

				
EUROPEAN FORUM FOR FREEDOM IN EDUCATION EFFE				
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***THE DEVELOPMENT OF THE CREATIVE POTENTIAL AND
INNOVATIONS IN TEACHERS' TRAINING
(INTRODUCTORY COURSE IN PEDAGOGY – “PERSON IN
PEDAGOGY – PEDAGOGY IN PERSON”)***



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ZUSAMMENFASSUNG

Staatliche Ilija-Tschavtschavadse-Universität Tbilissi stellt eine moderne Hochschule und ein Forschungszentrum dar. Die Universität hat eine Erfahrung der internationalen wissenschaftlichen Beziehungen. In der Universität sind folgende Richtungen entwickelt: Soziologie, Wirtschaft, liberale Politik und Verwaltung, physisch-mathematische Wissenschaften, Pädagogik und Psychologie, Fremdsprachen. Es funktionieren die Abteilungen von Magistratur und Doktorantur.[1][2]

Aktualität: Erhöhung und Aktivieren der Fortbildung der Pädagogen in Richtung der Vorschläge des europäischen Komitees für Bildung. Das Jahr 2009 als Jahr der Entwicklung des schöpferischen Potentials und Innovationen erklären.

Die Aufgaben: 1. Die Erarbeitung solch einen Vorlesungskurs, wo hinter der wissenschaftlichen Theorie die Person des Wissenschaftlers, seine geistliche, moralische, ethische und juristische Werte stehen. Am Beispiel von historischer Entwicklung und Leben der berühmten Personen Förderung der Motivation der Tätigkeit bei der Erreichung des Lebenszieles und bei dem Werden von eigenem „Ich“. 2. Herstellung der elektronischen Fassung und CDs. 3. Erweiterung der internationalen Kommunikation mit effe und Teilnahme der Studenten an BS-I.

Innovation: Es ist ein integrierter Kurs „Person in der Pädagogik – Pädagogik in der Person“ erarbeitet. Der angebotene neue Kurs eröffnet den Zyklus der psychologischen Disziplin. Der Kurs ist logisch mit der Didaktik, mit der Philosophie der Bildung, mit der Psychologie, mit dem ununterbrochenen pädagogischen Praktikum, mit der Geschichte und sozialen Disziplinen verbunden. Im Kurs sind die Theorien und ihre praktische Anwendung und Entwicklung in moderner Auslegung von Sokrates, Archimedes, I.A.Kaminski, T.Jefferson, K.Marx, R.Steiner, J.Gogebashvili, K.Popper, D.Dui, Sh.Amonashvili, S.Howking dargestellt und es ist auch Diskussion über inklusive Bildung, neue Empfehlungen der Bildungs-Heilungstherapie von D.Brockhoff und anderen errörtert. [2]. Es sind neue Methode der selbständigen Arbeit der Studenten als mögliches Schema der schöpferischen Strategie der Lehre und Bildung angeboten.[3].

Ergebnis ist es:

- Einführung in Studienverlauf des experimentalen Programms „Einleitung in der pädagogischen Spezialität „Person in der Pädagogik – Pädagogik in der Person“[1].

- Anwendung der neuen pädagogischen Prinzipien und Methoden bei dem Unterricht der verwandten Wissenschaften: a) Methode des dirigierenden Textes (GTZ,IBC), b) Methode des moralischen Prinzipes (G.Ford), c) Prinzip vom Schutz der Menschenrechte und Rechtsordnung (William Bretton), d) Erarbeitung der Arbeitsaufgaben nach dem Arbeitsplatz nach der Methode der Projekte der selbstständigen Arbeit der Studenten (L.Chikvaidze), e) Methode vom Rechtsschutz der Urheber und des geistlichen Eigentums u.a. [1], [2], [3].

- Erweiterung der Kommunikation mittels der Teilnahme an der internationalen Konferenzen und Seminaren (Deutschland, Russland, Kasachstan, Usbekistan, Türkei), gemeinsame Publikationen. Förderung des schöpferischen Potentials und innovatives Denkens der Studenten in gemeinsamer wissenschaftlichen Arbeit mit den Pädagogen [3].

Sources - the information presented in effe for conference

[1]. L. Chikvaidze, M. Sitchinava: Atlas of Georgia (individual messages on the country);

[2]. L. Chikvaidze, J. Javakhishvili (Georgia), D. Brockhoff, E. Fuchs (Germany). Propaedeutics in pedagogical speciality-“Person in Pedagogics - Pedagogics in Person”;

[3]. L. Chikvaidze, L. Baiadze (Georgia), D. Brockhoff, E. Fuchs (Germany.) “European year of creativity and innovation 2009” in the cycle of pedagogical disciplines.

