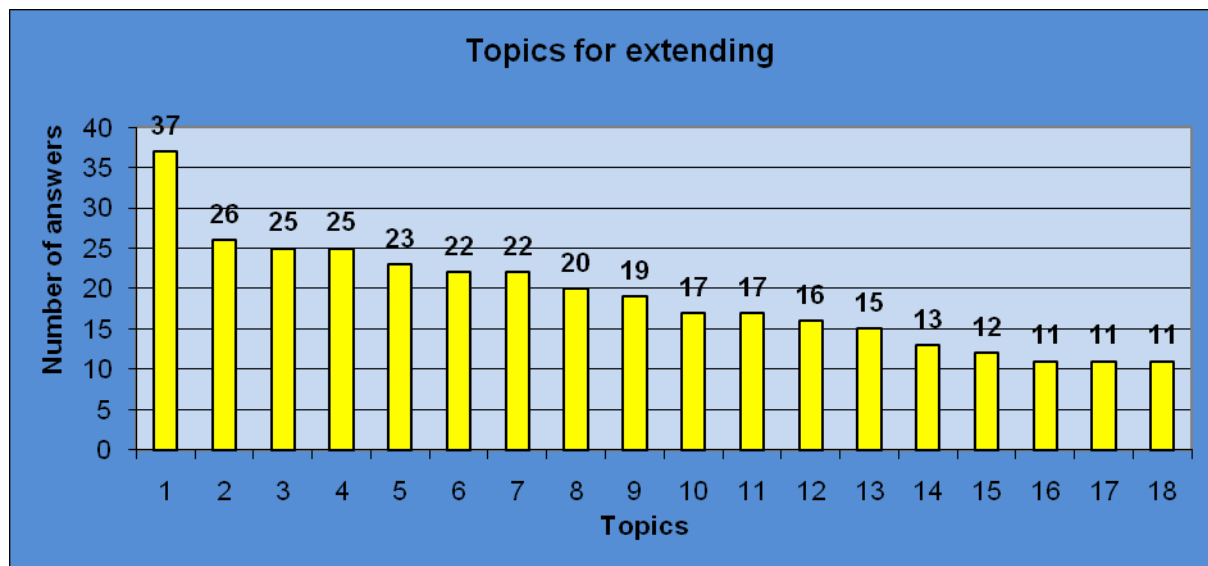
Selected outcomes of the survey focused on instruction of the subject Pedagogy I

In the academic year 2008/09, there were 161 students attending the subject of Pedagogics in combined study programmes, held in Consultation centers in Trnava, Dubnica nad Váhom and Brezno. After the exams we asked students to fill in the questionnaire, aimed at the instruction of this subject. We were successful in receiving back 155 questionnaires.

The Questionnaire contained:

- Questions to determine the age, forms of previous education, subjects of bachelors' graduation and number of years practising in the field of pedagogy.
- Questions asking for opinions on the content and the volume of information on the subject (significance, interest and composition of the content, recommendations on adjusting individual chapters and sub chapters, further recommendations and suggestions on content and volume of information in regards to timing).
- Questions focused on methodology and forms of instruction of the subject (level of satisfaction, opinions on how different methods promote activity vs. passivity and tensions vs. ease, preferences of different methods and recommendations towards forms and methods of instructions).
- Questions aimed to entire evaluation of the subject instruction and critical observations and recommendation to the instruction of the subject Pedagogy.

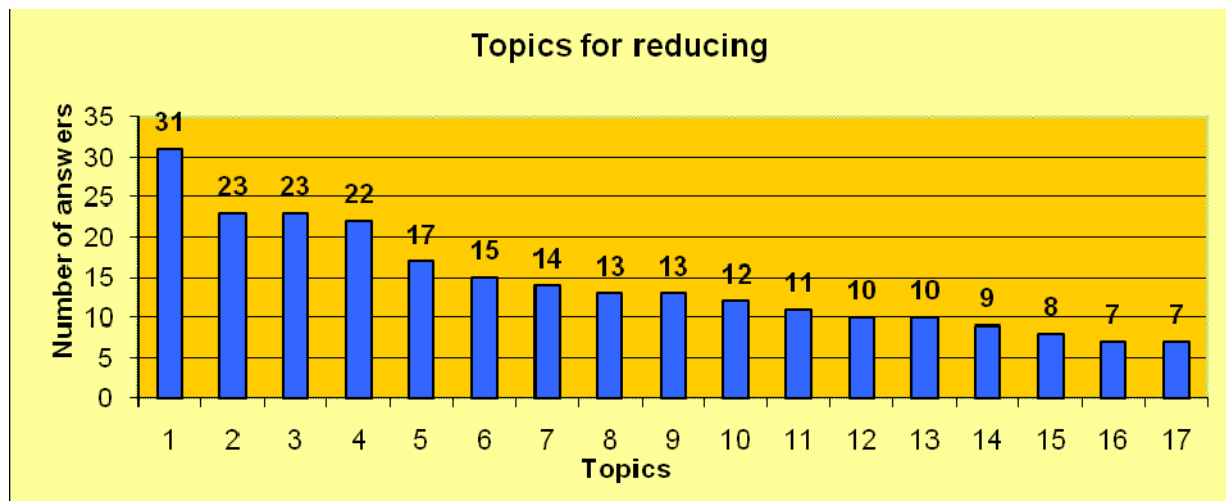
In this paper below present results of the survey focused on the content, methods of the instruction and internet access of the students. At the questionnaire item focusing on **content and extent of subject**, we provided to the students 51 themes of the subject Pedagogics to highlight at least 3 of them they wish to extend and at least 3 themes, the extent of which they would reduce. The results are shown in the graphs 1 and 2.



