History of Education and Introduction to the Education

Mgr. Radek Pospíšil
(pospisil@ped.muni.cz)

Introduction to the Education

Information

- Subject completed colloquium
- 3 credits
- Two parts (3 h History of Education + 3 h Introduction of Education)
- For successful completion is necessary to pass a colloquial debate

Literature :

- Vítková, M., Šimoník, O. (eds.) Pregraduate Teacher Training 1 – Essay Selection. Brno: Faculty of Education, Masaryk University, 2008. ISBN 978-80-7392-057-9.

Topics of Introduction to Education

- Pedagogy as a scientific discipline
- Subject of pedagogy (upbringing)
- The structure of pedagogy (system of the pedagogic disciplines)
- The relevancy of pedagogy for a society (theoretic and practical)
- Upbringing, conception of upbringing (significant community service, development of basic qualities of the personality, the preparation of individuals for the social roles, the development in a cultural regions - components of upbringing)
- The municipal line of upbringing
- The periods of upbringing
- Possibilities and limits of upbringing
- The basic pedagogic categories (goals, content, forms, means, conditions, agents, principles, upbringing, school instruction, teaching).

Education as a scientific discipline (a term use, meaning)

- The term pedagogy - comes from ancient Greece - *paidagógos* - later *paedagogus*
- Definition 1 - *Science and research dealing with education and training in various spheres of life and society*.
- Definition 2 - *Education is the science of permanent education and training*
- Includes *theory* and *practice*
- Character - *normative, exploratory* and *explanatory*
- The object of education is to *educate*
- The importance of education - *theoretical* (disclosure laws of Education) and *practical* (suggestions for educational activities)
- Tasks of Education - *analysis, verification* and *prognostic*
- Division of Education according to the content - *content by examining, by age, according to the phases of social development, by region of application and special educational disciplines*
- Purpose of Education - *be normal science*
- Methods of Education (two sources) - *a critical evaluation of the historical heritage of education* and *the educational experience*

The structure of education, relationship to other sciences

- The need for divide education to sub-disciplines
- Three aspects of the structure - *developmental*, *comparative* and *differentiation*
- Splitting education to the basic and border disciplines

Basic disciplines - *general education, history of education, didactics, philosophy of education, theory of education, methodology, special education, social education, pedagogical diagnostics, prognostics pedagogical theory and management*

Border disciplines - *educational psychology, sociology and economy of education*

- Division according constitution - *constituted* and *satisfactory*
- Splitting by integrating aspects - *basic, border, school applied and extracurricular applied*
- Relationship with other disciplines - *philosophy, sociology, psychology, history, humanities sciences, natural sciences and medical and technical sciences , technological, economic, management sciences*

The Introduction to the Education (General Education)

- Definitions - basic educational discipline, seeking of systematization and interpretation of educational phenomena and laws and draw generally valid teaching standards
- Definition 1 - *methodological part (science) and the general theory of education*
- Definition 2 -

  a) *the intentional, systematic and organized action on human*

  b) *when education is always involved in "educator", „student or pupil" and "learning content - curriculum" = didactic triangle*

  c) *finality of education is expressed by their objectives*
- Inconsistent concept in our country and abroad
- Tasks of General Education

  - Systematically define the basic structure of pedagogical thinking and acting

  - Mediate between the theoretical solution of educational problems and teaching practice and between educational theory and educational research

Subject of Education - Education

- The object of education is to educate = *intentional infliction of human development beginning in the family and ends when human dies and be realised by professional teaching staff*

- Education - *science of permanent education*

- Education - *of normal individuals* and *disabled individuals*

- Heteroeducation → autoeducation

- Education at different levels of abstraction - education in particular areas and education in a specific field

- Six spheres of application the educational knowledge - *in school education, in extracurricular-school education, in economic decision-making, in the area of social policy, in the helping professions and in the field of science*

- It is important to combine theory with practice

The concept of education and main Features of education

- Typology concept of educational sciences

  1. *From the point of view of purpose - education as normative, exploratory and explanatory theory*

  2. *From the point of view of the course – educational science as a field of education theory and educational reality*

  3. *From the viewpoint position between the sciences - education as a philosophical science and social science*

- Concept in terms of ideological groups of authors - *authors emphasizing the role of the teacher or the company, the authors accentuate the personality of the pupil in education and authors seeking center of gravity in the interaction educator and the educated*

- Features of Education - *permanent (long-term life cycle), universal (touches everyone in every situation in life) and multilaterally oriented (preparing individuals for basic social roles)*

- Expansion Features of Education - *cooperation of autoeducation and heteroeducation, dynamism and cyclicality, international and global character, diversity and integration and value orientation*

The process of education (the phases of educational training)

