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Discipline as a Category and Phenomenon in the Process of Creation of Professional Teacher Beliefs

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Abstract

The project focuses on the issues shaping the concept of discipline as a class phenomenon, which is an important element in shaping career beliefs during undergraduate training of teachers. This concept of discipline is also the basis of perception, analyzing and solving educational situations which the students will later encounter as a future teacher. The underlying assumption of the project is the belief that student teachers access to educational situations with specific implicit and explicit knowledge, which bases their educational strategies. Those skills a student teacher shapes based on their personal specifics, their own ideas and concepts influenced by theoretical and practical training on teacher training faculties. The project will analyze and evaluate the current state of undergraduate training in educational theory and theory of teaching, and contributing to the debate about the degree of impact of undergraduate training at creating ideas and concepts within the professional beliefs of future teachers

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1. Objective

Describe the process of creating the concept of discipline, i.e. building professional beliefs of future teachers; Characterize the transformation of discipline as a phenomenon in the category of cognitive structures of student teachers in relation to the in personality traits, subjective, theoretical and practical training.

2. The current state of the problem

Teacher education is one of the key problems of contemporary science of education. Generally, there occurs a prevalent belief that quality of initial teacher training significantly affects the quality of education at schools, where teachers work. A fundamental rethinking of teacher education in 1989 consisting of implementation of performance-based approaches brought into the Czech educational new general category of competence – so called the competence of pupils, the teacher's competence. The idea behind this change is the move from assessment of learning outcomes through the adoption rates of prescribed content for evaluation through professional competencies - specific performance criteria, specific performance (Janik, 2005). In consistent definition of teacher professional competence including lists of qualifications, teacher characteristics, skills, etc. summarizes T. Janik in terms of potentialities to successfully complete an "effective" exercise of the teaching profession. (Janik, 2005). One of the key components of planes or forming part of teacher professional competence are also subjective theory teacher (teacher's implicit theories, teacher's thinking) (Clark, Peterson 1986) and teacher beliefs. Thus the formation of the teacher to the issue of discipline in the process of undergraduate teacher training as part of a broader process of building and transformation of its subjective theories are the key issues of this project. The issue of thinking of teachers and student teachers and their professional beliefs was recently given significant attention in Czech and foreign pedagogy. In connection with the promotion of the constructivist approach to undergraduate training of future teachers, so called conceptual changes, several authors have investigated cognitive learning aspects of teaching profession, initial preconceptions which students bring to college, and their changes in response to individual educational content and strategies. The submitted project theoretically follows the study which investigates thinking of teacher's or student-teacher's professional conviction. This project seeks to expand the area of the above mentioned issue with conceptual changes in discipline as a phenomenon and the category of cognitive structures of student teachers in relation to the content and structure of their undergraduate training. Another thematic focus of the project is to contribute to the scientific discussion on the issue of discipline, as one of the topical and urgent problems of contemporary schools. Preparing for non-discipline at schools, as a global issue of education, must be an important area of undergraduate teacher training. Discipline, respectively, indiscipline, can be characterized as a socially determined phenomenon which is evolving and changing in response to broad societal changes. We often argue about the collapse of traditional values in connection with emphasis on the individuality of the subject. Furthermore, the blame is also attributed to the influence of humanistic education, anti-authoritative parental education. Confrontation of beginning teachers with manifestations of indiscipline significantly influences the teacher's self-concept.

The project aims to offer new research of discipline as a specific category of a phenomenon in cognitive systems of student teachers in relation to a particular form of current undergraduate training. In theory, we are based on a cognitive and constructivist approach, where discipline is characterized as one of the key categories within the thinking of prospective teachers or teachers' beliefs, and which is created in the process of undergraduate training.

Expressing the essence of the grant project, its solutions, timetable and stages

3. The base of the project

This project focuses on the concept of shaping of discipline as a class phenomenon, which is an important element in shaping the professional thinking and beliefs during undergraduate training of teachers. This concept of discipline is also the basis of perception, analyzing and solving of educational situations which students will encounter as future teachers. The underlying assumption of the project is the belief that beginning teachers access to educational situations with a specific implicit and explicit knowledge, which bases their educational strategies. Those skills a student teacher shapes based on their personal specifics, their own ideas and concepts influenced

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