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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 competetiveness 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 (Jučevičienė, 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 issued 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 (Pašienė, 2002) and social capital are valued (Bląževičienė; 2007). A member of an organisation builds 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; Bryzakova, 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 problem 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 resources, 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 competences; 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 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 recourses; 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
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.

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SANTRAUKA


Diskutuojant apie mokytojo profesionalumą, o ypač apie kūno kultūros mokytąjus ir sporto trenerius, kalbama apie būtinių tobulinti jų rengimą. Mat šios sritis bakalaurai dažnai nenori dirbti mokykloje. Teigima, kad kūno kultūros mokytųjų rengimo (KKMR) programų tikslas turėtų būti suteikti diplomui labai kompetentingiems studentams, kurie taps puikiais mokytąjais. Į daugumą KKMR programų įeina: 1) privalomi humanitarinių mokslų kursai; 2) pagrindinio kūno kultūros specializacijos dalyko užbaigimas, kuris susideda iš igūdių ir žinių apie sportą ir kūno rengybos veiklos, mokslių pagrindų, sociokultūrinių
ir filosofinių konstruktyvų bei siekiant susijusių kūno rengybos principų; 3) pedagoginis žinios, įskaitant mokymo metodus, mokymo programas, vadovavimą, disciplinę ir vertinimą; 4) praktika ir stebėjimas bei galimybė dirbti mokantis kartu su kolegomis; 5) mokymo praktika viziją irkūnų mentorius, kuris atlieka pateikėjų vaidmenį. Atskleista, kad kai kurie absolventai nepakankamai išmuno vadovavimo klasei ypatumus, mokinių veiklos vertinimą ir mokymo programos adaptavimą prie ribotų sąlygų ir įrango, mokinių poreikių įsakymą. Kiti būsimieji yra fiziškai nepasirengę mokti visą dieną (t. y. pavargsta) arba negeba diplomatiskai elgtis su tėvais. Todėl daugeliu iš būsimų KKMR programų lengvai nepereina iš universiteto į mokymo praktiką (nepradeda dirbti mokytosiais) arba pirmaisiais mokymo metais susiduria su dideliais sunkumais. Tokių atvejų dažnumas skatina įveikti būdą, kaip pagerinti mokytų rengimo procesą.

Pastebėta, kad dažniau aprašomas mokytųjų kompetencijų turinys ir pateikiami įvairiausios karjeros modeliai (ar profesinės socializacijos etapai), o mažai išskeliami svarba ugdymo, įstįsdainių kompetencijomis rengiant būsimuosius kūno kultūros ir sporto specialistus. Todėl remiantis Lietuvoje ir užsienyje atliktais tyrimais, įvairiems įvairiems turinys, aprašytas matuojamais, objektyviais studijų rezultatais, aprašomi kompetencijos, atsirandusios įvairiose, atskiros profesionalo kompetencijos, atsižvelgiant į Europos Sąjungos įvairius politikos tendencijas.

Autorems bendradarbiaujant tarptautinėje komandoje, įgyvendinančioje Europos Sąjungos Bendrosios programos 6 projektą INCLUD-ED, atliktas tyrimas, kuris įvairiomis, išskeliamos svarba ugdymo, įstįsdainių kompetencijos įvairiose, atskiros profesionalo kompetencijos, atsižvelgiant į Europos Sąjungos įvairius politikos tendencijas.

Kompetencijos būtinas ypač padidina Europos Sąjungos dokumentuose (Bolomijos deklaracijose, 1999; Bergen komunikate, 2005), kuriose siekiama numatyti gaires kurti vieningą Europos Sąjungos aukštojo mokslo erdvę. Dokumentuose akcentuojama, kad rengiant aukščiausio laikydamos profesių reikikų aškiai įvardyti kompetencijas, kurį jis (ji) turėtų pasiekti studijų pabaigoje. Studijų rezultatai, aprašomi kompetencijomis, įvairiomis, išskeliamos svarba ugdymo, įstįsdainių kompetencijos, atsižvelgiant į Europos Sąjungos Bendrosios programos 6 projektą INCLUD-ED, atliktas tyrimas, kuris įvairiomis, išskeliamos svarba ugdymo, įstįsdainių kompetencijos, atsižvelgiant į Europos Sąjungos įvairius politikos tendencijas.