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PHYSICAL EDUCATION FROM SAINT ANDREW'S PRAEPARANDUS TO FACULTIES OF TEACHER EDUCATION

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Abstract

In this paper, the author gives a historical overview of establishing Serbian teacher education schools in the former Habsburg monarchy. A lot of time had passed, along with a lot of effort invested by the prominent Serbs, from the first teacher courses to the forming of the first Serbian teacher education school called Praeperandia. In this paper, the following methods have been used: historical method, content analysis, and a descriptive method. Through the analysis of a plan and programme of the curriculum of Praeparandia, we could not find any forms of physical education. The first teacher education school, located in Kragujevac, was opened on January 27th 1871. In the curriculum of the three-year teacher education school, and in the second clause of article 11, it was written: 'There is a place for gymnastics with special props, as well.' In the further context of this paper, the author, having an insight into available literature and historical documents, gives an overview of physical education, also in pedagogical academies and teacher education schools afterwards. In accordance with the Bologna Declaration and actual reforms of the educational system in Serbia, in the paper the current state of studies research of physical education is presented and the guidelines for its better establishing are given.

Key words: physical education, transformation, Faculty of Teacher Education, Saint Andrew.

ФИЗИЧКО ВАСПИТАЊЕ ОД СЕНТ АНДРЕЈСКЕ ПРЕПРАНДИЈЕ ДО УЧИТЕЉСКИХ ФАКУЛТЕТА

Апстракт

Аутор у раду даје историјски преглед формирања учитељских школа код Срба у некадашњој Хабзбуршкој монархији. Од првих течајева за учитеље до формирања прве српске учитељске школе назване Препарандија прошло је доста времена уз доста мука истакнутих Срба. У раду су коришћене следеће методе: историјска метода, анализа садржаја и дескриптивна метода. Анализом плана и програмских садржаја у Препарандији још увек не срећемо никакве форме физичког

васпитања. Прва учитељска школа, са седиштем у Крагујевцу, отворена је 27. јануара 1871. године. У Плану и програму трогодишње учитељске школе, а у другом ставу члана 11 стоји: „Исто тако постоји место за гимнастику с потребним справама”. Аутор у даљем контексту рада увидом у расположиву литературу и историјска документа, даје преглед физичког васпитања, касније и на педагошким академијама и учитељским школама. У складу са Болоњском декларацијом и актуелном реформом школства у Србији у раду се види тренутно стање студијског проучавања физичког васпитања и дају се даље смернице за његово боље утемељење.

Кључне речи: физичко васпитање, трансформација, Учитељски факултет, Сент Андреја

INTRODUCTION

The beginning of the education of teachers in Serbia is linked with the general political climate of the eighteenth century in that part of Europe, and with the overall conditions of school system in the Habsburg state. Serbian teacher school system occurred institutionally, i.e. with the appearance of civic society and civic culture, speaking in modern terms. Taking into account that at that time, without its own statehood, apart from the small and tribal Montenegro, Serbian people, in the chaos of migrations all over Europe, were constantly under foreign rule, exposed to pressures of foreign reign and authority, foreign cultures and foreign religions. Truth be told, those pressures were not equal on these territories of ours, but however, no matter the certain differences, negative consequences were constant. Serbian people, under the Ottoman Empire, struggled for their very existence, in the deepest meaning of this word, so the call of a teacher, in the professional sense, could not be found on these territories. Nonetheless, under the Austro-Hungarian rule, the Serbs, since representing a significant military factor in defending the eastern borders of the empire, acquired religious and church autonomy, and in those circumstances they could have developed an institution of the teacher education school system and take care of this profession.

Idea of a university education of teachers, among Serbian people dates back from the eighteenth and the beginning of the nineteenth century (Bakić, 1962). Since that period, the idea is constantly present among teachers, with a desire to come into life as soon as possible. The idea mostly occurred among the teachers themselves, but also Serbian leaders and prominent Serbs. In a year 1932, this idea, clearly articulated, can be found in the magazine ‘Teacher’, where the following was postulated: university education of teachers – condition of a nation’s progress. The idea smoldered for a while, sometimes rekindled, and on its First congress (Belgrade, 1984) and the Second congress (Belgrade, 1987) Serbian teachers turned it into action.

