

# THE MAIN INNOVATIONS IN EDUCATION: IN PURSUE OF AIMS OF BOLOGNA (1999) AND BERGEN (2005) PROCESSES

Laimutė Kardelienė<sup>1</sup>, Vaiva Zuzevičiūtė<sup>2</sup>

*Lithuanian Academy of Physical Education<sup>1</sup>, Vytautas Magnus University<sup>2</sup>, Kaunas, Lithuania*

**Laimutė Kardelienė.** PhD in Social Sciences (Education). Senior research worker at the Laboratory of Social Research in Physical Education and Sports, Interim Professor at the Department of Physical Activity and Health, Lithuanian Academy of Physical Education. Research interests — professional identity, communication competence, health education.

## ABSTRACT

*In the last decade of the 20th century, the term knowledge society started to be used as a way to convey the development of contemporary humankind. The discourse of knowledge that become actualised in activity (i. e. competence) became the most influential one. Competence was titled to be one of the major factors for competitiveness, and therefore competence started to be highly valued in organisations. Organisations nowadays (due to demographic changes, and to the need to pursue competitiveness at the global level) are encouraged to employ more actively the “treasure within”, that is, the competence of employees. In this paper we aim to identify the main innovations of a professional in education in the framework of contemporary educational policy trends.*

*There are several important innovations in education of professionals, and some of these innovations are directly related to the ideas that ground Bologna (1999) and Bergen (2005) processes. The important innovations in contemporary educational system concentrate on the increase of the cohesion between the changing world of activities and education. Therefore competences, study results (or learning outcomes), the changing roles of teachers and students, and also implications for curriculum design are emphasised in reforming education of professionals. It seems that competence-based studies promote modularization of the curriculum. Modularisation of study programmes is another innovation, as the importance of clearly stated study results (learning outcomes) is emphasised. Clear and measurable study results (learning outcomes) are linked to the competencies that should be achieved in a given period of time, or (and that is more common), after a certain educational impact is provided, and certain part of curriculum covered.*

**Keywords:** *competence, study results, learning outcomes, innovation, education of physical education teachers.*

## INTRODUCTION

In the last decade of the 20th century, the term *knowledge society* started to be used as a way to convey the development of contemporary humankind. The discourse of knowledge that become actualised in activity (i. e. competence) became the most influential one (Juzevičienė, 2007; Laužackas, 2005). Competence was titled to be one of the major factors for competitiveness, and therefore competence started to be highly valued

in organisations. Organisations are encouraged to employ more actively the “treasure within”, that is, the competence of employees (Laužackas, 2005). These new concepts encourage a more close cooperation between stake holders: economies and education, especially, education of professionals, in recent years these issues have been addressed at the EU level (*A Memorandum on Life Long Learning*, 2001).

However, it would be unfair to state that in organisations competence is valued as a purely economic asset. On the contrary, both employees' competencies (Равен, 2002) and social capital are valued (Blaževičienė; 2007). A member of an organisation build up his / her social capital by developing social networks with other members in the organisation. Therefore teams become more effective, and also each member of an organisation has a wider scope of responsibilities and therefore, opportunities to reveal his/her potential. Teamwork in organisations fosters learning: acquisition of knowledge and skills (competencies).

Therefore it is not surprising that in discussions about teachers' professionalism (Chen, 2003; Capel et al., 2004), and especially, about the professionalism of teachers of physical training, and also coaches, the aspect of social capital is of crucial importance. As one of the arguments for this statement we would like to emphasise the fact that quite a substantial proportion of graduates in the enumerated study programs are reluctant to start their careers as teachers in school, and quite often even those with experience in the field strive to change their profession (Macdonald, 1999; Kardelis, Karanauskienė, 2003). One of the factors causing the process is teachers' dissatisfaction with their profession (Green, 2002), and also the lack of social networking, and communication of colleagues in schools (Cossentino, 2004; Malinauskas, 2004). Therefore, both philosophers of education, and policy makers in education (especially, at the EU level) emphasise the need to support teacher training, also to enable the teachers to acquire competencies that are needed both to work effectively in class, and in school community (Bitinas, 2000; Бурлакова, 2000; Cornford, 2002; Bagdonienė, 2005).

