

BASIC COMPETENCE OF INDIVIDUALISATION AS A CHALLENGE OF THE NEW LITHUANIAN PRESCHOOL AND PRE-PRIMARY TEACHER TRAINING STANDARD (2008)

Vitalija Gražienė, Vilnius College in Higher Education

Annotation

There is the development of the content of Preschool and pre-primary teacher training standards (2001, 2008) analysed and new qualitative changes focused – the focus on the practical skills of the teacher to research and understand needs of children, focus on the practical skills of modeling curriculum of education and skills to reflect and interpret pedagogical reality.

Basing on the analysis of the context of intensive economical and socio – cultural changes and the data obtained during the research, provided at the process of the creation of Preschool and pre-primary teacher training Standard (further in the text – Standard), also on the analysis of data from labour market, analysis of the laws and other regulating documents of preschool and pre-primary education, analysis of local and international research reports, reports of assessment of the study programs, analysis of the experience of the implementation and monitoring of the standard (2001), the hypothesis is formulated: the requirements for teacher training, formulated in the Standard, are actual, modern and updated and between the tendencies of modern teacher training and their application in the pedagogical practice there is a gap, which can be diminished if the new Standard would be animated. The conclusion is made that the new Standard do not reject the ideas of the former one, but naturally continues its ideas, based on the “Concept of Lithuanian kindergarten education” and also supports development of ideas, actual for Lithuanian educational system.

Key words: teacher training, fields/areas of activity, professional competences, evaluation of competences, concept of a child, culture of a child.

Actuality of the problem

Quality of the Standard of Preschool and pre-primary teacher training depends on numerous external and internal factors. Today is obvious: „changes of economic, cultural, social life in the country and impact of globalisation, sustainable development, expansion of informational technologies, also shift in the system of values implies educational community to suite its objectives very carefully with the needs of children, their families, community and the state“ [23, p.7]. Such factors are: ongoing reform of teacher training with the probated „Concept of Teacher Training“ (2004) [24] and „State program for the development of teacher training and in – service training system“ (2006) [33], research is provided and the situation of teacher training is assessed in the context of European policy of education [15,19]. Research of methodological and systemical features and problems of study programs [16] showed too narrow spectrum of the roles of the teacher and narrow context of activity fields of the teacher; students are not motivated enough – only 1/5 university sector and 1/3 college sector graduates declare strong will to work as teachers; 1/4 students revealed during practise periods at schools that their expectations are different from reality; the competence of graduates is not high enough and is knowledge oriented; students are doubting their knowledge in didactics and think they are not enough prepared for the job; study programs lack broader context, also local and international; there is a lack of variety of study methods used; the role of the teacher trainer is overestimated. It is noted, that such practical skills should be

improved – individualisation of teaching/learning process, work with children with special needs and interdisciplinary integration of subjects, etc.[33]. In the „Concept of Teacher Training“ (2004) [24] there is defined the main criterion for the evaluation of the quality of teacher training – it should be oriented towards practical skills, vitable for teacher’s profession. This criterion overlaps with the goal of the Strategy of sustainable development – to train competences, leading to the practical activity of a person – and helps to direct the Standard the right way.

There is dicussed in the article, how the Standard of Preschool and pre-primary teacher training reflects general challenges and how these challenges are animated in the Standard; what is the main methodological trend of it.

While the Standard is relatively new (2008), the more vivid scientific and also practical reflection of it is not done yet. The Standard was presented and reviewed during conferences: „Development of national system of Professional standards“(2008), „Aspects of college level preschool and pre-primary teacher training“ (Kaunas College, 2008), „World for the child“ (Vilnius Pedagogical university, 2008). In the future it is worth to analyse the balance between the Standard and „The strategy of evaluation of the competences of preschool and pre-primary teacher“[10].

Object of the research: the development of the content of Preschool and pre-primary teacher training standards (2001, 2008)

Goal of the reserch: to analyse preconditions and qualitative changes of the development of the content of Preschool and pre-primary teacher training standards.

Objectives of the reserch:

- to evaluate the context of economical and socio – cultural factors, influencing development of the changes in fields/areas of activity and professional competences of the kindergarten and pre-primary group teacher;
- to review fields/areas of activity and professional competences of the kindergarten and pre-primary group teacher;
- to review and analyse new study program objectives, that suits fields/areas of activity and professional competences of the kindergarten and pre-primary group teacher;
- to reflect upon Standard at the issue of methodological continuation.