However, clear and categorical demands were put before the Government of the Republic of Serbia, from January Conference (Belgrade, 1993) that their idea, that exists for more than a century, is to be put into realization. On that occasion, a very ambitious slogan was adopted: **Teacher – an elite profession**. This attitude, seemingly historical, has a realistic basis, which is built upon and lays the foundation in the consciousness of one nation, and is not some romantic exaltation, but a result of realistic educative demands, brought by pupils, parents, citizens, scientific-technologic development and a profound social transformation.

Genesis and reform of school system in Habsburg state had been very long. During that process, of most importance for us were significant attempts of the reform of school system intended for large numbers of the society members. For such purposes, *General school statute* had been made – a law signed by the empress on December 6th 1774 (Kostić, S. 1978). By that law, mandatory primary schooling was introduced; each parish was obliged to have a primary school, of which the **municipality**, i.e. the **state** took care, and teachers ceased to depend from the church and became **state** clerks.

What is of utmost importance for us in all of this, is that for the first time it is unambiguously pointed out that the profession of a teacher can be done by only the qualified people, which indicates the state of the of the teacher staff until then.

General school statute influenced the issuing of a number of other normative acts, so on November 2nd 1776 a **school constitution** was brought, named ‘Schulsystem’ in the parallel German text. By the *school constitution* teachers were obliged to work in accordance with the determined plan and programme and by the textbooks. In the period during the eighteenth century, Karlovac metropolis was a center of spiritual and cultural life of all the Serbs living on the territory of Habsburg monarchy.

Thus, in the closest cooperation and under indirect command of Belgrade-Karlovac metropolitan Vikentije Jovanović (-1737), a core consisting of prominent Serbs was assembled, previously educated in Vienna, in order to carry on the reforms in Serbian primary schools. In those historical moments there were not yet indications of organized physical exercise, and physical training-exercise was only in the domain of folk tradition.

In Vienna, from November 1st 1776 to April 14th 1777, Avram Mrazović from Sombor, a man incredibly hard-working and of incredible spiritual strength, was regularly ‘attending public lectures of grammar and orthography’, and afterwards, in the following six months, a course for principals (Momčilović, Z. 2006: 56).

After finishing the *normal* course, and passing of *Ratio educationis*, school law, it can be with certainty concluded that the pioneer steps in the education of Serbian teachers have commenced. First course for teachers

started on July 14th 1777, with 17 participants – listeners (Momčilović, Z. 2006, p. 57). According to the valid above mentioned law (*Ratio educationis*) it was allowed for Serbs to organize *town* or *main* schools, but they could not be *normal* schools. Town schools were two-class schools, and from 1784 they became three-class schools. Addressing the governorship, the highest level of state authority, on November 10th 1786, due to repealing of the third class by Sombor magistracy, Mrazović, with large dissatisfaction and indignation, wrote: ‘Magistracy has no general idea about the third class of a really organized town school; where subjects that are quite required in life, and even necessary to town, clergy as well as folk’s children, were being lectured, such as: advanced German language, teaching of virtue, Christian science, Biblical history, advanced arithmetic, instructions for written essays, and even geometry that would be lectured if magistracy had not cancelled such class.’(Momčilović, Z. 2006, p. 57). With this explanation, of great value for us nowadays, Mrazović added that there ‘...every year a significant number of praeparandus is being taught.’

In this two-class teacher education school central subject was **methodology**, according to the Felbiger – Janković handbook; at the same time that **book represents our first pedagogy textbook**, and today is a rarity. German title of this book is: *Notwendiges Handbuch für Schulmeister der illyrichennichtunirten Trivijal-Schulen in der Keniglichen Erblanden* (Momcilovic, Z. 2006, p. 57).

As can be concluded from the above exposed, unfortunately here still we cannot talk about any forms of methodology of physical education, or any forms of classical physical education in the education of Serbian teachers.