Graph 1 Topics for extending

1 - Education in the family 2 – Educational problems at the work with teenagers, their reasons and solution 3 - Scientific research in pedagogy 4 – The basic pedagogical terms 5 – Pedagogical communication 6 - Characteristic of research methods 7 – Education of adults 8 – Education in the school 9 – Personality and competence of the teacher 10 – Slovak educational system 11 – Project Milenium and new education law 12 – Teaching and discipline 13 – Application of didactics policy 14 - Alternative and creatively - humanistic instruction 15 – Life and work of J. A. Komensky 16 - System of the pedagogical disciplines 17 - Particular features of education for health, sensory and psychosocial disadvantaged pupils 18 - The educational impact of mass media

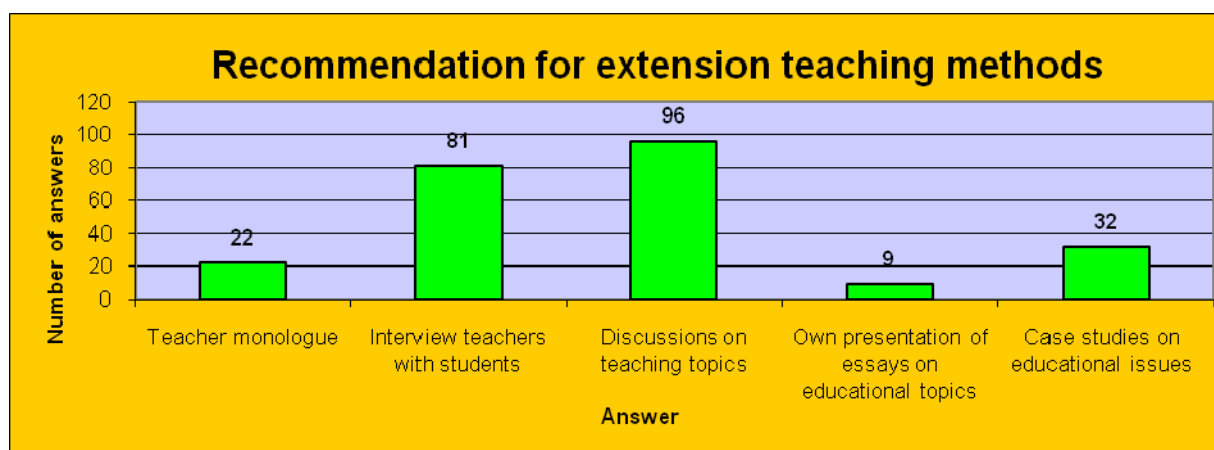
The respondents recommended to extend the themes *Education in the family* and *Educational problems at the work with teenagers* the most. This choice faces the recent problems in the Families and with pupils' behaviour at the secondary schools. Contradictory result of the survey was chosen theme by students *Scientific research in Pedagogy*. The same amount of respondents recommended to extend the mentioned theme (25 responds) and to reduce (23 respondents). Respondents, who recommend that curriculum (theme) should be extended, realize the importance of acquired knowledges, which might be utilized during the following studying (for example in the Diploma thesis), but at the teacher's work of the technical professional subjects at the secondary school as well. Quite a lot of respondents asked to extend the curriculum relating to the pedagogical terms and the pedagogical communication. On the other hand, most often the students asked to reduce the curriculum relating to the History of pedagogy and Differential pedagogy.