Hypothesis: the requirements for teacher training, formulated in the Standard, are actual, modern and updated and between the tendencies of modern teacher training and their application in the pedagogical practice there is a gap, which can be diminished if the new Standard would be animated.

Methodology of th reserch: qualitative analysis

Methods of the research: analysis of qauantitative research data, content analysis, comparative analysis

The methodological direction of the Standard is defined by large and progressive experience of this stage of educational system of the country - the concept of child as active creator of his knowledge, identity and culture and the role of impact of external factors is diminishing – is declared in all documents, dealing with strategical development of the field (concepts, curriculums, guidelines, laws, etc.) In this point of view Standard is logical continuation and of existing methodological basement, but it gives very clear and focuss (or mail stones) to the most important issues of the field, too.

Direction of the Standard was influenced by the changes of child concept and his education. Ideas of constructivism, declaring capacity and the right of the child to develop himself, is penetrating into pedagogical practise and into the system of teacher training [3, 4, 5, 31, 8, p.48]. Because of this the understanding of curriculum is changing – expanding; teaching/learning content is not understood just as scope of teaching objects any more; the focus on knowledge aquisition as the main objective of education is vanishing. Curriculum is developing to more universal, more oriented towards the needs of children; the importance of individual experience and it's connections with peculiarities of concrete socio - cultural environment notion [12, 13, p. 30-47; 14, 31].

Paradigm of theory and practise in teacher training is changing, too. Theories are valued not for their authority but for being sensitive for the experience and needs of practise [31]. It is more clear, that „universal theories without direct guidelines towards time and space can not explain development of a child“ [3, p.184]. The idea, that theory gives only one from a lot of possible explanations about the developmental process, is expanding. The most informative material for the planning and assessing progress of a child is empirical one [3, p.184-185; 19, p.5].

Analysis of data from labour market, analysis of the laws and other regulating documents of preschool and pre-primary education, analysis of local and international research reports, reports of assessment of the study programs, analysis of the experience of the implementation and monitoring of the standard (2001), expert evaluations, data from research influenced methodological direction of the Standard.

On the way of creation of the Standard of preschool and pre-primary teacher training (2008) in the frames of the Project of the development of national system of professional training standards (BPD2004-ESF-2.4.0-01-04/0156), research in the form of screening was made in 8 preschool institutions (leaders, pedagogues and parents – in general 87 respondents from Marijampolė: „Žiburėlis“, „Šaltinėlis“, „Rūta“, „Vaivorykštė“ and Vilnius: „Strazdelis“, „Vaduva“, „Vėrinėlis“, „Aitvaras“– answered questions.). Jų atsakymai, pastabos ir pasiūlymai yra apibendrinti ir panaudoti rengiant šį standartą. Basing on the data revealing opinion of respondents about fields/areas of activity, that suits modern professional requirements for kindergarten and pre-primary teacher; opinion of respondents about Professional competences, that suits modern professional requirements for kindergarten and pre-primary teacher; opinion of respondents about general competences, that suits modern professional requirements for kindergarten and pre-primary teacher, conclusions are made.

Fields/areas of activity	1	2	3	4	5
1. Understanding of child's needs and child care	2	2	5	7	71
2. Management of educational process	2	2	10	30	43
3. Management of other issues, influencing educational process		4	5	33	45
4. Providing educational services for the child and family	1	6	4	24	52
5. Self – development			5	9	73
Other suggested fields/areas of activity					

Table 1

***Opinion of respondents about fields/areas of activity, that suits modern professional requirements for kindergarten and pre-primary teacher.
Scale of evaluation: 1 (not important) iki 5 (very important)***

In the opinion of leaders, teachers and parents, the main activity fields/areas of kindergarten teacher are: understanding of child's needs and child care and self-development. Management of

educational process, management of other issues, influencing educational process, providing educational services for the child and family are not treated as the main ones.