METHODS OF THE PAPER

In the paper the following methods have been used:

1. Historical method [is the pillar of this study. The understanding of education and educational practices is given by this method. In this study, historical syntheses that require skill, ability and imagination of researchers are very important (Savićević, M. D. 1996, p. 235).]
2. Content analysis [is a method of describing the contents of archives in all phases of this research. In particular, this method examines what the programme is and what is its content (Savićević, M. D. 1996, p. 317).]
3. Descriptive [method allowed us to explore the educational problems. By this method, the essence and describing educational phenomena are touched.]

BACKGROUND RESEARCH

With studious insight into background work (Botis, T. (1922:16 *Istoria scoale i normale (Preparandiei) si a Institutulni Teologieortodox-roman din Arad*, Arad) and literature, we can conclude that, apart from insufficient plans and programmes mostly exposed in monographs: Group of authors (1978): *200 godina obrazovanja učitelja u Somboru/ 200 years of teacher education in Sombor 1778-1978*, Group of authors, (1990): *Učiteljska škola i Pedagoška akademija u Negotinu/ Teacher education school and Pedagogical academy in Negotin 1910-1990*, *Učiteljska škola Beograda za prvih 25 godina života / Teacher education school in Belgrade in the first 25 years*, S. K. Kostić (1978): *Počeci obrazovanja učitelja na normalnim tečajevima u Somboru 1778-1811./ The beginnings of education of teachers in Sombor, on normal courses 1778-1811*, none dealt studiously, in the historical continuity, with the issue of physical education.

In the doctoral thesis *Vrednosne orijentacije, interesovanja i angažovanje studenata učiteljskih fakulteta Srbije u nastavi fizičkog vaspitanja / Value orientations, interests and engagement of student of teacher education faculties in Serbia in the physical education curriculum* we exposed how a systematical and continuous education of teachers in Serbia was created. We also dealt with the evolution of the idea of teacher profession, starting from the establishing of teacher education schools and pedagogical faculties. Of our special interest were the curriculums of physical education.

Of great significance for this paper are also the documents: *Official Gazette of the Republic of Serbia, no. 49/193, Education Gazette, no. 5/1995, Official Gazette of the Republic of Serbia, no. 49/193, Law on foundation of teacher education faculties and on repeal and change of activity of pedagogy universities and higher education schools, Official Gazette of the Republic of Serbia, no. 3, 4/91 and no.5/95, Belgrade.*

However, we can point out that in none of the studious and didactic-methodical analyses of physical education curriculum, its significance for the young and a professional education of future teachers, did we find a studious scientific and professional vocational research.

FOUNDATION OF SAINT ANDREW'S PRAEPARANDIA

The beginning of the nineteenth century is characteristic for the striving of Austro-Hungarian monarchy towards capitalist economy, and the civil society was already growing stronger. All of this had caused qualitative changes in the material basis, and surely in the ideological superstructure. Socio-political, as well as economic currents caused the reform of the political system that affected Serbs in Vojvodina. As a result of the historical events, there occurred a need for Serbian nation to start a widespread action of national enlightenment and national awakening, and

first institutions for education of Serbian teachers started developing. It originally commenced with three-month courses, followed by fifteen-month and two-year 'Royal paedagogium of Illyrian people', 'Royal pedagogical Serbian institute', three and four year praeparandia and five-year teacher school, than the pedagogical academies, up to today's teacher education and pedagogical faculties.

In the beginning of the nineteenth century, the opportunities were met that finally Austro-Hungarian Serbs have reformed schools. On the request of prominent Serbs, especially Uroš Nestorović, on September 17th 1812, a plan on establishing a praeparandia was adopted and it was legitimate by law. All the preparations had been done, and on Sunday, November 3rd (15th – old calendar) 1812, with a solemn ceremony, a first teacher education school in Saint Andrew was opened. Only the candidates who were Austro-Hungarian citizens, of good moral and physically healthy, who finished some of the existing general education schools would be accepted to this school. Of all the subjects, however, the biggest attention was paid to the **pedagogy** and **methodology** teaching. In charge of Praeparandia was the teacher's council (*Consessuslitterarius*) that managed all the school's affairs.