ANNOTATION

I.Chavchavadze State University is regarded as a modern higher educational institution and the research center. The University has experience of scientific international contacts. The following directions are developing at the University: sociology, economy, liberal policy and management, natural sciences, physical and mathematical sciences, pedagogics and psychology, foreign languages, departments of magistracy and doctoral studies. [1]

Urgency: To make active preparation and improvement of professional skill of teachers in the direction of the proposal of the European Committee on education - to announce 2009 year as the year of development of creativity and innovations.

Problems: 1. Development of such course of lectures where behind the scientific theory there is the person of the scientist, his spiritual, moral, ethical and legal values. Stimulation of motivation of creativity in achievement of the goals in the life and formation of his own "Self" on an example of historical development of activity and the life of outstanding persons. 2. Creation of the electronic version and compact disks. 3. Expansion of international communications with effect and participation of students in BSI.

Novelty: development of the integrated course "person in pedagogics - pedagogics in person". The proposed new course of lectures opens a cycle of psychologic-pedagogical disciplines. The course is logically connected with didactics, philosophy of education, psychology, continuous student teaching, history, with social disciplines. The theories and their creative application and development in modern interpretations are considered in the course: Socrates, Archimed, I.A.Kaminski, T. Jefferson, K. Marx, R.Steiner, J.Gogegashvili, K. Popper, D.Dui, Sh.Amonashvili, S.Houking and discussion about inclusive education, the new recommendations of educational medical therapy of D. Brockhoff, etc. [2]. The new methods of training in independent work of the student as the possible scheme of creative strategy of the doctrine and training are proposed [3].

The results:

- Implementation of the experimental program into the educational process, propaedeutics in a pedagogical speciality "person in pedagogics - pedagogics in person" [1].

- Application of new pedagogical principles and methods of training of neighboring sciences in the course: a) the method of guiding text (GTZ, IBC), b) method of moral principles (H. Ford, senior), c) the principle of protection of human rights and the law and order (William Bretton), d) the development of working tasks at a working place by the method of projects in independent work of students (L.Chikvaidze), e) the method of protection of copyrights and intellectual property, etc. [1], [2], [3].

- Expansion of the communications by participation in the international conferences and seminars (Germany, Russia, Kazakhstan, Uzbekistan, Turkey), joint publications. Promotion of creativity and innovative thinking of students by joint scientific work with teachers [3].

Sources - the information presented in effect for conference

- [1]. L. Chikvaidze, M. Sitchinava: Atlas of Georgia (individual messages on the country);
- [2]. L. Chikvaidze, J. Javakhishvili (Georgia), D. Brockhoff, E. Fuchs (Germany). Propaedeutics in pedagogical speciality- "Person in Pedagogics - Pedagogics in Person";
- [3]. L. Chikvaidze, L. Baiadze (Georgia), D. Brockhoff, E. Fuchs (Germany.) "European year of creativity and innovation 2009" in the cycle of pedagogical disciplines.

А Н Н О Т А Ц И Я

Государственный университет имени И.Чавчавадзе котируется как современное высшее учебное заведение и исследовательский центр. Университет имеет опыт научных международных связей. В университете развиваются направления: социологии, экономики, либеральной политики и управления, естествознания, физико-математических наук, педагогики и психологии, иностранных языков, Функционируют отделения магистратуры и докторантуры. [1]

Актуальность: Активизировать подготовку и повышение квалификации преподавателей в направлении предложения Европейского Комитета по образованию - объявить 2009 год годом развития творческого потенциала и новшеств.

Задачи: 1. Разработать такой курс лекций где за научной теорией - личность ученого, его духовные, нравственные, этические и правовые ценности. На примере исторического развития деятельности и жизни выдающихся личностей стимулировать мотивацию творчества в достижении цели в жизни и становления собственного «Я». 2. Создать электронную версию и компакт диски, 3. Расширить международную коммуникацию с effe и участие студентов в BS-I.

Новизна: разработан интегрированной курс «личность в педагогике – педагогика в личности». Предложенный новый курс лекций открывает цикл психолого-педагогических дисциплин. Курс логически связан с дидактикой, философией образования, психологией, непрерывной педагогической практикой, историей, с социальными дисциплинами. В курсе рассмотрены теории и их творческое применение и развитие в современных интерпретациях: Socrates, Архимед, I.A. Kaminski, T. Jefferson, K. Marks, R.Steiner, Я.Гогегашвили, К. Popper, D. Dui, Sh. Amonashvili, С.Хоукинг и дискуссия о инклюзивном образовании, новые рекомендации образовательной лечебной терапии D. Brockhoff и др. (2)

Предложены новые методы обучения в самостоятельной работе студента как возможная схема творческой стратегии учения и обучения. [3].