Profesinés kompetencijos	1	2	3	4	5
1. To know features of child development	1	1	6	17	62
2. To research and manage strategies of serving the main needs of a child			8	31	48
3. To take care about child's health and foster it				13	73
4. To get skilled in management of pedagogical process	1		6	26	54
5. To create environment, positive for the development of child's physical and spiritual powers and stimulating them		1	4	23	59
6. To know principles of pedagogical interaction and be able to optimise it	1	1	9	37	39
7. To create conditions for bringing-up general human values and the fundamentals of national culture and to develop them	1	3		35	48
8. To manage interaction with family		3	2	29	53
9. Communicate and cooperate with colleagues, community members and other institutions, involved into early childhood education		7	20	32	28
10. To get acquainted with features of management of institution and rules of regulation of it	1	3	13	27	31
11. To have skills of team work	1	3	8	21	54
12. Research and analyse problematic situations, to provide educational help for children and families			6	30	51
13. To take care about self-development	1	1		12	73
14. To be able to develop creatively reacting to modern challenges and to take active part in these changes		2	2	18	65
Please suggest other competences To be skilled in individualization of education of children with special needs					2

Table 2

***Opinion of respondents about Professional competences, that suits modern professional requirements for kindergarten and pre-primary teacher.
Scale of evaluation: 1 (not important) iki 5 (very important)***

Competences: to know features of child development, to take care about child's health and foster it, to take care about self-development, to be able to develop creatively reacting to modern challenges and to take active part in these changes are on the top of the list and treated as the most appropriate competences, needed for the modern early childhood educator.

Respondents named the least appropriate competences, needed for the modern early childhood educator: communicate and cooperate with colleagues, community members and other institutions, involved into early childhood education and to get acquainted with features of management of institution and rules of regulation of it.

General competences	1	2	3	4	5
Analytic thinking	1	1	14	37	31
Systemic thinking	2		6	35	44
Critical thinking	1	5	9	31	35
Creativity			2	11	74
Problem solving			2	12	73
Ability to search various ways of problem solving		2	7	28	67
Coordination	1	1	12	39	34

Speed of reaction	3	3	8	32	41
Concentration	3	4	12	32	36
Preciseness	4	4	12	27	40
Orientation towards quality	1	1	3	25	57
Honour			1	10	76
Responsibility			1	6	80
Being neat	1		6	18	62
Inovativeness		1	7	26	53
Independence			3	23	61
Self-critique		2	6	26	53
Relience	1	2	4	21	59
Optimism			6	27	54
Communicativeness		1	2	11	73
Tolerance		1		15	71
Partnership		1	2	35	55
Delicateness		1	1	24	60
Openness		2	3	7	75

Table 3

***Opinion of respondents about general competences, that suits modern professional requirements for kindergarten and pre-primary teacher.
Scale of evaluation: 1 (not important) iki 5 (very important)***

The most important aspects of general competences of the teacher in the opinion of leaders, pedagogues and parents are: creativity, honour, responsibility, communicability, tolerance, openness and capacity to solve problems.

In general research revealed very up-to-date and modern approach of leaders, pedagogues and parents to the requirements for pedagogues. Most of respondents value capacity for life long learning, also self-developmental challenge; respondents think, that it is important to be able to develop creatively reacting to modern challenges and to take active part in these changes; to know features of child development, to take care about child's health and foster it. The last two competences are supported by other suggestions of respondents – they proposed such extra specializations for kindergarten teachers: Kindergarten-aged children psychology (24) (others: Art education -18; Health -16; Social pedagogics – 11; Pedagogics for children with special needs -11).

On the other hand, research revealed not mature and modern enough understanding of competences of the teacher. Analytic, systemic and critical thinking is not treated as one of the main general competence; there is no stress on the value of independency of the teacher. The picture of very motivated and nice person appears, but it lacks such features, as desire, optimism and independence. Unfortunately, respondents do not value as the very important such issues, as „to get skilled in management of pedagogical process“, „to manage other issues, influencing educational process“, „to provide educational services for the child and family“.

In the frames of the international Project „Teachers in Practice and Process“ (TIPP Nr.134222-LLP-1-DE COMENIUS-CMP) research for the screening of attitudes, knowledge and notions of student teachers and young teachers towards their general and professional skills, affecting individualized approach in educational process was provided (2007-2008). Research, done by the working group of Vilnius College on TIPP Project (Elida Aršavskienė, Rima Bačiulytė, Stefanija Filipovič, Vitalija Gražienė, Dalia Kulytė, Marija Mikelionienė, Kazė Verbickienė) showed that information or knowledge obtained about the ways of differentiation of pedagogical process is not the same as a capacity to use that information. At the whole data of the research shows some disbelief of young teachers in their might. More attention should be paid into such areas of teacher training sector: skills of self-analysis of behavior; skills of knowledge delivering; organizational skills; skills to

teach the essence of the topic; skills to teach the same topic in different ways; skill of the implementation of ideas; facing and solving conflicts; working in team and motivating children for participation and work. (TIPP Project interim report (coordinator Bernd Trenner).

