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ANALYSIS OF THE LEGAL FRAMEWORK OF PROFESSIONAL TRAINING OF THE FUTURE TEACHERS OF PRIMARY SCHOOL IN THE CZECH REPUBLIC

Abstract

The article analyzes the content of the basic normative legal documents in the sphere of education of the Czech Republic. Special attention is paid to the analysis of normative-legal base, which regulates the issues of professional training of the future primary school teachers in the Czech Republic since 1989. The author focuses on the articles of normative-legal acts, which regulate the quality of providing higher education and pedagogical education as well under the conditions of the country's accession to the Bologna process.

Key words: legal framework, the law of the Czech Republic, the training of primary school teachers

ANALIZA BAZY NORMATYWNO-PRAWNEJ FACHOWEGO PRZYGOTOWANIA PRZYSZŁYCH NAUCZYCIELI SZKOŁY PODSTAWOWEJ W REPUBLICIE CZESKIEJ

Streszczenie:

W artykule przeanalizowano treść podstawowych, normatywno-prawnych dokumentów w dziedzinie edukacji w Republice Czeskiej. Szczególną uwagę zwrócono na analizę bazy normatywno-prawnej, która od 1989 roku reguluje kwestie kształcenia zawodowego przyszłych nauczycieli szkół podstawowych w Republice Czeskiej. Uwaga autora została skupiona również na artykułach o aktach normatywno-prawnych, które regulują kwestie zabezpieczenia jakości kształcenia wyższego i edukacji pedagogicznej, w tym także w warunkach przyłączenia tego kraju do procesu bolońskiego.

Słowa kluczowe: baza normatywno-prawna, prawo, Republika Czeska, przygotowanie nauczyciela szkoły podstawowej.

Introduction

Socio-economic transformations that take place in Ukraine require strategic changes in the education system, particularly with regard to pedagogical education, the effectiveness of which provides the solution of the problems of qualitative changes in the system as a whole and will ensure intensive development of the society. That is why improving the effectiveness of professional training of the future primary school teachers that form the basis of the education system in the country is one of the priorities of the system of higher education.

During the last years in the countries of the European Union the complex of measures took place that ensured the improvement and harmonization of legal framework of professional training of the future teachers of primary school.

In this regard, it is important to study tendencies of professional training of the future primary school teachers in the countries of Eastern Europe – participants of the European Union, and introduction of experience of reforming of the system of higher education of these countries in Ukraine.

The problem of professional training of the future teachers of primary school is conditioned by the dynamic changes in the socio-political, economic spheres of our country in general and in education in particular. The relevance of this issue is also connected with the effective implementation of updated legal and regulatory framework of the educational space of Ukraine (the Strategy of state personnel policy for 2012-2020, the National strategy of education development in Ukraine for the period until 2021, the Law of Ukraine "Of Higher Education"), which largely depends on the complex solution of tasks as for the formation of goals, organizational-structural, content and technological components of the educational process of training of the future specialists in higher educational institutions, including the future teachers of primary school.

The National strategy of education development in Ukraine for 2012-2021, determines formation of professionalism of the specialists of pedagogical sphere as a priority direction of development of the system of higher education¹.

Modern primary school teachers should receive high quality professional training, high level of qualification, get special competencies needed to work with children of primary school age, as well as the opportunity to obtain educational degree of a master.

In the countries of Eastern Europe they have high demands to the professional training of highly qualified modern teachers. Such scientists as V. V. Rubtsov and A. A. Margolis mention that only in 7 EU countries the training of teachers for primary schools is based on the master's programs, in particular in Estonia, Finland, Germany, Poland, Portugal, Slovenia, the Czech Republic. In most of the Eastern European countries educational programs of training of primary school teachers are designed for three to four years, with the exception of Poland, where there is a five-year period of study. The existing models of training primary

¹ Про Національну стратегію розвитку освіти в Україні на період до 2021 року, <http://zakon3.rada.gov.ua/laws/show/344/2013> [10.03.2017].

school teachers for the sphere of educational use the parallel mastering of knowledge of theory and practice².