Итогом является:

- Внедрение в учебный процесс экспериментальной программы Введение в педагогическую специальность «личность в педагогике – педагогика в личности» [1].
- Применение в курсе теории новых педагогические принципы и методов обучения смежных наук: 1) метод направляющего текста (GTZ,IBC), б) нравственного принципа (Г.Форд старший), в) принцип защиты прав человека и правопорядка (Уильям Бреттон), г) разработка рабочих заданий по месту работы методом проектов в самостоятельной работе студентов (Л.Чикваидзе), д) метод защиты авторских прав на новизну изобретения и интеллектуальную собственность и др. [1], [2], [3].
- Расширение коммуникации участием в международных конференциях и семинарах (Германия, Россия, Казахстан, Узбекистан, Турция), совместные публикации. Поощрение творческого потенциала и инновационного мышления студентов совместной научной работой с преподавателями [3].

Источники – информация представленная в effe для конференции

- [1]. L. Chikvaidze, M. Sitchinava: Atlas of Georgia (individual messages on the country);
- [2]. L. Chikvaidze, J. Javakhishvili (Georgia), D. Brockhoff, E. Fuchs (Germany). Propaedeutics in pedagogical speciality-“Person in Pedagogics - Pedagogics in Person”;
- [3]. L. Chikvaidze, L. Baiadze (Georgia), D. Brockhoff, E. Fuchs (Germany.) “European year of creativity and innovation 2009” in the cycle of pedagogical disciplines.

Lamara Chikvaidze, Lali Baiadze (Georgia),
Dorothea Brockhoff, Eginhard Fuchs (Germany).

“EUROPEAN YEAR OF CREATIVITY AND INNOVATION 2009” IN THE CYCLE OF PEDAGOGICAL DISCIPLINES

(On the regional level)

By the offer of the European Commission on education, the year 2009 is declared as year of development of creativity and innovation.

For all that it is told that the modern educational paradigm considers that up today the existing approaches of traditional training based on the direct instruction or lecturing, are not adequate any more and demand innovations. Such innovations are the integrated courses: “the Person in Pedagogics – Pedagogics in the Person”, and “Modern educational technologies” created within the frames of the courses “History of Pedagogics” and “Pedagogics”. How the offered courses will allow carrying out development of creativity and innovations? The directions of development of creativity and innovations are reviewed on the basis of classical pedagogics and are supplemented with regional examples. In this case we consider Georgia.

1. What methods, in your opinion, can encourage the development of the above mentioned skills?

a) The future teachers in the offered courses have an opportunity, on an example of historical development of outstanding persons’ activity and historical events to study the forms, methods and value orientations. And, above all to analyze what stimulated their success.

b) The comparison of the last history of mankind and the history of the native land encourages to deeper deliberation and to the analysis. As it seems to us it will help to glance at oneself – since our self is one of the greatest mysteries. As Fales and Socrates told “the most difficult is to cognize oneself”. Our ego is connected with activity of people amidst us and the history of their values, inwardnesses (emotions, sensations, ideas), with the estimation of their habitus and their contribution to history.

For example, the information on Georgia is connected with the antique period: Example 1 - Georgia being on a crossroads of ancient trading ways has absorbed the influence of the East and the West that was certainly reflected on the development of culture. However, it has not deprived of its national originality. People of Georgia above all esteemed “the light of knowledge and mighty force of unrestrained human spirit”. This was written by Femisty (317-388) - the Byzantium philosopher and teacher of rhetoric.

Example 2. In XI century, the tsar of Georgia, David Agmashenebeli, constructed Gelati monastic complex and Academy. For lecturing in Academy the preacher from Petriccion Laurels (Bulgaria) – Joann Petricci, the author of

philosophical work in the Georgian language “Consideration of philosophies of Plato and Prokle Diadokh” was invited. And today Gelati monastic complex (Georgia, outskirts of Kutaisi) is continuing to function.

Prokle Diadokh (410-485 Athens) - the philosopher, is known as the erudite of antiquity, the representative of the Athenian school of neoplatonism (development of dialectics of platonic triad - "uniform", "mind", "soul")

2. How do you mediate both theoretically and practically such methods in teacher education?

The critical thinking promotes to evolution in a direction of construction of the better theories. At the present stage we recommend the formulation of Charles R. Popper: “there are two types of people: those who are under impact of the inherited disgust for mistakes and consequently are afraid of them and are afraid of their recognition, and those who would like to avoid mistakes, but know that one is more often mistaken, than is not mistaken, who learned (by cut and try method) that can withstand it, *actively searching for own mistakes*. People of the first type think dogmatically; people of the second type are those who have learned to think critically. When speaking “have learned”, I wish to express the assumption that distinction between these two types is based not on heredity, but on training” (2, 69). That is why the problem is to train to think critically, for example moderation and discussion on presentation, Socrates’ method of conversation, etc. There can be questions from vital practice, with the original answer of the correct decision search, for example: a simple method of critical estimation, known everywhere which was justified in practice and was used by the known Georgian technologist of soft drinks Mitrofan Lagidze*: before bottling soft drinks, Lagidze, in addition to strict observance of manufacturing techniques, tested the sample of a lot of drink and then gave okay (he finally estimated the correctness of technology in this way). When Lagidze was asked "to learn" he answered: “I cannot explain you the feeling of my taste”. Now it is called tasting. And it was his critical estimation.