Pre-school and pre-primary teacher training and also primary teacher training study programs need to be revised searching for sustainability of main curriculum and curriculums of practice periods, because there are a lot and well managed assignments for students regarding individualization, and separate study subjects do not lead and guide students to this final phase.

Study program for the training of pre-school and pre-primary education teachers should be revised and marched to the requirements of the new pre-school and pre-primary teacher training standard and **new study objectives** [11]: to analyze descriptors of child culture; to be able observe and notice individual needs of different groups: children with different learning styles, with different special needs (and gifted children), children with different social, cultural, religious, language background, etc. and have skills of their fulfilling; to create equal opportunities for all children; to be able to balance interests of group of children and individual child; to model or create curriculum suited to the needs of children and their learning styles.

Results of both research enclosed existing problems of the implementation of the principle of individualization in teacher training sector and in educational institutions, too.

Thus defining activity fields/areas of pre-school and pre-primary teacher, the **ability to notice needs of each child and ability to individualize teaching/learning** is treated as the main one, being a basement for other two fields/areas of activity: **curriculum design and development of professional competence**. In other words, the ability to see and recognize needs of each child and serve them is vital precondition for successful achievement of other objectives, like: purposefully individualize and integrate teaching/learning curriculum; plan, manage, assess, reflect and document activity of children during interactive pedagogical process; create environment, that fosters physical and spiritual powers of children; involve family into active meaningful interaction.

In the second activity field/area, named as **curriculum design**, there are visible changes. There is a shift in the understanding of adult – child interaction. In the previous standard it was enough for the graduate teacher to be able to analyze, assess, **make influence** on that interaction and predict perspectives of it, today the bigger focus is given to the **interactive profile** of the relations between adult and child. There are new study objectives formulated: to be able to create conditions for the dissemination of active, independent and various potential of a child; to get skilled in the teaching/learning methods, making guarantee for natural and spontaneous activity of a child.

Due to the need to implement ideas of the reform of kindergarten education, in the first standard there was underlined the objective to teach student teachers to model curriculum – content and methods of bringing – up. Wide context of new challenges defined beginning of the **new concept of “modeling”** in the Standard, when reproduction of materials, produced by others, method, used by others is not enough. The dimension of “creativity” appears, and it is animated in such teacher training objectives: to get skilled in curriculum (content and methods) modeling and creation; to get skilled in reflection, interpretation and adaptation of theoretic knowledge and practical experience.

It is positive, that **criteria** for the assessment of the skills of curriculum modeling are very concrete in the Standard: student teachers has to be skilled in planning, managing, assessing, reflecting and documenting activity of children during interactive pedagogical process; to be able produce an individual plan for a child bringing – up together with other specialists (like speech therapist, etc.) - in the team; to be able to give comments and reflections on the documents of institutional level, like strategic plan, plan of activity of the institution for a year, curriculum for

preschool and pre-primary education, report on internal assessment of the institution; to be able to comment the role of a teacher in the self-assessment of effectiveness of activity of institution.

Due to the need to implement ideas of the reform of kindergarten education, in the first standard a very traditional space of activities of kindergarten teacher – care and education – was expanded with other competences – to cooperate with parents, colleagues, other care givers, different institutions. In both standards pedagogical interaction among pedagogues and parents is defined as active, constructive, productive and family is treated as equal partner in pedagogical issues. It should be noted additional value for performance of this activity field/area: the **focus on provision of social and educational services for family and various social partnership**. This focus in the Standard is implemented by such teacher training objectives: to know the main strategies of providing different kinds of help for the family and to know the main institutions of that kind of provision; to study various possibilities of social partnership; to know indicators of the balance between social and educational services, etc.