Graph 2 Topics for reducing

1- Educational systems in foreign countries (GB, Germany, Sweden) 2- Vocational education in Czech Republic, Poland and Hungary 3- Scientific research in pedagogy 4- Pedagogical ideas and work of Lock, Rousseau, Pestalozzi, Herbart, Tolstoj, Dewey 5 – Selected pedagogical streams of 20. century 6 - Austria-Hungary, Czechoslovakia and the Slovak education system in the 18th -20. century 7 - Vocational technical education in Austria-Hungary and Slovakia in the 18th - 20 century 8 - Education in the Renaissance 9 - Education in the Middle Ages 10 – Characteristic of research methods 11 – Relation of Pedagogy to other sciences 12 - Education in the ancient civilizations 13 – Project Milenium and new education law 14 – Dichotomy of education 15 – The antique education 16 – Alternative and creatively - humanistic instruction 17 – System of pedagogical disciplines

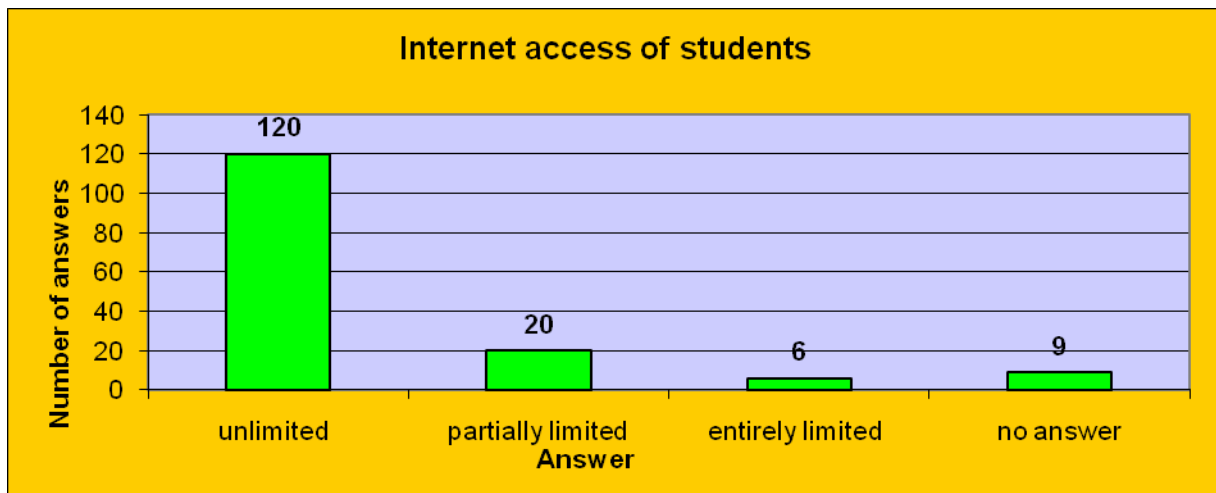
In the questionnaire item focusing on **instruction methods** in the subject Pedagogy I. we asked for methods, which suit them most. The questionnaire item had semi - opened character, apart from provided options, students could put their own option. The results are shown in the graph 3.



Graph 3 Recommendation for extension teaching method

The answers of respondents have clearly shown, that the dialogical methods and solving case studies on the pedagogical themes suit the students the most. Performing of students' own essays on the pedagogical themes is considerably unpopular among the respondents. It is caused by students' doubts to perform their own theses to the schoolmates.

As it was mentioned, e-books of Pedagogy I. are available for the students on the Internet. Therefore we asked the respondents whether they have unlimited, partial limited or entirely limited daily access to the internet. The results have shown (graph 4), that most of students have unlimited daily access to the Internet. On the other hand, there are also respondents with partially limited and entirely limited daily access to the Internet.



Graph 4 Internet access of students

Conclusion and recommendations

The part of the Pedagogy I. instruction is also exercise for chosen pedagogical capabilities. Future teachers – Engineers learn to perform their own essays on the pedagogical themes. There are included basic rules of verbal and non-verbal communication at the performing. Students learn to lead the educational dialog and discussion etc. At the exercise of mentioned pedagogical capabilities we have to focus not only on achieving cognitive, but also affective and psychomotoric aims of the instruction. Therefore the most efficient way is directed independent study of the students by teacher. In the planning part of teachers' work should be spend more time for preparing the excercises. On the other hand, we can partially transfer directed independent study to the study texts allowing directed self study. Optimal proportions between full-time form of study and blended study and between directed instruction and directed self study are specific for each subject. It requires long term monitoring. Therefore it is necessary to gain and evaluate feed back information aimed on instruction of Pedagogy subject. Regularly repeating can help us innovating the instruction and improving study texts.

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