**Mitrofan Lagidze (1869-1960) - the founder and the first manufacturer of soft drinks in Georgia. For methods of manufacturing of fruit natural drinks (lemonades) and natural essences, he was awarded gold and silver medals on exhibitions in Russia, Austria, France and other countries.*

Creative and innovative skills can be promoted by:

- a) family manufacture (for example, creation of culinary recipes and their implementation in a trading network). Discussion in group and presentation;
- b) participation in effe network structure and BS competitions;
- c) acquaintance with innovative pedagogical technologies (Petersburg, Sochi, Ufa, Tbilisi, Nizhni Novgorod, seminars in Germany);
- d) interaction of educational European structures (tasks and methodology of the Tuning program promoting awakening and strengthening of creative potential and innovations, establishment and preservation of the international communications.

3. How do you mediate the combination of creative teaching with subjects such as mathematics, science or technology or with subjects such as history or social studies in teacher education?

(3.1.) During 2000-2005 within the frames of the international project effe “Beautiful Schools of Russia and Georgia” the module “STUDYING THE ENVIRONMENT OF MY SCHOOL - regional annotation review” has been approved on pedagogical, physical and mathematical faculties and partially in sphere of education of adults as the educational project. Considering the interests and geography of students we have obtained an interesting material by preparing 2 almanacs of students, and have issued 10 numbers of the newsletter “BEAUTIFUL SCHOOL – A SCHOOL OF NEW GENERATION”. The work is proceeding after end of the project as the curriculum subjects for preparation and advanced training of teachers (project coordinator in Georgia – Professor Lamara Chikvaidze).

The module “STUDYING THE ENVIRONMENT OF MY SCHOOL - regional annotation review” includes 16 themes on an example of the school, in which the student studied and the continuous teaching practice is carried out during the whole period of his study, thereby continuing his communication with his school (Thomas Jefferson's recommendation is taken as a basis).

The purpose of the module:

- Studying the nature, an environment, history, etc., while creating a combination of creative training and the studying (individual selection of themes);
- Setting up on the background of region a creative situation of training and social interaction: pupil-teacher-parent-society. This can become

the analysis of pedagogical non-standard situations and innovative decisions.

- □ Studying protection of intellectual property rights. Skill to prepare applications for them.

Structure of the module:

Theme 1 - borders of region;

Theme 2 - rivers, mountains, valleys;

Theme 3 - vegetative and fauna, minerals;

Theme 4 - waterfalls, springs, mineral medical waters;

Theme 5 – main population, Diasporas. Traditions, religions;

Theme 6 - local authorities, the legislation;

Theme 7 - legislations on the copyright and protection of the right;

Theme 8 - International communications/protection of the law and order;

Theme 9 - public organizations, education system of adults;

Theme 10 - educational institutions, parental committees, self-management at school. Theatres, TV;

Theme 11 - traditional and working manufactures - (spheres of employment);

Theme 12 - trade (a share of import and export);

Theme 13 - sports, stadiums, sections, achievements in sport, mass games, persons in sport, tourism;

Theme 14 – essay – histories, the chronicle, persons of the region;

Theme 15 - historical monuments, museums, modern sights;

Theme 16 - development of modern information technologies, use of the Internet in communications and distant training.

THE GENERAL CONCLUSIONS:

□ Consideration of the motivation of each student, his temperament, age, in view of his potential opportunities, creation of the working task and its connection with a prospective place works (career-guidance).

□ Setting up the creative situation of training and social interaction: pupil-teacher-parent-society.

□ Revealing at each person of his inherent creative potential on which his innovation depends. Stimulation of success and a free choice of each individual.

□ Application of module “STUDYING THE ENVIRONMENT OF MY SCHOOL - regional annotation review” in training and network structure of effe, which promotes interaction of the regional educational structures with educational European structures according to the tasks and methodology of Tuning program

RECOMMENDATIONS:

Taking into account the practice of a free choice of a speciality at I.Chavchavadze University (Georgia), the long-term cooperation with effe, Witten Pedagogical Institute and Waldorf schools, for example Fleisburg, we offer to create an experimental group of the Waldorf direction (10 students) at the I.Chavchavadze University (Georgia).

The used literature:

1. *Berdjaev N.A. Sense of Creativity. M. 1989.*
2. *Popper Charles R. Evolutionary Epistemology. Moscow. 2000. p.p. 68-69*
3. *Thomas Jefferson. Autobiography. Notes on the State of Virginia. "Nauka" Leningrad. 1990. p. 314.*
4. *Tuning Program, Education and Culture. Tbilisi, 2005, p.p. 77-98*



ATLAS on Freedom in Education in Europe
December 2008

Report Georgia

I. How is the right to education for all children and young adults realised in national legislation? How is this translated into practice? What are the tendencies for the future?