It should be stated that there are still not many studies that analyse reforms of vocational education in Lithuanian and internationally, as one of the most important factors for supporting young people to acquire those competencies that would enable them to become actively involved in their communities. It should be noted that changes in concept of vocational education are intrinsically related to changes in the concept of results of education (Bergen Communiqué). Today we are more interested in competencies, that is in an active employment of knowledge, and this sphere still lacks attention in our country. There are, however, many studies that analyse the contents of teachers' competencies, and provide

models of teachers' careers (Chen, 2003; Capel et al., 2004). Therefore, on the basis of studies completed in Lithuania and internationally, the **problemic question** is formulated as follows: What are the main innovations in education of professionals (including education of teachers of physical education and sports educators) with an introduction of Bologna and Bergen Communiqué processes?

The **object** of the research was innovations of education of professionals.

The **aim** was to identify the main innovations in education of a professional in the framework of a contemporary educational policy trends.

**Methods** of critical and comparative analysis of recourses, which was completed on the basis of this team's international cooperation in Framework 6 project INCLUD-ED ("Strategies for Inclusion and social Cohesion in Europe from Education" Contract No. FP6-028603-2) have been employed in developing this paper.

## RESULTS

**Contemporary world and concept of competence.** The contemporary world, also referred to as late modernity (Giddens, 2000), or post-modernity, is characterized by insecurity, falseness, unpredictability and marginalisation. In economics, falseness and insecurity are caused by interdependence of national economies and political measures that are being utilized in order to sustain competition and hence survive. Individualization and waning of traditions within the society is associated with the establishment of a consumerist culture and the "tempting" influence of the media, which have in turn caused the prevalence of pluralism and increased levels of anxiety among individuals. The processes at hand can be ascribed to globalization, belated capitalism and characteristics of postmodernism. An object of discussion is whether these changes are in fact new or perhaps only more evident than before or have affected people, who hadn't felt them before. The discussion itself is controversial—there are arguments to ground any existing opinion, therefore falseness becomes an integral part of information production as well as growing distrust of experts and professionals.

The purpose of study programs of future teachers of physical education should be to provide students with opportunities to build their competencies in order to become effective

teachers, and to qualify those teachers by issuing diplomas. The majority of study programs include 1) humanities; 2) specialisation courses which are focused on competencies of sports and physical activity, also sociocultural constructs and philosophical background of health and healthy life styles; 3) pedagogical competencies, including teaching / learning methods, discipline, evaluation and assessment; 4) practical observation and 5) work under the mentorship of more experienced colleagues (O'Sullivan, 1990).

Some of the graduates still lack the competencies of leadership, and cannot apply many evaluation and assessment methods, some of them are not able to communicate with parents in adequate ways, therefore many of the graduates have difficulties at the beginning of their professional life (McGaha, Lynn, 2000). As quite many of the graduates experience that kind of difficulties, it is important to develop the quality of study programs of future teachers of physical education. Study programs are constantly developed and deepened (Lawson, 1990; O'Sullivan, 1990). The study (USA, 240 universities were studied) revealed that in the period of 1960 to 1989 a number of courses orientated to activities decreased by 50%, and more courses on scientific rationale were introduced (Lawson, 1990). The need for pedagogical competence is also emphasised. It means that the focus should be on 1) on activity competencies; 2) on pedagogical competencies (Bain, 1990). Also, some studies revealed that difficulties in teaching more often stem from the lack of pedagogical competence rather than the competence in physical activity, and however, there are other studies, which emphasise that the competence in physical activity is of crucial importance. In the face of constant changes, as this analysis reveals, many factors have to be considered in the study programs of future teachers of physical education. All these facts show that education of teachers of physical education needs innovation.

**Insights for educating professional teachers of physical education and sports educators.** Theoretical analysis of the structure of physical education teachers' competence, based on the review of scientific articles, allowed distinguishing such components as pragmatic, cooperation, communication, creativity and computer literacy. This indicates that the *subject* (it is determined by teacher's knowledge, education aims, knowledge of programs and technologies as well as abilities

to determine effective planning, organising, controlling and evaluating education), *pedagogical* (teacher's skills enabling him / her to organize the teaching / learning process effectively and efficiently, to act flexibly and innovatively) and *communication* (the skills conditioning the effectiveness of the factor of linguistic behaviour as communication competence in the native speech in the development of pupils' physical education as well as the knowledge how to use modern technologies and how to cooperate by applying strategies of influence) competences, that combine knowledge, behaviour and readiness for the activity and that are required by the social role performed by a teacher, are characteristic of teachers of physical education.