- The educational process (EP) is any activity by which a some body // subject educates or subject is taught by teacher
- Concept of learning - *sensomotoric learning, verbal-cognitive learning and social learning*
  EP according to the level of intentionality

  nonintencional --- intencional

  managed --- unmanaged
- Styles of Education - *autocratic, democratic and liberal (integral)*
- The Phases of educational Training
  first stage of the initial (input) diagnosis

  second stage educational content analysis of education

  third stage pedagogical design

  fourth stage step of controlling the pupil's learning

  fifth stage of the resulting // final output educational diagnosis
- The stages of the educational process by implementation
  1. *motivation*, 2. *fixation* (store), 3. *exposure* (expression) and
  4. *verification* (authentication)
- What is going on with the man in the process of education - *socializes with (socialization)* and *becomes the individuality (uniqueness of personality)*

Basic educational category

- 1. Education - *education in the broader sense (values + education)*
- 2. Upbringing *- development of the individual's attitudes, needs, interests, behavior →* character, social behavior

  intencional education (direct) and functional (undirect)
- 3. Training *- the process leading to the development of the individual's knowledge, skills and abilities*; educability
- 4. Educational goal - *comprehensive idea of the expected and desired features of an individual (student) that can be obtained with education*
- 5. Educational leaders - *the teacher, the individual at the center of the educational process and educational resources*
- 6. Educational resources - *teaching, pedagogically adapted environment, mass media, work, play, art, sport and group - team*
- 7. Forms of educational work - *school, extracurricular, family and self-education*
- 8. Pedagogical methods - *upbringing, teaching and research*
- 9. Educational principles - *self-discipline, continuity, activity, clarity, awareness, sustainability, adequacy, emotionality and versatility*

Basic educational notions

- Education, Upbringing, Training, Educational Process, Direct Education, Indirect Education, General Education, Educator, Student, Features of Education, Aims of Education, Educational Principles

- Teaching - intentional activity that occurs during the obtaining information, developing skills, abilities to learn something by pupils learn

- Learning - gaining experience and shaping the individual in the course of his life

- Socialization - the process of socialization

- Educational environment - any environment that runs a managed educational process

- Educational reality - objective reality, environment in which ongoing educational processes

- The curriculum - curriculum, project, plan; course of study and its contents; all content experiences that students acquire in school, its planning and evaluation

- Key competencies - a set of training requirements, including essential knowledge, skills and abilities universally applicable in the normal working and living situations

- Educational standards - mandatory requirements that must be met by the school students in a particular year

Educator - requirements, competencies

- Educator (parent, teacher, educator) is in the educational process factor that bears a social responsibility to its effectiveness and success
- Teacher tasks - responsible for the full development of individuals, in their preparation for fundamental social role, in shaping the personality, for their development in terms of educational components
- Basic quality that characterize teachers

  1. educators value orientation

  2. general and vocational teachers education (general education, theoretical and practical training in the field of specialization and pedagogical education)

  3. educator teaching erudition (communicative skills, organizational skills and rhetorical skills)

  4 . teachers' personality and character features (creativity, principled moral attitude, educational optimism, pedagogical tact, teaching peace, pedagogical passion, deep approach to pupils and strict justice)

- Teacher competencies – *subject and professional competencies, psycho didactics competencies, communication skills, organizational and managerial competencies diagnostic and intervention competencies, counseling and consultative competencies and competencies of self-reflections*
- Key skills - *planning and preparation, realisation of a teaching unit, management of teaching unit, class climate, discipline, evaluation of pupils and reflections on their work*

Student, pupil

- The goal of educational process is full and multifaceted development of student personality
- Prerequisites of individuals

  physical - overall physical fitness and health, the sensitivity of the sense organs

  psychological - the skills and aptitude for a particular activity; abilities are the basis of the capability development

- Factors - *social situations (social ties can motivate learning and education positively, but also interfere distracting) and current educational level (existing knowledge, skills, habits and attitudes, interests and needs are at the level desired in terms of other educational activities)*
- Individual's position in the educational process

  authoritative education (minimum respect for the individual, adoption of predetermined knowledge)

  education as a service to individuals (security changes that have individual requests)

  current education (education respecting the authority of the educational staff and allow application activities and initiatives of student)

- Education in terms of interaction and species

relationship		education
educator → student, pupil	=	authoritative
educator ← student, pupil	=	submissive (child-centered)
educator ↔ student, pupil	=	cooperative (collaborating)