A state provides each pupil with an opportunity to receive secondary education on the state or the native language ([2], article 7, item1). The Law on Education provides for external studies form. The document certifying on education in the external studies is equated with that received by General Education school accreditation [2], article 9, item 4).

The right is given to the pupil, the parent, the teacher and also to their unions, under the equal terms, excluding discrimination to use the school territory and resources ([2], article 8, item 1).

The Constitution says that « The freedom of intellectual creation shall be guaranteed... Interference in creative process, censorship in the field of creative activity shall be impermissible» ([1], article 23).

At schools sporting, subject, art, and other circles are functioning, which promote «the development of the general culture » ([3], p. 7).

The Ministry of Education and sciences, the national center of curricula and grading, the local authorities in all regions, under the big international financial support, develop, publish and provide schools with the teaching and methodical literature on Georgian and foreign languages, systematically build athletic fields, reconstruct school buildings. The state libraries are functioning, the network of commercial publishing and educational sectors is developing.

Example: School "Intellekti" of city Gori. The circles of rhetoric, «What? Where? When?», applied art, international club, etc. are functioning at the school.

Practice of carrying out of lessons - excursions in historical museums and in a zoo of city Tbilisi is introduced. The appropriate author's programs are being developed and approved.

Professor Lali Baiadze carries out and expands the tendency of the international communications: the international school club cooperates with the educational centers of Trabzon (Turkey), with diasporas of Azerbaijan (village Tsihis-Dziri), Armenia (the Tbilisi Armenian school), with Russian, Ukrainian schools, etc.

(In connection with accommodation of refugees at school it is temporarily closed).

II. How is the right of the parents to choose the education for their children in conformity with their religious, philosophical and pedagogical beliefs dealt with?

The politicization of educational process is not allowed in general educational institutions, ([2], article 13, item 1). The school is obliged to protect and promote the statement of tolerance and mutual respect between pupils, parents and teachers irrespective of the social, ethnic, religious, language and

world outlook characteristic ([2], article 13, item 6). On the basis of cooperation a school protects the individual and collective rights of national minorities freely to use the native language, to keep and express the national identity ([2], article 13, item 7). Each parent has the right to receive the voucher for the child of school age, which can be placed in a state or private educational institution or to transfer it to other educational institution ([2], article 22, item 4).

In cities of Georgia are now functioning: Russian, Ukrainian, Azerbaijan, Armenian diasporas, Czech friendly association «Golden Prague», the union of Bulgarians, federation of the Greek communities, the Jewish community, the union of jezides, association of Germans «Eining», association of Ossetins, the Latvian society «Ave So!», a community of Lithuanians, the cultural and educational union of Poles, the union of Cossacks.

Tendencies: strengthening of friendship, propagation of mutual understanding of national cultures, national schools at embassies, rendering of material aid to national minorities, etc.

III. How is pedagogical variety realised? In particular: what are the rules for the establishment of non-state schools?

All schools work in view of the national curriculum of general education schools of Georgia, in which working hours for subjects are provided for: obligatory and **at the option** [3], and everyone have financing by "school vouchers» and on the termination of secondary school pass the nation-wide uniform examination established in view of the obligatory national curriculum of general education schools of Georgia in the established dates, (*uniform obligatory tests in several subjects*).

VI. To what extent are organisational, pedagogical, and financial autonomy guaranteed for all schools?

The state guarantees the pupil secondary education, which duration is 12 years carries out payment on training programs (*according to the national curriculum for comprehensive schools*) at the elementary (1-6), basic (7-9), secondary school ([2], article 22, items 1-2).

Financing of the state and independent schools makes approximately 130 Euros per each pupil.

Independent schools can interpret the curriculum of general education schools within the limits of an hour scale of facultative and additional subjects, to plan and spend actions at their own discretion, to invite teachers at their choice and to plan financing school.

At independent schools there are parental councils.

V. Is democracy actually practised in the schools? What is the role of the teachers, the parents, the children/young adults, the school management and the other employees?

In the legislation of Georgia it is officially declared:

A pupil, a parent, a teacher is given the right personally or through the representative to participate in management of school, to protect the rights of pupils, etc.([2], article 22, item 4).

The national curriculum, new package of teaching and methodical films and literature theoretically include the elements of Democracy at school.

In 100 «pilot schools» the pupils have been trained for the third year under the new national curriculum. In this curriculum the inter-disciplinary subject - "social studies" actually includes training democracy of all levels in all classes.

In practice the role of teachers, parents, the senior schoolboys, school management and others officials at schools is carried out by school electoral bodies: student's board of self-management and «sameurveo» (Georgian term) board of the teachers, one of representatives of student's board, 1-2 parents.

As an example of a role of teachers, parents, the senior schoolboys, school management and other officials it is possible to indicate Waldorf School which was created under trusteeship and with the sponsor's help more 25 years ago, the teachers being qualified in Stuttgart and other cities of Europe and are closely cooperating today.