The goal of the article is general characteristic of legal framework, which regulates the issues of professional training of the future teachers of primary schools in the Czech Republic since 1989, and clearing out its state under the conditions of the country's joining the Bologna process.

Main Part

In contemporary Ukrainian comparative-pedagogical works the relevance of study of the problems of pedagogical education development in the countries of Central and Eastern Europe, in particular the Czech Republic, is determined by the growing interest to comparing the educational models of European countries that have successfully integrated into unitary European educational space.

Today, the actual problem for the Ukrainian educational system is the harmonization of the regulatory framework that regulates the creation of effective system for training pedagogical staff. Considering the creation of the regulatory framework for the development of the domestic education system, the Author believes that the experience of the "neighbouring countries" of Ukraine, members of the European Union should be taken into account. During the period of radical reforms in the Ukrainian educational system, special interest has arisen in studying the experience of the Czech Republic, since the transformations in this country took place under conditions similar to Ukrainian ones, albeit with some advance.

Let us make as an example the experience of reforming the education system in the Czech Republic. Political and social changes in the Czech Republic started in November 1989 when it had adopted new state laws, particularly laws that regulate relations in the field of education. The education sector is a complex branch that needs to respond flexibly to social and economic changes in the society, but this branch, unfortunately, remains very inert system and the fundamental modification of the laws continued until 2004, when the new legislative acts in the field of education were adopted.

The main law of the country is the Czech Constitution, which was adopted on 16 December 1992 and provided the general legal framework and was the basis for the further development of legislation. The rights and duties of the state in respect of education are determined by the Charter of fundamental rights and freedoms (the Law, which is part of the constitutional order). Czech citizens have guarantees, first and foremost it is the right for education, namely "for free education in primary and secondary schools and universities." Czech citizens have the right for free choice of profession and professional training, which is reflected in the legal regulation of the state.

² Рубцов В.В., Марголис А.А., *Идентификация профиля компетенций и квалификации педагога*, <http://psyjournals.ru/pj/2010-2/32221.shtml> [04.01.2017].

In the process of reforming the sphere of education the Czech Republic used the experience of other European countries and recommendations of international organizations. The first official document, determining the course of reforms was the Law "Of Quality and Accountability in the Sphere of Education", prepared by the Ministry of education in 1994, which became the basis of adopted in 2001 the National programme of education development in the Czech Republic (so called White Book). The programme gave impulse to the future reforms in this area. Its main conceptual tasks concerning the education reform were realized on the basis of long-term development plans of the education system at the national level, which are closely related to public administration reform. In 2007 the Strategy of lifelong education in the Czech Republic was adopted, in which the main directions of development of the education system were formulated. The state policy of the Czech Republic in the field of education is clearly set out in the National programme of education development, so-called "White Book" (2001)³

So, guided by the National programme of the development of education of 2001/2002 school year in the Czech higher educational institutions took place clear distinction between bachelor and master educational programmes. Students who have completed bachelor educational program receive higher education with assignment of the (degree) "bachelor". At this level they can graduate or continue their education according to the following master's programme⁴.

The conducted analysis of scientific literature shows that the reforming of the education system in the Czech Republic continued most actively during the integration of the country to the common European educational space.

The legal bases for the joining of the educational system of the Czech Republic to the Bologna process were consolidated in the new Law "Of Education" (2004), the Law "Of School" (2004, 2012)⁵.

Important regulatory supplement to these documents is the Act "Of Pedagogical Workers" (2004), which sets out new requirements to teachers' qualifications, in particular it defines that the master's degree is a prerequisite for awarding qualification of a teachers of primary and secondary school.

With the aim of adaptation of the Czech model when obtaining higher education in accordance with the European requirements in the Universities, the three-level professional training was introduced. Education of the first level of getting higher education is bachelor (3 years), the second level – master's degree (2 years), the third level – doctorate (3-5 years)⁶.

³ MŠMT, *Zprava o vyvoji českého školství od listopadu 1989 (v oblasti regionálního školství)* Č. j.: 25461/2009 – 20, http://www.msmt.cz/file/10376_1_1/download/.

