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TEACHER – CO-CREATOR OF EUROPEAN EDUCATION**Lidia Pawelec***Jan Kohanovsky University of Humanitarian and Nature Sciences
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The article analyses the term of the “European education” as a significant challenge for a contemporary school, its main aim, tasks, and values. It stresses the role of a teacher with understanding the issues of common European education and the will of participating in educational reforms suited to European demand. The author considers the teacher as a co-creator of educational process who restrains from the knowledge-providing role and becomes an organizer of task situations for student solving cognitive tasks, getting skills, and developing the whole personality. The article deals with some aspects of educating teachers perfectly prepared to their occupation, commitments and creativity. It describes the competencies and activating methods of teacher activity as a creator of European education.

Key words: European integration, European education, co-creator of European education, European community, integrating process, intercultural education, dialogue and cooperation.

The turn of the XX and XXI century brought enormous changes in lives of societies, not only in Poland, but all over the world as well. They covered the sphere of industry, politics, culture and the way of living. The beginning of new millennium was the period of new scientific and technological revolution. The intense development of science and technology made it a new era of IT civilisation and society. The beginning of new age brought serious changes in international relations. The European integration process began, more and more nations became the members of the European structures [1].

In face of such changes there are new tasks that stand before the contemporary school. One of them is educating young people how to be open-minded and tolerant towards other societies and cultures, what is inseparately connected with a good familiarization of the new. The European dimension in education is a great challenge for the whole education system, which stands for a new approach to educating about Europe and for Europe.

As “Pedagogical Encyclopedia of XXI”, edited by E. Rozycka, states, the term ‘European Education’ is a preparation of ‘individuals to live in modern, open-minded civil society, liberal, plural in the matter of culture and world-view, but at the same time respectful to basic values, especially the freedom of people to choosing their own way, opinions and the way of living [2].

According to B.Czeredecka, the European Education is ‘educating for 1) peace and respect between nations; 2) democracy and respect towards human rights; 3) cultural tolerance (religious and social); 4) holding civil roles; 5) shaping proevolutionary orientation; 6) forming healthy attitudes; 7) increasing the level of educating foreign languages; 8) eco-system protection’[3].

The most important aim of the suggested education is the interest of students directed to processes of European integration, defining the place and role of nations in united Europe, developing European identity based on awareness of membership for a small and huge mother country, as well as presenting integration processes as a way to speeding happening changes.

European Education has found its significant place in the process of pedagogical influence in a reformed school. It has become a significant challenge for a contemporary school. Within the curriculum there are educational aims and didactic, educational topics not present at school practices or present only in a very reduced form.

It is at new reformed school, with the contribution of properly educated teachers, that young people will get knowledge which will open them the road to a complex world and shape their personality so that they will be able to meet the demands that their life sets. The role of education within the countries of The European Union is tremendous. “Since it is a preparation for students to further, responsible entrance to an adult life. Its significance can be seen in the way the board of education pays attention to the qualifications of teachers”[4].

“The realization of educational reforms suited to European demands is closely connected with the person of the teacher, his or her factual and professional education, with the understanding of the issue of common European education and the will of participation”[5]. After Poland joined the European Union one of the most important changes concerning the education was the shift of the teacher’s role. Cz. Kupisiewicz writes that there has to be:”a reevaluation of educator seeking information into a professionalist creating decisions him/herself”[6]. A modern educational institution along with the teacher has to change with the technological development and related development of educational aids, within which the information means have become prominent. The teacher should realize basic aims when educating children, preparing them to self-reliant life, future profession and broadening the knowledge[7].

European Education requires interdisciplinarian approach and international discussions and negotiations as far as the direction, topics and forms of education are concerned. “Education – as an ideal of European educating – prefers:

- educating for peace, respect and friendship between nations,
- educating towards democracy and human rights defence,
- educating in the spirit of tolerance covering different walks of life,
- opening oneself to others, dialogue building, supporting development,

- ecological education connected with economical education,
- cultural education as a preparation to variety of cultures and dangers of mass culture,
- studying of foreign languages and direct contacts of students and teachers of different countries,
- forming healthy attitudes, physical education habits, sport and tourism,
- civil awareness, socializing children, preparation to family life and sexual education,
- forming one's attitude towards social pathologies"[8].