VI. How is the pedagogical freedom of the teachers guaranteed?

In the beginning of year a teacher can offer the additional educational programs not stipulated by The National curriculum for general education schools [3], i.e. to conduct the author's program:

A) to formulate the name of study;

B) to specify technology of study;

C) to develop the program under each offer ([3], 9-10).

VII. How is Teacher Education arranged? Is educational variety in teacher training provided?

These questions are protected by the State law of Georgia «On the general education» ([2], article 21).

The teacher education: the teacher of an elementary school should have the bachelor's degree; the teacher of basic and secondary education should have the master's degree of the corresponding profile. Except for that all graduates of pedagogical steps are recorded in the center of vocational training as a competitor and have been doing practical work for 1 or 2 years in an educational institution. After the end of practice the school director and the center of vocational training on the basis of «the Professional standard of the teacher» and «the Code of a professional etiquette of the teacher» take the decision on whether the competitor is consistent or inconsistent to the standard.

Certified examination is necessary for assignment of a rank of the teacher.

Improvement of professional skill of the teacher training are systematically carried out by the Ministry of Education and sciences, the national center of curricula and grading, by the training centers and the following international organizations:

German technical society GTZ, Institute for International Cooperation of the German Adult Education Association, IIEP/ UNESCO training module: institutional management in higher education, step by step, a program for children and families, Open Society-Georgia Foundation, Teacher Training Program (teacher research), Center for training and consultancy CTC EMHJWERING people for change, etc.

An educational variety - in the presented training of the teacher:

1) In the Georgian language there are new textbooks and programs for preparation and improvement of professional skill of the teacher, for example:

- «A Person in pedagogic - pedagogic in the person».
- Modules of pedagogical technologies in view of regional need for education of adults
- Continuous pre-professional pedagogic practice (a prelude to employment) and many others.

- Textbooks for the teacher: «theories of development and teaching», «teaching and estimation», « the educational and professional field of activity».
- 2) Research and practical works of teachers with participation of pupils coordinated with the regional educational, sports centers and embassies:
- At participation of students of university (16 persons), teachers (7 persons) and consultation of Melik Iana (the adviser on education of Embassy of Turkey) the innovative technologies of Turkish educational system have been developed, presented at conferences and implemented into the course of "Pedagogical technologies».
 - The new technique of the integrated lessons of physical culture in school – sporting section in class-lesson system, (for example integration with civil education by history, geography) and communications with parents, and in general with a healthy way of life.
-
- 3) The career-guidance multistage work on motivation and a duly choice of a trade and craft by pupils.

VIII. How much room is given within the scope of the official curriculum? What liberties does it allow to teachers, educational institutions and pupils?

The law on the general education describes the goals which reference points are national and universal valuable orientations ([2], 7-8).

These goals are intended for formation of main principles of the national curriculum of general education schools of Georgia. The key problems in each subject are in coordination focused on the pupil.

20 teaching and methodical films accompanying methodical manuals of the teacher and new textbooks of general education schools, «pilot tests of innovations» create the conditions for solution of tasks put by the Law on the general education.

IX. Which new developments can be noticed in the evaluation of teaching and learning?

A) Novelty of the National curriculum of general education schools of Georgia:

- each pupil and his achievements are in the center of the educational process
- Physical, mental opportunities and the interests corresponding to the age are considered;
- Training provides development of skills and habits, relations, development of information space
- Inclusive education
- Training provides not one way, but the joint search of the optimum decision by teacher with the pupil
- The Main reference point is not quantity, but the quality of knowledge

B) The new system of estimation of training ([3], 11-13)

Since 2007 the Law on the general education in Georgia has established not to put an annual estimation with 1-4 classes (experiment of Shalva Amonashvili). With 5-12 classes – the 10-mark system is used.

- System of estimation is new: 10 marks - the highest, 1 mark - the lowest.
- The period of training in a year is a trimester (3 periods)
- Types of estimation depending on time: a) Defining (Performance of daily tasks. Inclusiveness at a lesson. The stage of performance of the project with the mark being put). b) Developing (Performance of daily tasks. Inclusiveness at a lesson. Revealing perspective potential capabilities of the pupil, i.e. the higher rating of the pupil)

Sources in Georgian language:

- [1] The Constitution of Georgia, Tbilisi, 2008.
- [2] The Law on the general education in Georgia. Tbilisi, 2008 (Georgian language).
- [3] The National curriculum for general education schools. Tbilisi, 2007 (Georgian language).
- [4] The teacher's professional standard. Tbilisi, 2008 (Georgian language).
- [5] The Code of a professional etiquette of the teacher, Tbilisi, 2007 (Georgian language).

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Marina Sitchinava, teacher of English, translator.

				
EUROPEAN FORUM FOR FREEDOM IN EDUCATION EFFE				
Institut für Waldorf – Padagogik (Witten)				
Ilya Chavchavadze University (Tbilisi)				
Gori Pedagogical University (Gori)				

Lamara Chikvaidze, Jana Javakhishvili (Georgia),
Dorothea Brockhoff, Eginhard Fuchs (Germany).