⁴ *Zákon o předškolním, základním středním, vyšším odborném a jiném vzdělávání (školský zákon) [w:] zákon ze dne 24. září 2004, Sbírka zákonů, 2004, Částka 190, Č. 561, Lléřňđđđ. Ářřř, Đłččč ářřňňđđđ: <http://aplikace.msmt.cz/Predpisy1/sb190-04.pdf>. – Ířčřř č řđđřř.*

⁵ *Європейські інновації в системі навчання іноземних мов у Чеській Республіці*, <http://www.srw.kspu.edu/?p=1123>.

⁶ *Národní program rozvoje vzdělávání v České republice. Bílá kniha, Ministerstvo školství, mládeže a tělovýchovy*, Praha, 2001, 98 s., <http://www.msmt.cz/files/pdf/bilakniha.pdf>.

When transiting in the learning process to the next level of higher education it is allowed for a student to change the university, faculty and specialization. To continue study for the master's curriculum it is necessary to pass two or three exams that are profile for a particular specialty.

There is no clearly prescribed period of training of students in the Czech universities. In order to complete the training program on the chosen specialty, the student should pass the exams and tests of the specific list of subjects and to get the required amount of points. The theoretical component of pedagogical education includes the study of pedagogy, general educational psychology and sociology⁷.

Complex and multifaceted Bologna process has become the driving force that influenced the reform of the activity of the Czech higher educational institutions. V. Yanikova identifies the following positive features of the Bologna process for the pedagogical faculties of the Czech universities, in particular:

- The Bologna process despite all the contradictions, gave the new impetus regarding the national debate on higher education;

- The Bologna process has enabled the teachers of pedagogical faculties faster and more efficiently to navigate in the international space of higher education, as well as to exchange experience not only in the sphere of teaching and researches, but also in the sphere of management of higher education institutions and to cooperate with other institutions, improving and ensuring the effective learning process in the institutions and in the system of higher education as a whole;

- Owing to the encouraging the mobility of students most of them can, at least for one semester, study at a foreign university;

- Pedagogical faculties have improved methods of recognizing academic achievements of students⁸.

On 1 January 2005 the new law "On education" 561/2004 Coll. was adopted, which regulated the development of primary, secondary, vocational and higher education system. It replaced not only the old Law "Of School", but also the Law "Of activity of state administration and local self-government bodies in the sphere of education". It sets out the principles and objectives of education, proposed the two-level system for the development of educational programmes (documents), which goal was the improvement of the education system. The law provided for the system of long-term educational plans defined by the strategy of development of the education system at the national and regional levels, also annual reports that show its implementation were prepared and submitted. The determination of duration of the learning process for each level of education creates conditions for the introduction, organization, preparation and completion of the learning process. The new definition of people with special educational needs promotes their integration into separate

⁷ *Європейські інновації в системі навчання іноземних мов у Чеській Республіці*, <http://www.srw.kspu.edu/?p=1123>.

⁸ Яникова В., *Болонский процесс и педагогическое образование в Чехии*, Высшее образование в России, 2009, nr 9, S. 134.

classes and training on specialized programs. The law also regulates the process of education management, namely, defines the legal status of schools, both public and private, regulates the order of their formation or liquidation, registration, financing, rights and duties of the supervisors and the powers of each level of management, i.e. municipalities, the Ministry of education, youth and sports and other ministries. The law defines a number of bylaws regulating the organization and provision of educational services, financing at all educational levels and others.

The Law No. 563/2004 "Of staff training and of amendments to certain legislative acts" (entered into force since 01. 01. 2005) defines the requirements for the preparation of teachers, their professional training according to the new needs of the society.

The Law "Of universities" (No. 111/1998 Coll. with changes and additions) allowed not only the establishment of state universities but also private higher education institutions, which operate in the system of higher education. In accordance with the law the legal status of the state universities changed, which (with the exception of military universities and police universities) are state institutions, but the public has the right to supervise them, also the institutions have gained wide autonomy as for the determination of curricula and financial-economic activity.

In May 2006 the Law 179/2006 Coll. entered into legal force "Of verification and recognition of postgraduate education". This law allows adults to obtain certificates of qualification on the basis of knowledge obtained during the practice and professional activity without compulsory school stationary training⁹.