Hence all teacher's functions: educating, protective, environmental, orientational, creative and scientific – require regeneration and filling them with new topics, forms, means and ways of evaluating [9].

The teacher as a co-creator of educational process should restrain from the knowledge providing role and become the organizer "task situations, in which the student under his/her direction, but relatively independently, solves cognitive tasks, seeks and gets skills, but at the same time develops the whole personality"[10]. Only lessons of that kind influence stimulation of student creativity, provide precious educational experiences, keep healthy relations between students.

Contemporary teacher is a co-creator of versatile action, search inspiring, teaching openness towards other people, animator of educational life. The new role of the teacher has a lot to do with tasks which are related to European integration. It is a "European" teacher, who knows foreign languages, traditions, curriculums of other countries and cooperates with the teachers from other nations. As a result, his/her actions will create fully educated people, open to the world, humanity and scientific or technological novelties.

Zbigniew Kwiecinski emphasizes that the teacher should mainly be a guide and a translator, a wise person, critical, sensitive, reliable, honest, persevering, responsible, caring and tactful"[11].

Teachers are supposed to realize the most important ideals of present-day education. Above all, understand the world and its changing character, forming one's identity and prepare students to acquire better qualifications and broaden mind horizons. Those tasks are a result of specific teaching profession and its versatility. It is not only knowledge transfer, but supporting those involved in the process of education.

Educational actions as for the European Education should facilitate such child development so that it could become aware and creative member of regional community. A vital feature of European Education is the knowledge about cultural heritage of our society and other nations.

"The teacher shaping the sense of child's identity is required to lay the foundation of its attitudes open and tolerant, which will be able to create the cultural pluralism. It is important that he/she notices and balances the attitudes of

regionalism and universalism, supports and helps with acquiring new culture, new surrounding, language, ways of communicating without giving up family values, but using this kind of culture. Such actions will allow the forming of abilities to recognize and name one's feelings, getting the ability to lead one's emotions, recognize feelings of other people, establish and maintain social contacts"[12].

The teacher has to take to actions for intercultural education, that is actions in favour of the development of individuals and groups, so that they become aware and creative members of family, local, religious, native and European community, and are able to active self-realization in the process of developing oneself while communicating with others [13].

A present-day teacher is supposed to have a sound subject, social, cultural and pedagogical knowledge. The XXI century teacher is to be a creator and professionalist with wide intellectual horizons. He/she is to have the skills of transferring knowledge in a comprehensive and intelligible way. It is also important that he/she is a friendly advisor open to technological progress and using its symptoms while teaching.

A present-day teacher should be ready to cooperate with other countries in the united Europe. He/she is supposed to be passionate, because only the teacher with passion will be able to meet all the expectations and overcome the difficulties which stand on his/her way. It is essential that he/she is an authority for teenagers. In the times when the values, ideals are devaluating, when the positive influence on young people has become very difficult, at times impossible, it is worth choosing an authority who would be an example, a master, "a wise teacher", formidable, tolerant, who will be a support, an advisor and important point of reference. There is a need for an authoritarian teacher to stand against excessive liberalization and anarchization, which are more often entering the process of education. A teacher responsible for the quality of this process must above all be a reliable person, who is, without greater doubts, entrusted the influence on the intellectual, moral, esthetic and phsical development of teenage children [14].

The teacher in favour of relations based on values of tolerance and respect should be competent in:

- "sensitivity and openness coming from care for others,
- conscious attitudes and behaviours built on the rule of familiarity with language and cultural differences between students,
- language sensitivity facilitating language acquisition as well as increasing effectiveness of communication in multi-language class,
- skill of creating and leading groups of students in order to encourage them to familiarize with intercultural exchange,
- intercultural knowledge manifested in the European consciousness, enabling to notice correlations and differences between European nations"[15].