Introductory course in pedagogy – “Person in Pedagogy – Pedagogy in Person”
(Pilot program for students of pedagogical Institute)

Introduction

Human being always hopes for the better future. At the end of XX Century and begging of XXI Century people were watching the end of the confrontation between the “super powers” with the hope for peace, but at the end the confrontation did not end.

Such phenomena, as nationalism, racism and religious fundamentalism are still powerful in the world. Peace becomes a dream while hate, confrontation, catastrophes are becoming the reality. Caucasus tragedy, September 11, Chernobyl catastrophe become indicators of the problematic state of the humanity as a whole.

We need to understand deeply the nature of humanity, kindness, to differentiate it from cruelty. The future depends on a right choice, and this choice should be incorporated in the system of education.

Introductory course to pedagogy is taught in the second semester. It is opening a cycle of the psycho-pedagogical subjects taught at the faculty. It is a logical continuation of the course “Introduction into contemporary thinking” taught in the first semester, as well as the gateway to the following courses on practical pedagogy, psychology and continues pedagogical practice.

Contents of the course are made up by discussion/analysis of the pedagogical technologies of Socrates, I.A. Kaminski, K. Marks, K. Popper, D. Dui, Sh. Amonashvili, D. Boxford etc.

The objectives of the course are as follows:

- To facilitate a deep insight in importance of pedagogy as a profession, function of a teacher and requests which he/she should meet (concrete examples of “person in pedagogy – pedagogy in person” are used to facilitate insight);
- Development the among students of the shaped perceptions of the following values:
 - Spiritual
 - Ethical
 - Moral
 - Legal


Outcomes of the course are as follows:

- Development among the students ability to assess critically, to choose and utilize historical and contemporary educational concepts and technologies (“The third Millennium: from mythology – via crisis in pedagogy – to technologies”)
- To study, generalize and apply pedagogical principles and teaching methods to the concrete contemporary conditions
- Participation in the contemporary web-site: [www. http://bs-i.net](http://bs-i.net)



- Participation in the scientific-practical conferences for students and to produce corresponding publications.

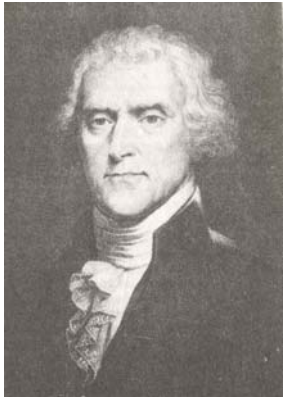
Syllabus

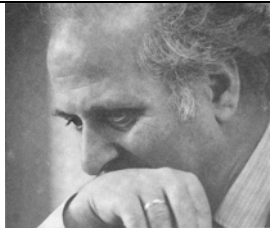
Time-frame	Contents	Visible materials (portfolio among others)	Aim and benefit out of lecture
First week 	Introduction. 1. Who need pedagogy? 2. Main goals of the course. 3. Discussion of the study plan and evaluation of themes. 4. System of semester assessment. 5. Formulation of expectations. 6. Motivation while	Written assignment: 1. My perception of pedagogy for existence in the family and social setting. 2. Who influenced you as a person? Which features do you like in yourself, which not?	To discuss criteria of agreement and peace (K'ung-fu-tse)



<p>Everybody needs pedagogy</p>	<p>choosing profession. Socrates (470-399 B.C.) Ian. A. Kaminski (1592-1670), K. Marx(1818-1883)</p>	<p>A) Family features? B)Societal features?</p>	
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<p>2 Week</p>	<p>Communication technologies</p>	<p>1.Test no.1: Predisposition to conflict</p>	<p>*Communication skills development</p>
	<p>1.Communication skills 2.Model of communication (sender-receiver) 3.Axioms of communication 4. Communication barriers 5. Communication in pedagogy 6. Communication in social “unions”</p>	<p>2. Model of spiral convergence</p>	<p>*Deep insight in your own and other persons communication style</p>
<p>3 Week</p>	<p>V.O. Kliuchevskii (1841-1911) and his lectures about “Unions”</p>	<p>Written assignment: formulation of people’s mutual attitudes in aphorisms</p>	<p>Human coexistence – understanding of it</p>
<p>Василий Острович КЛЮЧЕВСКИЙ</p>	<p>Single action. Human unions Natural unions. Artificial unions. Difference between the natural and artificial unions. Communication in the human unions.</p>		

Example: aphorisms of Kliuchevcki	
1. Basic bio facts - books	
2.The most important events (today + internet)	