At the beginning of the XXI century in the Czech Republic the projects of two major legislative acts in the sphere of education were realized: one of them changes the structure, organization and the content of the education system and gives schools more opportunities to implement their freedom, while the educational institutions are responsible for the development of educational programs; the other is aimed at improving the economic situation and social status of teachers¹⁰.

Thus, in the Law "Of education" of 01.07.1990, the refusal from the policy of total control of state bodies over the activity of higher educational institutions was approved; it also granted academic rights and freedoms to higher education institutions, defined bodies of self-government; equal rights of citizens for obtaining any level of education, and also introduced new levels of higher education – bachelor and master. But the most important innovation was the establishment of the democratic representative body – the Council for higher education.

The rapid development of higher education system, changing the conditions for economic growth, the demands of society, led to the development of the new standards in the sphere of harmonization of educational space. The general directions of these processes were

⁹ *Struktury systémů vzdělávání a odborné přípravy v Evropě Česka republika*, Vydání 2009/10, https://www.google.ru/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjKgyvlsuDSAhVB3iwKHf23DiAQFghAMAA&url=http%3A%2F%2Fwww.msmt.cz%2Ffile%2F10185_1_1%2Fdownload%2F&usg=AFQjCNFEY4KAZrQP74dLCmNWrPoeSEjEA&bvm=bv.149760088,d.bGg&cad=rjt.

¹⁰ *Diskuse na aktuální téma: Vzdělávací program Evropské unie. Socrates, Erasmus (zkusnosti po dvou letech existence)*, Aula, 2000, № 8, - P. 43-46.

reflected in the Law "Of higher education" No. 111 of 1998, which determined the orientation of the system of higher education on continuous improvement of the quality of education and adaptation of the national education system to the requirements stated by the relevant international documents that were adopted from 1998 to 2003, namely the Lisbon Convention, Sorbonne, Bologna Declaration, Prague Communiqué¹¹.

The Law "Of higher education" No. 111 of 1998 established in the of higher education of the Czech Republic full autonomy of the university sector and its organs of self-government and self-regulation¹².

It should be mentioned that in the Czech Republic since 2001 in the national programme of the development of the sphere of education a highly qualified teacher is considered as a major factor in the development of the education system. The adoption of this document was the starting point of the reform of pedagogical education in the Czech Republic. The main thesis of this document was the development and approval of professional standards for all categories of teachers as a basis for educational plans and programmes of their training in higher educational institutions. Thus, the professional standard of teacher training has become, on the one hand, a unified framework for constructing educational programmes of training teachers in the Czech Republic, and on the other hand, a system of national accreditation criteria of educational programmes for preparation of teachers, assignment of qualifications to the graduates after their successful training on such programmes.

Conclusions

The above-mentioned legal documents reflect the intentions of the Czech government to reduce the differences in the existing programmes of teacher training, to bring them into conformity with the standards of the professional activity of the pedagogues of the European countries, using them as the basis for building the system of pedagogical education. During this period, there were adopted other important documents that reinforce the new standards and requirements but not only of the changes in professional preparation of teachers in the Czech Republic¹³.

Thus, in 2004, the Act " Of educational workers" was published, which established new requirements for teachers' qualifications, in which, in particular, it is determined that a master's degree is a necessary condition for awarding qualification of teachers in primary

¹¹ *Joint declaration on harmonisation of the architecture of the European higher education system convened in Paris (Sorbonne, 25th May 1998), 1998, Joint declaration of the European Ministers of Education. Bologna, 19th of June 1999. Towards the European Higher Education Area, Communiqué of the meeting of European Ministers in charge of higher education in Prague. Prague, 19th May 2001, s. 43.*

¹² Кананькина Е.С., *Пути создания общеевропейского образовательного пространства в законодательстве Чехии, Словакии, Македонии и Греции*, *ВВ: Административное право и практика администрирования*, 2013, пр 5, С. 24–44.

¹³ Рубцов В.В., Марголис А.А., *Идентификация профиля компетенций и квалификации педагога*, <http://psyjournals.ru/pj/2010-2/32221.shtml> [04.01.2017].