Contemporary European Union was established via the Maastricht Treaty in 1992. The European Union must guarantee a sustainable and stable development and progress for the region as a whole, arbitrate inner conflicts as well as those with neighbours, and accept neighbouring countries that recognize the same principles. Globalization is defined as a process, expression or phenomenon that takes place on a social plane and encapsulates the diverse activity domains of various social entities. Some of the features of globalization mark positive changes, such as the growth of capital, unrestricted workforce mobility and the possibility of reaching a market without mediators. There are changes, however, that increase anxiety and highlight the risks involved — collapsing markets, the dominance of economy over politics, and the change from the market economy to the "market society". It has already been understood in Lithuania, the European Union and the world, that learning is the one (not the only or most important, but still necessary and significant) of the very few things that aid a person in being a conscious master of his / her own activities. The result of learning is competence: that is ability to act consciously in the world. A Memorandum on Lifelong Learning was passed by the European Council (2001), where a strategy for the development of the system of lifelong learning in the countries of the European Union was formulated with the emphasis on knowledge society and learning for career and citizenship. Six main theses were presented, which outlined the benchmarks of the development of the lifelong learning strategy: to guarantee a universal and continuous possibility of lifelong learning as a quest for gaining new skills and renewing the old ones that will be needed in the formation of

the knowledge society; to increase investments in human resources; to design effective teaching and learning methods and conditions for learning throughout life; to improve the understanding and evaluation of learning and its results, especially in the domains of non-formal and informal learning; to provide high quality information about the possibilities of learning; to bring learning closer to learners.

**Policies towards competence based education of professionals, including professional teachers of physical education and sports educators.** The Communiqué of the Conference of the ministers of higher education, signed in Bergen, emphasises that interdisciplinary studies and transferable skills should be considered as study results, and it also states that its competencies are to be considered as study results rather than knowledge (which is more passive than active) (Bergen Communiqué, 2005). *Competence*, according to Laužackas (2005), is a functional ability to perform a certain activity adequately.

An overview of the origin of the *competence* concept shows that it is totally unrelated to the discussions about the development of competencies during research or programme designing. The concept of competencies was first introduced by the specialists in linguistics. In the seventh and eighth decades this concept started to be used in the same grammatical sense in the articles in the Social Sciences in order to identify social activity. In the 1990s the change in the use of the *competence* concept was related to research and its development programmes; the concept was used in Social Sciences, e. g., vocational education and training and adult education (on the basis of German experience). In the 1980s, the concept of activity competence was broadly discussed in the vocational education and training area, not only the core competencies but also the process of professional and personal skill development were disputed. Discussions also evolved around the expansion and development of vocational qualification requirements and further vocational education and training processes. Analysing activity oriented vocational education and training, it is necessary to note that at present new methods are designed, tested and implemented; these new methods discuss overarching qualifications, e. g., the core qualifications, i. e. ability to solve problems, independent learning skills that are not trained but developed on ones own accord. Due to such sequence of curriculum a new research area

has emerged — introduction of methods which enhance independent learning motives; didactical aspects of independent learning have also received much attention.

**Competence based study results and core (generic) skills.** As we can see in the analysis above, the term *competence* itself reflects the changes in the contemporary world, and at the same time, only recently it has gained the new meaning. It should be noted that with the Bologna process and in the pursue of aims identified in Lisbon strategy, emphasis on competence based study results will be increasingly emphasised at all levels of education. Discussions of all levels and decisions on competence based study results gain impetus.

The knowledge-driven capitalism imposes all the developed economies to increase numbers of highly-trained people in preparation for the technical, professional, and managerial employment (Brown et al., 2001). It influences the development of the new models of the skilled employee and skilled worker. The models of the high skilled societies and economies are dependent on the systems and models of the education and training. The authors of the monograph distinguish several models of the high-skilled societies, such as High Skills Society Model based on the Dual System of the vocational training (Germany), The Developmental High Skills Model based on the strong interventional and regulation role of the state (Singapore), The High Skills Manufacturing Model based on the development of the general education and the provision of the vocational skills and competences on the workplace (Japan). The influence of the globalisation, innovations and changing labour market regimes to the existing models of the high skills formation drawing attention to the fact, that the increasing competition, globalisation and neo-liberal approach towards the economical development do not necessarily ensure the development of the real high skilled society, contrary to the statements of the official doctrines of the lifelong learning and education in the modern economies are analyzed there.