Treating students in a subjective way, respecting their cultural, language, social difference will allow individuals to be aware of the integrating processes, which they freely take part in. Teaching recognition of elementary values, respecting them daily undoubtedly influences building the authority and teacher's prestige. There appears the will of dialogue and cooperation both subjects of education. Only the teacher aware of one's subjectivity realizes, improves him/herself and reaches set goals. The teacher should constantly work on the development of humanity and in this way he/she will be able to introduce the students into the world of genuine values[16].

Key communicative skills of the teacher are keeping the dialogue with the child by means of culture of using the word and gesture. Thanks to a creative role of the language it is possible to show a student unknown worlds, spaces, motivating them to cooperation and creative effort. The teacher is responsible for the word, the presentation of values and cultural meanings by the ability of interpretation, complementing them with new meanings. In a proper way he/she should exercise the professional role via the ability to acquire the attitude suitable to social rank and the speaker's status, his/her intellectual level, as well as the ability to behave in various social situations and referring to the language of values, what is related to the ability of self-knowledge, self-description, self-evaluation, self-realization and capability of finding right living and educational standards.

Postulating the personal dimension of education process we have to take into consideration students and parents' expectations towards the teacher. The educator who meets them is: professional in his/her occupation, patient, fair, polite, trustful, discreet and at the same time formidable, paying attention to individual abilities of the student, using skillfully the education methods, as well as knowing the rights of a child.

A teacher, being the creator of European Education, has to skillfully use the activating methods with the relation to aims, topics, organizational frames and above all the needs of the student and teacher's preferences. Activating methods protect the teacher from falling into routine, because he/she reflects on educational activity. Organizing lessons with the use of activating methods allows to activate the knowledge-seeking role of the student, which means that he/she becomes the "creator" of the education process and not its "consumer". As a result, the student makes valid decisions in relation to his/her own education, following the rule: plan-work-check.

Such methods are incredibly valuable for the European Education. Including them into the process allows the students to develop a lot of key abilities, e.g.: effective communication in various situations, presenting one's own point of view, preparing public performances, using acquired knowledge in practise, effective cooperation in a group, building relations between people, making individual and

group decisions, solving problems in a creative way, searching, ordering and using information from different sources and effective use of information technology.

One of the main tasks of the teacher-cocreator is skillful monitoring, stimulating and promoting proper, widely understood student's development, as well as participating in recognition and correction petty shortages. As A. Siedlaczek-Szwed writes „ Properly prepared teachers function as an agent between specialists and child's environment. Their task is to do a preliminary diagnosis, carry out the therapy of simple articulatory flaws and instruction activity.”[17]. “In Poland about 3% of student population are people who require special educating forms”[18].

In order to meet the demands, which the present-day world brings, the system of educating teachers, should be modified, because the previous standards do not fully meet the needs. It does not mean that the present process of education is not correct. Its idea was to educate the whole masses of teachers perfectly prepared to their occupation, committed and creative. However, it is worth remembering, that qualifications of didactic workers should be received while studying and improved by the system of additional trainings, so that thoroughly educated teacher could meet social expectations, teenagers' needs and would be willing to create the school of the future.

The essential change in educating teachers is a result of the fact, that their basic task is to form the students' personality and show them the way to a real world, what emphatically gives the educating proverb: learning to be. The teacher is supposed to help the student to find him/herself in a modern, united world in common Europe.

Significant postulate concerning educators is introducing the rule of continuous educating. Only the teacher who deepens the knowledge and refreshes it will be able to meet all the demands. It is the knowledge received while studying at university and by systematically organized postgraduate studies and courses. In addition, the system should include widely extended self-educating system within the school subjects and participation in conferences and counselling, in which the teachers of all education levels could take part in.