The aims // objectives of education

- Ideal notion of expected outcomes that should be achieved in education
- The aims of education function - *guidance and anticipatory, motivational and stimulating, implementation and regulatory*
- Basic classification of learning objectives - *cognitive (educational), affective (attitudes, values), and psychomotoric (training)*
- Classification of the aims - *individual and social, material / informative and formal / formative, general and specific, adaptive and anticipatory, theoretical and practical purposes, autonomous / heteronomous and internal / external*
- Requirements for the educational objectives - *comprehensiveness, coherence, accountability and adequacy*
- Errors in defining learning objectives
    - aims sets too general

    - replace the topic by the target

    - describe their activities not aims

    - aims formulation allow a different interpretation
- The structure of the aims of education - *most general, global aim → partial aims → formative and institutional aims →individual aims*

Educational resources

- Education accomplished through various means acting either intentionally or functionally
- 1. Teaching - *teaching individual and collective teaching*
- 2. Pedagogically adapted environment - *natural and social environment impact on the individual's development (positively or negatively)*
- 3. Mass media - *a significant impact, acts positively and negatively on the educational process*
- 4. Work - *educationally may cause the value of the work product, the value of the work environment and work process*
- 5. Game - *the crucial role of this educational resource in the preschool age*
- 6. Art - *enriches knowledge by their resources (artwork and creative artistic activities) in the field of social, ideological, political and moral*
- 7. Sport and fitness activities - *facilitate the development of health, fitness and skill, team spirit and general moral and aesthetic cultivation of personality*
- 8. Team || group - *educational activity due to its collective public opinion, the teacher must know the public opinion and try to lead team in a positive way (directly x indirectly)*

Terms of education

- Conditions of education are determinants of the process of education, leadership, culture and shaping people

- Terms - *neighborhood (all external conditions regardless of whether they are a source of developmental stimuli or not) and the environment (ambient phenomena having a subjective value acting as stimuli to which we respond unconsciously and consciously)*

- Classification of conditions – *external* and *internal*

External conditions - social and natural circumstances in which education takes place, the impact of the existing environment to student or pupil → human environment, nurturing environment

   Classification - *natural and social, objective and subjective, factual and personal, material and spiritual, and general and specific*

Internal conditions - the comprehensive level successfully raised by individuals and groups

   Classification - *physical (body) and psychological (mental) conditions of the individual, all educational results and the results of their previous pedagogically unintentional formation*

- General partitioning

   - eufunctional - *positive formative influences and effects of the environment and life experience of students or pupils*

   - neutral - *formative effects due to purely neutral*

   - dysfunctional - *represent the formative effects that are predominantly intrusive, negative*

Educational principles

- The most general requirements (standards) to optimize the educational activity; educational principles
- 1. The principle of self-discipline - *clearly define the final and intermediate objectives, justify and clarify them enough*
- 2. The principle of consistency - *educational initiatives organized into a system enabling learning in logical order*
- 3. The principle of activity - *independent activities of individuals preferred, to mobilize cognitive, emotional and volitional processes*
- 4. The principle of clarity - *based on the sensory perception of objects and phenomena of reality and their images, to rely on existing ideas and experiences of an educated person*
- 5. The principle of consciousness - *curriculum in consciousness is reflected in the form of clear ideas, precise terms, courts and judgments*
- 6. The principle of permanence - *once acquired knowledge, skills and interests become the permanent property of the individual*
- 7. The principle of proportionality - *content, forms and methods of education must be in accordance with the age and maturity of the existing level of individual*
- 8. The principle of emocionality - *wake adequate emotional experiences of an educated person, to rely on these experiences, maintain permanently joyful creative atmosphere*
- 9. The principle of uniformity of educational influence - *unity in the requirements and approaches of teachers*

Forms of educational work

- Four types of forms
- 1. School Education

Forms of school education - *education in the context of teaching (collective, group and individual forms), education in extracurricular activities and influence of the school environment*

- 2. Extracurricular Education

Forms - *social organizations, cultural institutions and mass media*

- 3. Family Education

Means - *family members develop their public opinion, content family life (patriotic education), aesthetic and cultural area, physical and sports area and the development of moral qualities of the individual*

- 4. Self-education

The concept of self-education - *self-education, self-education in the narrower sense, aims orientation and content page*

Prerequisites self-education - *motivation, needs, interests, ability to self-diagnosis, the ability to design its further development, consulting and advisory service and the possibility of applying the results obtained*

Research methods of education

- gain practical data exercisable in pedagogical theory
- QUANTITATIVE x QUALITATIVE
- types of research - basic x applied (degree of generality), theoretical x empirical (relationship to reality), quantitative x qualitative (paradigm), action x strategic-conceptual (method of use), mono-, inter- and trans-disciplinary (complexity clarification), lab x terrain (finality), short x long-term (duration) etc.
- hypothesis, a variable, research project, preliminary research
- specific methods - a questionnaire, survey, interview, observation

Thank you for your attention