**Needs for innovations.** Evident contradiction between the higher levels of education and the need for the greater exercise of intelligence and mental effort in general is observed in economies (Warhurst et al., 2004). Sometimes work becomes increasingly subdivided into petty operations failing to sustain the interest or engage the capacities of humans with current levels of education, and this is

especially true if such a complex and challenging profession as teachers is considered. Excessive attention to details, overemphasis on make-belief reforms might cause teachers' (or student teachers') unwillingness to pursue their careers in the profession. A wider approach, emphasis on core skills that comprise basis for any competence might serve as impetus for more and better motivated people remaining in the educational system. The equilibrium between the low skilled workforce and low quality employment enhances the orientation of the vocational education and recognition of competences and qualifications towards the minimal requirements of the world of activities for the skills and competencies. It increases the access to the recognition of the competencies and qualifications acquired in the work experience for the unskilled and low-skilled employees and unemployed people. However, at the same time such situation imposes very important limitations to the possibilities of the professional development of those, emerged in every day crisis situation. As we argue in this paper, teachers should be able to act as agents in their communities, to foster activities toward social integration and social participation as a consequence, and however, not many activities for professional development have this wider orientation (Teresevičienė et al., 2007). The discourse of the key skills and the increasing weight of these skills in the competence and qualification of the employees often puts the emphasis on the responsibility of the educational institutions and students for the acquisition of these skills and decreases the responsibility of the employers in such fields as the motivation and sustaining of the employees or enhancement of their skills development during their employment. The new concepts of skills and competences which are important for the employment and competition in the labour market are influenced by the existing inequalities between the different social groups in the field of education, training and labour market therefore they impose the increasing skills polarization between the high-skilled and the low-skilled social groups

#### **Role of core (generic) competencies.**

Generic competencies (ability to operate in social context, to communicate and collaborate well in teams, also, to share responsibilities, and both to provide and to ask for support, and also for psychological support in some cases) are emphasised in some instances as being important, purely operational / vocational competencies.

The former ones provide students from different backgrounds, different life stories, and different needs to compensate for whatever problems have been encountered. Also generic skills comprise a major part of being competent for lifelong learning (Case et al., 2001; Knapper, Cropley, 2000), which in its own turn also acts as an instrument for successful career. An important factor of lifelong learning is readiness of each student to use learning opportunities that are provided. In analysing lifelong learning the latter issue sometimes lacks the necessary attention (Cornford, 2002). Students are to be provided with possibilities to 'learn in action', which becomes crucial in an ever faster changing socio-economical world. Concept of metacognitive learning strategies is analysed, and their significance for student, also, adult student in university studies and professional activity is argued. Also, the transferable nature of metacognitive strategies (metacognitive strategies can be transferred to learning situations in both academic and professional spheres) is analysed. It is identified that metacognitive strategies are best applied if students are both informed and encouraged to apply them. These strategies are important in assisting students with means to become confident to participate in lifelong learning later in their life, and to develop both themselves as professionals and their profession. It is possible to claim that contemporary students, as emphasized by P. Jarvis (1999) should be able to act as professionals who are building their profession "here and now", who are researching new tendencies, trying to be proactive, sharing experience and discussing, and they are creating themselves as new professionals in this process.

One of the important factors in achieving the enumerated aims, as it is stated in Report developed for the project INCLU-ED (Framework 6, 2007) is clear and transparent information system that allows any candidate — young person — to choose study programme (and, as a consequence — profession) in an informed and reflective way. The reflective choice would prevent at least to some extent the disappointment in one's career.

**Lithuanian experience.** One of the most important innovations in the initial vocational education and training of Lithuania are the creation of the National System of Qualifications and the development of the Open System of the Career Counselling AIKOS. On 7 March 2005, the Lithuanian Labour Market Training Authority commenced the implementation

of a national level project “Creation of the National Qualifications System” as financed by the European Social Fund of the European Union. The project will continue for three years and will last until the end of February 2008. The principal aim of this project is to create a uniform and transparent qualifications system which would cover all levels of qualifications, secures transition between the levels, ensures the variety of ways of acquiring a qualification, and provides a possibility to flexibly respond to the requirements of the changing environment. The main tasks of the project are to develop a model of the national qualifications system, on its basis to compile lists of competencies and qualification structures in the sectors of construction and hotels — restaurants as well as to prepare the human resources required to introduce the national qualifications system. Upon the completion of the project, a model of the national qualifications system will be prepared, dictionary of the terms of the qualifications system and a monograph “Lithuanian Qualifications System” will be prepared, and experts for the introduction of the model of the national qualifications system will be trained.