There is focus on the training of the competences of student teacher, not only on cognitive skills in the first standard (2001) [9]. Students are expected to have skills of life long learning, to have positive attitudes towards socio – cultural changes and to have a motivation to take active part in these changes. Today teachers (not only directors, managers, etc.) has to be capable to reflect upon situation, to plan actions, to predict perspectives [14]. Analytic, problem solving, perspectivation skills are a must today (as to the regulation of the Minister of Education and Science of Lithuania (ISAK-627, 2005.04.18), since 2007 year institutional curriculums (not national level, but decentralised) has to be created). Thus there are such **general competences** defined in the Standard: communication and management of information; cooperation; research; reflection and life long learning; improvement of organisation and management of changes. The focus on the competence to reflect situation and to manage information (not only to be skilled in IT) is more obvious in the new Standard.

In general and basicly the new Standard is placing focus on such issues of preschool and pre-primary teacher training: ability to notice needs of each child and ability to individualize teaching/learning; creative modeling, but not reproduction of the curriculum (content and methods); skills to document, reflect upon all stages of pedagogical process (planning, management, assessment). The Standard prescribes such **competences** of preschool and pre-primary group teacher: to know and be able to recognize general and individual features of child development; to know main needs of children and be able to individualize ways of serving them; to recognize sick child and provide the first medical aid; meaningfully individualize and integrate content of education; to be able to plan, organize, evaluate, analyze and document interactive pedagogical process; to create environment, positively stimulating physical and spiritual potential of the child; to involve family into active and constructive cooperation; to follow up moral and democratic values; to take active part into socio-cultural changes.

New competences should be attained by reaching such **teacher training objectives:**

- Analyze descriptors of child culture;
- To be able observe and notice individual needs of different groups: children with different learning styles, with different special needs (and gifted children), children with different social, cultural, religious, language background, etc. and have skills of their fulfilling;
- Create equal opportunities for all children;
- Be able to balance interests of group of children and individual child;
- To model or create curriculum suited to the needs of children and their learning styles;
- To be skilled in curriculum individualization for children with different learning styles, special needs, children with behavioral or emotional disorders, gifted children;

- To get skilled in reflection, interpretation and adaptation of theoretic knowledge and practical experience;
- To get skilled in use of the strategies of documentation of teaching/learning (planning, assessment of progress and reflection);
- To interiorise general democratic and human values: tolerance to the social, cultural, language ethnic or social background, gender and other differences of preschool and pre-primary age children and their families and to know how to cope with them;
- To know features of the management of institution, providing services for preschool and pre-primary age children and the role of community in that management;
- To know principles and strategies of creation of the image, identity and traditions of the institution;
- To get skilled in career – building;
- To get skilled in informational literacy and to be able to use these skills in teaching/learning and in everyday life;
- To interiorise notions of the state, nation and civic society.

The new Standard has **diminished** some training **objectives**, treating them as too much ambitious for the level of professional bachelaur studies. These objectives are: to know and be skilled in providing strategies and methods of compensation, correction and rehabilitation of children with developmental disorders; to have skills of counseling; to have skills of making contacts with various institutions, supporting early childhood education and purposefully cooperate with them; to be skilled in initiation and management of educational innovations. Not discussing the importance of these skills it is worth to note that most of them are aquired during professional career, but not during teachet training period; plus some of them (to know and be skilled in providing strategies and methods of compensation, correction and rehabilitation of children with developmental disorders) depend to the competence of special pedagogue. Other mentioned and taken out from the Standard objectives (to have skills of counseling; to have skills of making contacts with various institutions, supporting early childhood education and purposefully cooperate with them; to be skilled in initiation and management of educational innovations) are more appropriate for the level of master studies.

The first Standard (2001) had a structure defining activity fields/areas, professional competences, teacher training objectives, content of teacher training and final evaluation. The new Standard (2008) has **different structure**. First of all, this Standard is dealing not only with kindergarten teacher training, but also with pre-primary teacher training (due to the new stage in educational system, that appeared recently. Secondly, structural definitions af activity fields/areas, professional competences are expanded with two new and very significant parts – farmes of competences and indicators for assessing of competences. Frames of competences provides credible content and methods for aquisition of certain competences, while indicators for assessment of competences will be very helpfull for employers to evaluate level of preparation of graduates and for the external and also internal monitoring of teacher training study programs.

Due to the focus of the standard to the ability of graduates to notice needs of each child and ability to individualize teaching/learning, **final thesis** credibly will be supplied with more qualitative research data, not only quantitative and will include observations, case studies and other methods.