The decision on the relocation of Saint Andrew Praeparandia was brought upon by Uroš Nestorović, after the same decision had been accepted by the Viennese court. Official opening of Sombor Praeparandia was performed on November 3rd (15th – old calendar) 1816, followed by a great celebration. Directing of the Sombor Praeparandia was entrusted to the school Council (*Concentratio litteraria*). To the school – Praeparandia a boarding school – Convictorium was attached. School library in Praeparandia was established a couple of months after the relocation of this school from Saint Andrew to Sombor. Praeparandia was having an important part in the minds of Hungarian Serbs, and was a powerful factor of national consciousness and the development of civil class.

After analyzing the oldest preserved plan and programme, we see that there are 11 (eleven) subjects studied. The oldest preserved curriculum from this period is in a document titled *Entwurf für die Einrichtung des k. k. Serbischen Pädagogischen Institutes zu Sombor* (Momčilović, Z. 2006, p. 59). Unfortunately, physical education was not part of the school plan and programme in any single form, i.e. neither as methodology of physical education curriculum, nor a physical education as a subject course.

PHYSICAL EDUCATION IN TEACHER EDUCATION SCHOOLS IN XIX AND XX CENTURY

The history of teacher education schools has been very long and interesting, and any dealing with this subject in detail would remove us from the main topic. Physical education, similar to the teacher education schools, had its specific development over the centuries, and it was

conditioned by the development of society. Physical education, as planned and systematic activity, offers to an individual a physical training as beneficial ‘nourishment’ to his body. All the advanced people in Serbia began thinking about this truth as an inexhaustible need, since they more and more accepted the idea of J.A. Komenski, a prominent pedagogue, who saw a possibility of biological and pedagogical tasks of upbringing in the physical exercise (Živković, N. and Živković, I. 1997: 128).

Political currents in Serbia in the nineteenth century were very complex and difficult. As a process socially conditioned, physical education cannot be observed outside of human society or out of the context of time and civilizations where it develops. Nevertheless, also in Serbia great changes occurred, and there was an unstoppable inflow of ideas of J.J Rousseau, Pestalozzi Felenberg, Bezedev, whose practical works greatly contributed to the development of physical education.

The complexity of situation in Serbia brought upon an increased necessity for advancing of elementary education, and therefore for thorough education of teachers. At a time, Serbia did not have professionally qualified people that would be teachers. Thus, the Great National Assembly, on session in Kragujevac, had bought a decision on adopting a **Law on Organization of Teacher Education Schools**. The Governorship confirmed this law on October 5th 1870 (Miodragović, J. 1896: 4–52).

First teacher education school, located in Kragujevac, was opened on January 27th 1871. Public ceremony of opening was led by former Minister of Education and church Dimitrije Matić.

Mentioned law was regulating the plan and programme (Group of authors, 1983: 27) of three-year teacher education school and in the second clause of article 11 was written: ‘There is a place for gymnastics with special props, as well.’(Group of authors, p. 13)

In the curriculum, gymnastics was regulated in the following way:

In first and second grade there were 3 (three) lectures, in the third 2 (two), with total of 8 (eight) lectures per week.

Content of the curriculum was:

- a) Simple and complex free movement,
- b) Movement in the array,
- c) Military exercises,
- d) Exercising using props and games, and
- e) Exercises in teaching gymnastics to elementary school pupils.

Having an insight into the curriculums, we notice that physical exercise was present under different names: gymnastics, bodily training, military exercise and gymnastics.

*PHYSICAL EDUCATION ON NEWLY ESTABLISHED FACULTIES
OF TEACHER EDUCATION*

Continuity of the idea and striving towards university education of teachers had been long, but despite being progressive, it could not be realized due to unfavorable social conditions. Significant social reforms occurred, which caused great changes in the primary schooling and education. In such manner, a necessity for education of teachers on higher level was imposed.

The key point was the reform of a school system in 1958, since in the Proposition of Education System it was proposed to establish pedagogical academies as unique schools, in the duration of three years.

All the republics that then constituted Yugoslavia established pedagogical academies for education of teachers for primary schools. There, future teachers prepared and qualified for classroom teaching. Teacher education schools educated teachers on the level of medium expertise of vocational education.

The necessity for establishing was more and more notable. Finally, the Assembly of the Socialist Republic of Serbia on March 3rd 1971 brought a Law on Pedagogical Academies. In this part, of particular interest is the structure of the curricular plans and programmes of the newly founded pedagogical academies.