The creation of the Open System of the Career Counselling AIKOS has the following aims:

- To provide relevant information on the learning opportunities and employment possibilities to the Career Information and Career Guidance Centres.
- To ensure the availability of the relevant information on the learning opportunities and employment possibilities for the citizens of Lithuania during the entire life.
- To provide career information services to all

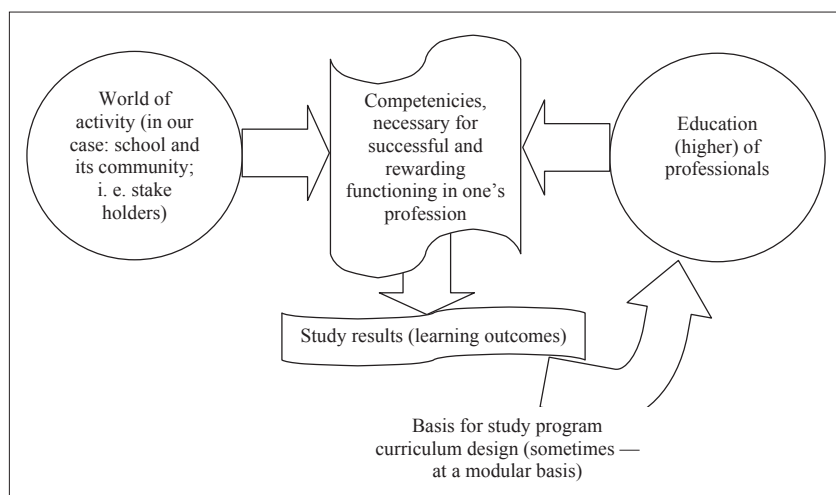
citizens, taking into account the individual and society needs.

- To improve the employability skills of young and adult people, to encourage their entrepreneurship and lifelong learning.
- To develop the social activity and personal responsibility for career development in order to prevent the unemployment, to provide information to the citizens of European countries on learning opportunities and employment possibilities in Lithuania.

## DISCUSSION

**Focus on social cohesion.** Analysis of the recourses reveals that one of the important innovations in contemporary educational system concentrates on the topics of the increasing cohesion between the changing world of activities and education. Competences, study results (or learning outcomes, as they are called in, the UK), changing roles of teachers and students, and also implications for curriculum design are emphasised in reforming education of professionals in the framework of Bologna and Bergen processes. Career counselling reappears as one of the significant factors for professional development, and employment at a later stage of students’ lives. Counselling seems to provide the basis for a more reflective and informed decisions, and therefore, reduces the dropout rate within the group of students who participated in counselling; and this is especially important in case of studies of future teachers. However there is an issue to be further addressed — lack of professionals in career counselling, especially in some countries (e. g., Lithuania). Literature analysis seems to

Fig. Competencies as basis for education of professionals



have revealed a crucial role of community leaders' participation in school programmes.

Importance of social partnerships seems to be reappearing in many instances. Such participation both enables informed choice and also helps to introduce students to the idea of lifelong learning. The modularization of the curriculum seems to be an important issue when competence based study results are considered the organising core for curriculum design (Laužackas, 2005; Teresevičienė et al., 2007) (Fig.).

Modules, units of curriculum enable more students to follow the programme at a more individualized pace, and therefore, meet the needs of students from different backgrounds and with different expectations. Another innovation that has been identified in a number of instances is connected with modularisation of programmes, as the importance of clearly stated study results (learning outcomes) is emphasised. Clear and measurable study results (learning outcomes) are linked to the competencies that should be achieved in a given period of time, or (and that is more common), after a certain educational impact is provided and a certain part of curriculum is covered. These measurable and clear short term and long term study results provide teachers, and especially students, with clear guidelines about what is expected. Therefore, it is easier to motivate students, reduce the drop-out rate, also, provide certain flexibility in study programmes. The contemporary world, also referred to as late modernity, or post-modernity, is characterized by insecurity, falseness, unpredictability and marginalisation. In economics, falseness and insecurity are caused by interdependence of national economies and political measures that are being utilized in order to sustain competition and hence survive. *Competence* is a functional

ability to perform a certain activity adequately. The concept of competence itself is both reflecting the changes in contemporary world, and at the same time, only recently it has gained the meaning we use it so often. It should be noted that with the Bologna and Bergen processes and in the pursue of aims identified in Lisbon strategy, emphasis on competence based study results will be increasingly emphasised at all levels of education.