The mission of the Standard is to prescribe the direction of preschool and pre-primary teacher training, basing on both traditions in teacher training and modern challenges, too. The relation between both standards can be named as **evolutional**, not revolutional one, because there are more similarities than differences. On the way of renewing study programs it is worth to use the experience of the implementation of the first Standard, but to follow methodological direction of the second one obligatory, too.

Conclusions:

1. The context of intensive economical and socio – cultural changes was the main reason of revision and renovation of the Standard of preschool and pre-primary teacher training. Standard serves as the main document, defining the direction of preschool and pre-primary teacher training.
2. Defining activity fields/areas of pre-school and pre-primary teacher, the ability to notice needs of each child and ability to individualize teaching/learning is the main one - a very actual, modern and updated, because between the tendencies of modern teacher training and their application in the pedagogical practice there is a gap.
3. Standard has focus on the practical skills of the student teacher and the main ones are: to understand needs of children and to serve them, to model curriculum; to reflect and interpret theories and pedagogical reality.
4. While the Standard has focus on the practical skills of the student teacher, there are such general competences defined in the Standard: communication and management of information; cooperation; research; reflection and life long learning; improvement of organisation and management of changes.
5. Structural definitions of the frames of competences and indicators for assessing of competences will give the space for employers to evaluate level of preparation of graduates and will serve as purposefull tool for the external and also internal monitoring and improvement of teacher training study programs.
6. Standard is a logical, purposefull, natural and evolutionary continuation of the direction of the preschool and pre-primary education, announced in the „Concept of bringing up kindergarten – aged children“ (1989) and the first standard (2001). Reaction to the socio-cultural challenges should be noted, too.

References:

- 1.Bricker D., Cripe J.J.W. (1993) An Activity-Based Approach to Early Intervention. – Baltimore: Paul H. Brookes Publishing Co
- 2.Čiužas R., Adaškevičienė V. (2007) Pedagogų kompetencijos būklės analizė: kaitos poreikis (Analysis of the Status of the Competence of Pedagogue: Need for a Change). // Besimokančios visuomenės iššūkiai pedagogų rengimi. Tarptautinės konferencijos straipsnių ir pranešimų rinkinys. - Vilnius: MKC
- 3.Demokratiškos pedagogikos matai. Danų autorių straipsnių rinkinys kuriam pedagogui / sud. Mathiasen Ch., Staerfeldt, E. (Parameters of Democratic Education. Compilation of Articles of Danish Authors for the Creative Teacher). (2005) - Vilnius: Vilniaus kolegija
- 4.Dodge D., Colker L. J., Heroman C.(2007) Ikimokyklinio amžiaus vaikų kūrybiškumo ugdymas. (The Creative Curriculum for Preschool). -Vilnius: Presvika
- 5.Dodge D.T, Rudick Sh., Berke K. (2006) The Creative Curriculum for Infants, Toddlers & Twos. – Washington: Teaching Strategies, Inc.
- 6.Erikson E. (1950) Childhood and Society. – New York: W.W Norton & Co