In 1979, with a change and amendment of the Law on pedagogical academies, pedagogical academies became schools with four-year schooling of teachers for that profession. In fact, first two years have been eliminated, and academies still had two levels of schooling, preparatory and graduate, which last for two years each. Preparatory level enrolled pupils with finished common fundamentals of secondary vocational education.

In a curriculum, brought by the Educational Council of the Federal Republic of Serbia, there is a part that refers to the physical education: On the preparatory level during the first year there were three lectures a week, on the second and the third three lectures as well, while on the fourth there were two lectures a week. What is of special significance for the physical education curriculum for the pupils of preparatory level of pedagogical academies during their schooling, is that there were mandatory thirty lectures of skiing and thirty lectures of swimming.

The graduate level of the curriculum, which is related to physical education, i.e. methodology of physical education curriculum, contained: two lectures in the first semester, and two in the second as well. Pedagogical practice on the level of studies was mandatory for all the students in 2nd, 3rd and 4th semester, in duration of one and two weeks. The curriculum of the Common Fundamentals of Secondary Vocational Education was brought on May 1977.

Observing the institutional education of teachers, three important dates are noticed. First was on January 1871, when the first Teacher education school started its work, first located in the city of Kragujevac, and then, six years later, in 1878, it was moved to Belgrade.

It can be seen that institutional education in Serbia dates back from an earlier period. First Serbian teacher education school was founded in 1812 in Saint Andrew, which was in 1816 moved to Sombor. Second important date is September 1972, when pedagogical academies started in Serbia. Pedagogical academies existed for twenty years. To be more precise, on proposal from the Republic Secretary for Education, Science and Physical Exercise, at the beginning of 1989, an experts' group was formed that had a task to make a curriculum plan for the future teacher education faculties.

The third, historical date for the education of teachers was July 1st 1993, when the Assembly of the Republic of Serbia adopted a Law on Teacher Education Faculties.

Observing the curriculum of the teacher education faculties we can notice that physical education is not present until the 5th semester, as a methodology of physical education curriculum with one theoretical lecture per week. In the 6th, 7th and 8th semester, a methodology of physical education curriculum is also present, however, along with theoretical lectures there are also lectures predicted for practical part, 1+1 lecture a week in the 6th and 7th semester, and 1+2 lectures a week in the 8th semester.

During the third year, from elective courses there are swimming and skiing. In the third semester, in physical education curriculum was practicum with 0+2 lectures a week. Practical work of the students was performed in the following way: one week in the second semester with a number of 25 lectures, one week in the fourth semester with a number of 25 lectures, two weeks in the fifth semester with a number of 50 lectures, two weeks in the seventh semester with a number of 100 lectures. From the extracurricular activities there were sports sections, 60 lectures for each of the activities.

Examining the study programmes for teachers and tutors, we can see that physical education is, in various types, present on basic academic studies. During the first year, there are elective courses Children's sport and Corrective gymnastics. During the second year, there is a theoretical course Fundamentals of physical education. During the third year, a matter of studying is a Methodology of physical education curriculum, and during the fourth, is a Methodological practicum of physical education.

CONCLUSION

It has been a long and thorny path to the constitution of schools for Serbian people. A process of establishing of teacher education schools was happening under very complex conditions. However, from the very beginning there was a strong and permanent idea and necessity for academic education of teachers. By establishing teacher education faculties, conditions were fulfilled for the academic education of teachers and tutors.

Today, after two decades of work of teacher education faculties, the education of teachers in Serbia is performed on teacher education and

pedagogical faculties. With Bologna process and reform of an educational system which is currently ongoing, teachers today can be professionally and scientifically educated on three levels of studies: a) On basic academic studies, b) On master academic studies and c) On doctoral studies.

Study programmes give slight guidance into the field of physical education. In fact, teachers and tutors can perform the methodology of physical education curriculum, ending with master studies. The programmes for professional and scientific education on doctoral studies have not been accredited yet. In the period ahead, further higher education and academic education of teachers, on which we are obliged through the Bologna process, will be performed on pedagogical faculties, whose establishing in Serbia has not completely been performed and finished.