The European Union countries agree as for defining a new role, as well as the rules and scope of educating teachers. “Most countries in some walks of life have a defined tradition, that is why, each and every country has its own strategy of action in this respect, matching the conditions and needs of a particular nation. Although the countries of the European Union have a lot of similar problems stemming from relations and international conditions, mainly community cooperation, do not realize the concept of educating teachers”[19].

A present-day teacher-creator of European education has to fulfill following tasks:

- Openness and ability to contact with teenagers,

- Factual and methodical competence,
- Respecting human dignity, subjectivity,
- Ability to help and constructive thinking,
- Ability to solve human relations without failure,
- Fairness and objectivity while evaluating students for their work, results and attitudes,
- Democratic style of managing,
- Helping students in recognizing, understanding and ordering values,
- Ability to plan and organizing one's own and other's work,
- Motivation and ability to self-educating and improving one's own workshop,
- Pedagogical and life optimism,
- Agreement between thought, word and behaving,
- Setting requirements, discipline and consequence in behaving,
- General and pedagogical culture, tolerance,
- Calmness, tact, sense of humour,
- Continuous self-educating, awareness of sense and value of work,
- Caring for personal and professional dignity,
- Cooperation with students' family.

Nowadays teachers have more difficult tasks than ever. Working in continuously changing conditions, they have to pay attention to their own didactic and educating activity, as well as including and coordinating influences on students: constantly updating knowledge, systematically improving methods, forms and organization and didactic aids, preparing students to life. Today this is what the role of the teacher is all about. From a person who gives the students ready information to memorize, to a person initiating their self-dependence in cognitive activity and coordinator of out-of-school education influences.

The teacher of modern Europe should not only regularly study, be able to work with classes of various social and ethnic backgrounds, but also find one's feet in a new situation of increased school autonomy. He/she is expected to use IT novelties in the process of education and prepare students to further, lifelong learning, which is essential from the point of view of their functioning in the contemporary society.

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ПЕДАГОГ – СПІВТВОРЕЦЬ ЄВРОПЕЙСЬКОЇ ОСВІТИ**Лідія Павелець***Гуманітарно-Природничий університет Яна Кохановського
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Проаналізовано поняття “європейська освіта” як важливий виклик сучасній школі, її головну мету, завдання й цінності. Зазначено роль педагога, який розуміє проблеми спільної європейської освіти та прагне брати участь в освітніх реформах відповідно до європейських вимог. Розглянуто педагога як співтворця освітнього процесу, який утримується від ролі забезпечення знань, а стає організатором проблемних ситуацій для вирішення студентами когнітивних завдань, набуття умінь та розвитку цілісної особистості. Розкрито особливості підготовки вчителів, якісно підготовлених до професійної діяльності, виконання своїх зобов’язань та творчості. Окреслено компетенції та активні методи діяльності педагога як творця європейської освіти.

Ключові слова: європейська інтеграція, європейська освіта, співтворець європейської освіти, європейська спільнота, інтеграційний процес, полікультурна освіта, діалог і співробітництво.

ПЕДАГОГ – СОАВТОР ЄВРОПЕЙСЬКОГО ОБРАЗОВАНИЯ**Лидия Павелец***Гуманитарно-Природоведческий университет Яна Кохановского
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Проанализировано понятие “европейское образование” как важный вызов современной школе, его главную цель, задачи и ценности. Определено роль педагога, который понимает проблемы общего европейского образования и стремится участвовать в образовательных реформах в соответствии с европейскими требованиями. Рассмотрено педагога как соавтора образовательного процесса, который воздерживается от роли обеспечения знаний и становится организатором проблемных ситуаций для решения студентами когнитивных заданий, приобретения умений и развития целостной личности. Рассмотрено особенности подготовки учителей, качественно подготовленных к профессиональной деятельности, исполнению своих обязательств и творчеству. Выделено компетенции и активные методы деятельности педагога как творца европейского образования.

Ключевые слова: европейская интеграция, европейское образование, соавтор европейского образования, европейская община, интеграционный процесс, поликультурное образование, диалог и сотрудничество.

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