## CONCLUSIONS

There are several important innovations in education of professionals in the framework of Bologna (1999) and Bergen (2005) processes.

- The important innovations in contemporary educational system concentrate on the topics of the increasing the cohesion between the changing world of activities and education. Competences, study results (or learning outcomes, as they are called in, the UK), changing roles of teachers and students, and also implications for curriculum design are emphasised in reforming education of professionals.
- The modularization of the curriculum seems to be an important issue when competence based study results are considered to be the organising core for curriculum design.
- Modularisation of study programmes is another innovation, as the importance of clearly stated study results (learning outcomes) is emphasised. Clear and measurable study results (learning outcomes) are linked to the competencies that should be achieved in a given period of time, or (and that is more common), after a certain educational impact is provided, and certain part of curriculum covered.

## REFERENCES

- A Memorandum on Life Long Learning*. (2001). Brussels: EC.
- Bagdonienė, L. (2005). *V ir VI klasių mokinių teigiamo požiūrio į kūno kultūrą kaip mokymo(si) dalyką ugdymas: daktaro disertacija*. Vilnius: VPU.
- Bitinas, B. (2000). *Ugdymo filosofija*. Vilnius: Enciklopedija.
- Blaževičienė, A. (2007). *Slaugytojų vertybių pokytis ir jų sąsajos su gyvenimo kokybe: daktaro disertacija*. Kaunas: Kauno medicinos universitetas.
- Brown, Ph., Green, A., Lauder, H. (2001) *High Skills. Globalization, Competitiveness, and Skill Formation*. Oxford: Oxford University Press.
- Capel, S., Whitehead, M., Zwozdiak-Myers, P. (2004). Developing and Maintaining an Effective Learning Environment. In S. Capel (Ed.), *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience* (pp. 102—120). New York: RoutledgeFalmer.
- Case, J., Gunstone, R. F., Lewis, A. (2001). Students' Metacognitive Development in an Innovative second year chemical engineering course. *Research in Science Education*, 31, 331—335.
- Chen, W. (2003). Evaluation of pre-service teacher preparation for achieving the National Standards for beginning physical education teachers. *Journal of Teaching Person-*

- nel *Evaluation in Education*, 17, 331—347.
- Cornford, I. R. (2002). Learning-to-learn Strategies as a basis for effective lifelong learning. *International Journal of Lifelong Education*. Taylor and Francis, 21, 6, 358—367.
- Cossentino, J. (2004). Becoming a coach: Reform, identity, and the pedagogy of negation. *Teachers and Teaching: Theory and Practise*, 10 (5), 463—487.
- Giddens, A. (2000). *Modernybė ir asmens tapatumas: asmuo ir visuomenė vėlyvosios modernybės amžiuje*. Vilnius: Pradai.
- Green, K. (2002). Physical education in their figurations: A sociological analysis of everyday “Philosophies”. *Sport, Education and Society*, 7 (1), 65—83.
- Jarvis, P. (1999). *Practitioner-Researcher*. San Francisco: Jossey-Bass Publishers.
- Jucevičienė, P. (2007). *Besimokantis miestas*. Kaunas: Technologija.
- Kardelis, K., Karanauskienė, D. (2003). Studentų suvokto aukštosios mokyklos identiteto bei įvaizdžio ir jų veiklos motyvacijos sąsaja. *Ugdymas. Kūno kultūra. Sportas*, 4 (49), 25—30.
- Knapper, C. K., Cropley, A. J. (2000). *Lifelong Learning in Higher Education*. London: Kogan Page Limited.
- Laužackas, R. (2005). *Profesinio rengimo metodologija*. Kaunas: Vytauto Didžiojo universitetas.
- Lawson, H. (1990). Beyond positivism: Research, practise, and undergraduate professional education. *Quest*, 42, 161—183.
- Macdonald, D. (1999). The professional work of experienced physical education teachers. *Research Quarterly for Exercise and Sport*, 70 (1), 41—55.
- Malinauskas, R. (2004). Sporto pedagogų socialinės parengties raida. *Socialiniai mokslai*, 3 (45), 27—33.
- McGaha, P., Lynn, S. (2000). Providing leadership and support to the beginning teacher. *JOPERD*, 71 (1), 41—43.
- O’Sullivan, M. (1990). Physical education teacher education in the United States. *JOPERD*, 61 (2), 41, 43, 45.
- Teresevičienė, M., Zuzevičiūtė, V., Kardelienė, L., Tutlys, V. (2007). Report on Project1/WP1. Framework 6 project INCLU-ED (“Strategies for Inclusion and social Cohesion in Europe from Education“ Contract No. FP6-028603-2).
- The European Higher Education Area — Achieving the Goals: Communiqué of the Conference of European Ministers Responsible for Higher Education*, Bergen, 19—20 May 2005. Internet link: [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050520\\_Bergen\\_Communique.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf) (accessed on 4 July, 2005).
- The European Higher Education Area: The Bologna Declaration of the European Ministers of Education of 19 June 1999*. Internet link: [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/990719BOLOGNA\\_DECLARATION.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BOLOGNA_DECLARATION.PDF) (accessed on 5 July, 2005)
- Warhurst, C., Grugulis, I., Keep, E. (2004). *Skills that Matter*. London: Palgrave.
- Бурлакова, Н. Ю. (2000). *Профессиональные способности в структуре интегральной индивидуальности учителя физической культуры*. На правах рукописи. Пермь: Пермский государственный педагогический университет. Internet link: <http://diss.rsl.ru/diss/03/0001/030001023/pdf>
- Равен, Дж. (2002). *Компетентность в современном обществе*. Москва: Когито-центр.