4 week	 <p>Thomas Jefferson</p>	<p>*T. Jefferson- (1743-1826) Philosopher, political figure, humanist, writer. **"Relay race"- J. Lock, T. Jefferson, H. Ford About human rights on live, privacy, life quality, happiness.</p>	<p>Project: "Who I am and what rights do I own"</p>	<p>*To study the nuances of the first declaration on human rights *To compose glossary</p>
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5 Week		<p>Basics of Humanistic Pedagogy of Shalva Amonashvili</p> <p>*Sukhomlinski and Amonashvili = correspondence *Smile to children *Children, lets learn how to fly * Amonashvili and the international house "School Busheti"</p>	<p>*200 volumes of Shalva Amonashvili Humanistic Pedagogy publishing house *Assay: comparison of pedagogical approaches</p>	<p>Introduction and participation in the Shalva Amonashvili Humanistic Pedagogy Centers' activities (more than 15)</p>
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6 Week	Ata Turk and New Turkish Educational Doctrine	*Choice and utilization of historical educational concepts in the contemporary pedagogy	Scientific conference
	<ul style="list-style-type: none"> *Objectives, principles, priorities * Pedagogical personnel, constant education *Education abroad * Child tourism and family participation * Establishment of neighborliness 		Joint lectures and conferences (Tbilisi, Gori, Trabzon, Vitan) 
Ata Turk 1881-1938			

The Embassy of Turkey invites every year 400 Georgian pupils to visit Turkey Starting from 2002 EFFE Beautiful Schools participate in the exchange programs



		<p style="text-align: center; font-size: 2em; font-weight: bold;">BS-I</p>		
Beautiful School-International			The Reinspiration of Education	


<p>7 Week</p>  <p>President of effe E. Fuchs together with the wife D. Brockhoff and other participants of the seminar in Buv nau</p>	<p>1.Dorothea Brockhoff started to work with the treatment Eurithmy program 2. Joint effe seminar on treatment Eurithmy</p>	<p>1.Inter-action of pedagogical cultures 2.German School Teacher</p> 
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<p>8 Week</p>	<p>Rudolf Steiner “Art of upbringing: method and didactics”</p>	<p>-Choice of the lessons - Comparative analysis</p>	<p>Preparing to the pedagogical practice</p>
	<p>School and teaching -Studying plan elaboration stages -Professional development: exams and professional orientation -Study plan according to the different disciplines</p>	<p>-Presentation on the flip chart</p>	


<p>9 Week</p>	<p>Person and theory of Carl Popper</p>
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	<ul style="list-style-type: none"> -Free Society Theory -Evolution Epistemology as a way to elaborate knowledge -критическое мышление 	Debates according to Popper; comparison of critical thinking and critical friends.	Aphorisms of Carl Popper
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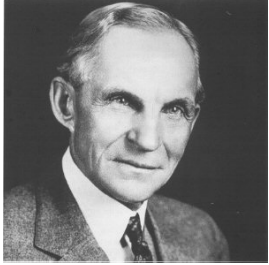

Sir Karl Popper (1902-1994)

10 Week	Inclusive education	Two written assignments: 1. Inclusive education (information about the university base) 2. What essay is 3. Test no. 2	1. To discuss inclusive education: opportunities given by it. 2. To understand activities directed on inclusive education.
	<ol style="list-style-type: none"> 1. Visiting "Lord of the World" in England 2. Interview with S. Hooking and discussion on inclusive education using concrete examples. 3. Cambridge and Oxford – the universities 4. Glossary 		

Стивен .Хоукинг 1942




11 Week	John and Eleanor Dui "Future Schools"	Assay: 12-years American school	To study the project method
	<ul style="list-style-type: none"> -Forgone experiment (Alabama) -Primary school of Prof. Miriam (Missouri, Columbia) -Public schools in Gary (Indiana) - Valentine schools as a social center 		

Defense of the project “Who am I and what kind of treasure do I have”

12 Week	Up bringing and education principles according to Henry Ford	*Henri Ford I William Benton *Moderation and presentation of topic	To show the role of social activists on the development of the society
	<ul style="list-style-type: none"> *Purity and order principle *Ethical principle *Planning of activities principle *Getting the life objective principle *Formation of “Myself” principle 		
		<p>Every business is an enlarged shadow of its author. Ford was always popular and stays in history as a talented engineer and organizer of the largest in the world enterprise. He had the same scale of success in the filed of education and social development</p>	

13 Week	F. Teregulov, V. Shtinberg “Third Millennium development – via crisis in pedagogy towards technologies”
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<p>14 Week</p>	<p>Christian Rittelmeyer «Architectonics of the school: how pupils are experiencing colors and shapes»</p>	<p>Creativity skills development</p>
	<ol style="list-style-type: none"> 1. Sensomotrics of perception of the building 2. Criteria of school building's attractiveness 3. "Language" of school building 4. OcoPeculiarities of the primary schools 	<p>Competition "Positive image of my school"</p> 
<p>Christian Rittelmeyer</p>		<p>International presentations</p> 

Buvenau: Germany, 2002



Armazi: Germany -
USA – Georgia
(meeting)



Armazi – 2006: Georgia -
Turkey