What is very significant is that with an insight and analysis of the course curriculums contents and legislative acts we came into realization that neither classic physical exercises, nor any other forms of practical bodily training, are performed on any course curriculums on teacher education and pedagogical faculties. Furthermore, we can conclude that also the forms of extracurricular activities, regarding the performing of recreational classes or various forms of activities in school sports associations or sport clubs have not been performed.

It has been more than two decades of continuous academic education of teachers in Serbia, therefore, such a time distance and dynamics of social climate and changes, give us right that we can have some recommendations for the promotion of physical education on the teacher education and pedagogical faculties in Serbia. Recommendations can be understood as one hypothetical model, by the means of Bologna process, but not only as such, since Bologna process and thematic areas of physical education (Momčilović, Z. 2006: 26), are obliging us to it, as recommendations for eventual research that is yet to happen.

As a basis for further scientific research, we propose to:

1. Accurately define curricular and extracurricular activities regarding physical education and sport, for students of teacher education and pedagogical faculties in the Republic of Serbia,
2. Provide, by means of state legislation, appropriate forms of physical training for student on all levels of studying, like: students' recreation, organization of students' sports associations and enrolling of students in their work,
3. Enroll the students into sports clubs,
4. Organize student leagues on the university level,
5. Introduce School in nature as a sort of practical lectures, and in the curriculum especially connect physical training of students with outdoor activities,
6. Provide expert training of students, during their studies, in skiing and swimming, with special attention on the training of non-swimmers.

The dynamics of the started reforms certainly take its course, and it greatly depends on all the participants who in some manner direct the reforms of teacher education faculties in the Republic of Serbia, but from the society itself as well. What cannot be neglected at any moment in the creation of future physical education course curriculums and group of subjects that in a wider sense deal with physical training-exercise, are the needs of young people, in this case the students, future teachers. They, as creators of one designed and planned process, which starts in pre-school and with pupils of classroom teaching, should achieve their maximum during their studying, under patronage of faculties and universities.

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ФИЗИЧКО ВАСПИТАЊЕ ОД СЕНТ АНДРЕЈСКЕ ПРЕПАРАНДИЈЕ ДО УЧИТЕЉСКИХ ФАКУЛТЕТА

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Резиме

Аутор у раду даје историјски преглед формирања учитељских школа код Срба у некадашњој Хабзбуршкој монархији. Од првих течајева за учитеље до формирања прве српске учитељске школе назване Препарандија прошло је доста времена уз доста мука истакнутих Срба. У раду су коришћене следеће методе: историјска метода, анализа садржаја и дескриптивна метода. Анализом плана и програмских садржаја у Препарандији још увек не срећемо никакве форме физичког васпитања. Прва учитељска школа, са седиштем у Крагујевцу, отворена је 27. јануара 1871. године. У Плану и програму трогодишње учитељске школе, а у другом ставу члана 11 стоји: „Исто тако постоји место за гимнастику с потребним справама”. Аутор у даљем контексту рада увидом у расположиву литературу и историјска документа, даје преглед физичког васпитања, касније и на педагошким академијама и учитељским школама. У складу са Болоњском декларацијом и актуелном реформом школства у Србији, у раду се види тренутно стање студијског проучавања физичког васпитања и дају се даље смернице за његово боље утемељење.

Данас, после две деценије рада учитељских факултета, образовање учитеља у Србији одвија се на учитељским и педагошким факултетима. Болоњским процесом и реформама образовног система које су на делу данас се учитељи могу стручно и научно оспособљавати на три нивоа студија, и то на: а) основним академским студијама, б) мастер академским студијама и в) докторским студијама.

Динамика започетих реформи неминовно се одвија, она умногоме зависи од свих субјеката који на неки начин усмеравају реформе учитељских факултеа у Републици Србији, али и од шире друштвене заједнице. Оно што ниједног тренутка не смемо запоставити у осмишљавању будућих програмских садржаја из физичког васпитања и групе предмета која се у ширем смислу бави телесним кретањем вежбањем – јесу потребе младих људи у овом случају студената, будућих учитеља. Они као творци једног осмишљеног и планског процеса који започиње у предшколским установама и са ученицима разредне наставе треба да добије круну током студирања, и то под окриљем факултета и универзитета.