## ŠVIETIMO NAUJOVĖS PAGAL EUROPOS SĄJUNGOS DOKUMENTUS: BOLONIJS (1999) IR BERGENO (2005) NUOSTATŲ ĮGYVENDINIMAS

Laimutė Kardelienė<sup>1</sup>, Vaiva Zuzevičiūtė<sup>2</sup>

Lietuvos kūno kultūros akademija<sup>1</sup>, Vytauto Didžiojo universitetas<sup>2</sup>, Kaunas, Lietuva

### SANTRAUKA

Paskutiniame 20 a. dešimtmetyje pradėtas vartoti žinių visuomenės terminas žmonijos raidai apibūdinti. Pažymima, kad šiuolaikinis žinių supratimas akcentuoja išmanymą, kuris pasitvirtina veikiant, t. y. akcentuojama kompetencija. Darbuotojų kompetencijos pabrėžiamos kaip vienas svarbiausių veiksnių ne tik ekonominės vertės sukūrimui, bet ir socialinio kapitalo didinimui. Organizacijoje asmuo, kurdamas socialinį kapitalą, turi susisaistyti įvairiais ryšiais su kolegomis. Dar dažniau jam reikia veikti konkrečioje komandoje, kad galėtų efektyviai dirbti.

Diskutuojant apie mokytojo profesionalumą, o ypač apie kūno kultūros mokytojus ir sporto trenerius, kalbama apie būtinybę tobulinti jų rengimą. Mat šios srities bakalaurai dažnai nenori dirbti mokykloje. Teigiama, kad kūno kultūros mokytojų rengimo (KKMR) programų tikslas turėtų būti suteikti diplomus labai kompetentingiems studentams, kurie taps puikiais mokytojais. Į daugumą KKMR programų įeina: 1) privalomi humanitarinių mokslų kursai; 2) pagrindinio kūno kultūros specializacijos dalyko užbaigimas, kuris susideda iš įgūdžių ir žinių apie sportą ir kūno rengybos veiklos, mokslinių pagrindų, sociokultūrinių



ir filosofinių konstrukčių bei su sveikata susijusių kūno rengybos principų; 3) pedagoginės žinios, įskaitant mokymo metodus, mokymo programas, vadovavimą, discipliną ir vertinimą; 4) praktika ir stebėjimas bei galimybė dirbti mokantis kartu su kolegomis; 5) mokymo praktika prižiūrint mentoriui, kuris atlieka patarėjo vaidmenį. Atskleista, kad kai kurie absolventai nepakankamai išmano vadovavimo klasei ypatumus, mokinių veiklos vertinimą ir mokymo programos adaptavimą prie ribotų sąlygų ir įrangos, mokinių poreikių išskyrimą. Kiti būsimieji specialistai yra fiziškai nepasirengę mokyti visą dieną (t. y. pavargsta) arba negeba diplomatiškai elgtis su tėvais. Todėl daugelis iš baigusių KKMR programą lengvai nepereina iš universiteto į mokymo praktiką (nepradeda dirbti mokytojais) arba pirmaisiais mokymo metais susiduria su dideliais sunkumais. Tokių atvejų dažnumas skatina ieškoti būdų, kaip pagerinti mokytojų rengimo procesą.

Pastebėta, kad dažniau aprašomas mokytojų kompetencijų turinys ir pateikiami jų, kaip mokytojų, karjeros modeliai (ar profesinės socializacijos etapai), o mažai išskeliama svarba ugdymo, grįsto kompetencijomis rengiant būsimuosius kūno kultūros ir sporto specialistus. Todėl remiantis Lietuvoje ir užsienyje atliktais tyrimais, atsižvelgus į dabarties švietimo politikos gaires straipsnyje keliamas problemiškas klausimas: kokios yra pagrindinės profesionalų rengimo inovacijos, atsižvelgiant į Europos Sąjungos švietimo politikos tendencijas.

Autorėms bendradarbiaujant tarptautinėje komandoje, įgyvendinančioje Europos Sąjungos Bendrosios programos 6 projektą INCLUD-ED, atliktas tyrimas, kuris atskleidė, kad siejant profesionalų rengimą su jų darbu organizacijoje (nagrinėjama atveju — mokykloje), galima identifikuoti kelias pagrindines inovacijas. Kadangi dabarties pasaulis (vadinamas vėlyvąja modernybe ar postmodernumu) nesaugus, daug jame nerimo, tai konkurencingumas tampa vienu svarbiausiu veiksniu, apibūdinančiu specialisto sėkmingą veiklą. Todėl svarbios profesionalo kompetencijos, apibūdinamos kaip jo gebėjimas adekvačiai veikti konkurencijos, įtampų pasaulyje.

Kompetencijų būtinumas ypač pabrėžiamas Europos Sąjungos dokumentuose (*Bolonijos deklaracijoje*, 1999; *Bergeno komunikate*, 2005), kuriuose siekiama numatyti gaires kuriant vieningą Europos Sąjungos aukštojo mokslo erdvę. Dokumentuose akcentuojama, kad rengiant aukščiausio lygmens profesionalą reikėtų aiškiai įvardyti kompetencijas, kurių jis (ji) turėtų pasiekti studijų pabaigoje. Studijų rezultatai, aprašomi kompetencijomis, įgauna vis didesnės reikšmės, ir tai vadinama pirma reikšminga profesionalų rengimo inovacija. Antra inovacija susijusi su pirma — pokyčiais studijų programose. Tai reiškia, kad yra tam tikrų studijų programos dalių, kurios tiesiogiai suprojektuotos, kad studijuojantysis plėtotų tam tikras kompetencijas. Studijų programos turinys turi suteikti studijuojantiems tokias galimybes, kurios juos įgalintų pasiekti kompetencijų, suformuluotų kartu su veiklos pasaulio atstovais. Pažymėtina, kad šios kompetencijos turi būti aprašytos matuojamais, objektyviais studijų rezultatais.

Kai norima kalbėti apie inovacijas rengiant specialistus, dokumentų analizė ir Lietuvos patirties išvalgos minėtų dokumentų požiūriu leidžia daryti tokias išvadas:

- Švietimo sistemoje siekiama suartinti kintanti veiklos pasaulį ir švietimą. Tobulinant profesionalų rengimą kalbama apie kompetencijų, studijų rezultatų svarbą (ar mokymosi pasiekimų, kaip jie vadinami, pavyzdžiui, D. Britanijoje), akcentuojama, kad būtina suprasti mokytojų ir besimokančiųjų kintančius vaidmenis. Be to, aprašoma, kad dera atsižvelgti į pokyčius modeliuojant ugdymo turinį.
- Ugdymo turinys kaip moduliai yra tokia inovacija, kai akcentuojami studijų rezultatai (mokymosi pasiekimai). Aiškūs ir išmatuojami studijų rezultatai (mokymosi pasiekimai) traktuojami kaip kompetencijos, kurios plėtojamos ir gilina mokantis konkrečiu laiko tarpu ar studijuojant konkretų ugdymo turinį.

**Raktažodžiai:** kompetencija, studijų rezultatai, mokymosi pasiekimai, naujovė, kūno kultūros mokytojų rengimas.

Gauta 2008 m. vasario 20 d.  
Received on February 20, 2008

Priimta 2008 m. birželio 18 d.  
Accepted on June 18, 2008

Laimutė Kardelienė  
Lithuanian Academy of Physical Education  
(Lietuvos kūno kultūros akademija)  
Sporto str. 6, LT-44221 Kaunas  
Lithuania (Lietuva)  
Tel +370 37 302637  
E-mail laimutekk@gmail.com