7. Gražienė V. (2007) Pedagogų rengimo koncepcijos prioritetai-studijų programų kokybę apibrėžiantys kriterijai (Priorities of the Teacher Training Concept as a Criteria Defining Quality of Teacher Training Programs). // Besimokančios visuomenės iššūkiai pedagogų rengimui. Tarptautinės konferencijos straipsnių ir pranešimų rinkinys. - Vilnius: MKC
8. Gražienė V. (2006) Vaikystės sampratos paradigmos kaita: „Ikimokyklinio ugdymo sistemos demokratizavimo“ projekto (1993-2005) studija (Shift of the Paradigm of the Concept of Childhood: Case Study of the Project „Democratization of Lithuanian Preschool Education System“, (1993-2005)) // Acta Paedagogica Vilnensia. - Vilnius: VU leidykla, T 16
9. Gražienė V., Kerbedienė A., Margelevičienė N., Šoblinskas V. (2001) Ikimokyklinio amžiaus vaikų auklėtojo rengimo standartas. (Preschool Teacher Training Standard). - Vilnius: ŠAC
10. Ikimokyklinio ir priešmokyklinio ugdymo pedagogo kompetencijų vertinimas. (Evaluation of the Competences of Preschool and Pre-primary Teachers). (Monkevičienė O., Stankevičienė K., Tarasonienė A.L., Montvilaitė S., Glebuviene V.S.). (2007) - Kaunas: Technologija,
11. Ikimokyklinio ir priešmokyklinio ugdymo pedagogo rengimo standartas. (Preschool and Pre-primary Teacher Training Standard). – 2008 m. birželio 26 d. Įsak. 1872/A1-209
12. Ikimokyklinio ir priešmokyklinio ugdymo plėtros 2007-2012 metų programa. (Program for the Development of Preschool and Pre-primary Education Sector in 2007-2012 year). (LRV patvirtinta 2007.09.19, Nr. 1057)
13. Ikimokyklinio ugdymo mokyklos vidaus audito metodikos projektas. (Project of Kindergarten Internal Assessment Strategy). (2004) – Vilnius: ŠAC
14. Ikimokyklinio ugdymo programų kriterijų aprašas. (Profile of the Indicators for the Creation of Kindergarten Curriculum). (LR ŠM ministro įsak. Nr.ISAK-627. 2005.04.18)
15. Jeffery R. (2004) Pedagogų rengimo koncepcijos projekto analizė ES kontekste (Analysis of the Teacher Training Concept (Project) in European Context). // Pedagogų rengimas Lietuvoje. Pertvarkos pastangos.– Vilnius
16. Jucevičienė P., Bankauskienė N., Janiūnaitė B., Lepaitė D., Simonaitienė B. (2007) Pedagogų rengimo studijų programų analizė. (Analysis of Teacher Training Study Programs). – Vilnius: MKC
17. Juodaitytė A. (2003) Vaikystės fenomenas: socialinis-edukacinis aspektas. (Phenomenon of Childhood: Socio-Educational Aspect). - Šiauliai: Šiaulių universiteto leidykla
18. Juodaitytė A. (2003) Socializacija ir ugdymas vaikystėje. (Socialization and Education in Early Childhood). – Vilnius: Petro ofsetas
19. Kampmann J. (2002) Developing and Embedding the Further Education of Preschool Teachers in Lithuania. – Copenhagen: Report of Egmont Fonden
20. Lietuvos Respublikos švietimo įstatymas. (Law of Education of Lithuania). // Žin., 1991 Nr. 23-593; 2003, Nr. 63-2853
21. Lietuvos vaikų ikimokyklinio ugdymo koncepcija. (Concept of Education of Kindergarten-aged Children of Lithuania). // Tautinė mokykla. D.1, Mokyklų tipų koncepcijų projektai. (1989) – Kaunas: Šviesa
22. Marzano J.R. (2005) Naujoji ugdymo tikslų taksonomija. (The New Taxonomy of the Objectives of Education). – Vilnius: Žara
23. Metodinės rekomendacijos ikimokyklinio ugdymo programai rengti. (2006) – Vilnius: ŠAC
24. Pedagogų rengimo koncepcija (Concept of Teacher Training) // Žin., 2004, Nr. 186-6940
25. Pedagogų rengimas Lietuvoje. Pertvarkos pastangos. (Teacher Training in Lithuania. Attempts for Reforming) (2004) – Vilnius
26. Pavyzdinis auklėtojo pareigybės aprašymas. (Profile of the Functions of Preschool Teacher). (LR ŠM ministro įsak. Nr.ISAK-2249. 2005.11.11)
27. Piaget J. (2002) Vaiko kalba ir mąstymas. (Language and Thinking of the Child). – Vilnius: Aidai
28. Piaget J. (1952) The Origins of Intelligence in Children. – New York: International Universities Press

29. Rekomendacijos inovatyvioms pedagogų rengimo programoms ir jų realizavimui /Proj. vad. S.Samulevičius. (Recommendations for the Inovative Teacher Training Programs and their Implementation). (2007) – Vilnius: MKC
30. Stroobants H., Chambers Ph., Clarke B. (2007) Reflective Journeys.- Belgium: Acco
31. Tarptautinio išorinio edukologijos krypties (ikimokyklinio ir pradinio ugdymo) studijų programų vertinimo (2003 ir 2005 m.) išvados ir bendrosios rekomendacijos // Prieiga per internetą: < <http://www.skvc.lt>) - General Reports on International External Assessment of Pre-school and Primary School Teacher Training Study Programs (2003 and 2005). (Tarptautinio išorinio edukologijos krypties (ikimokyklinio ir pradinio ugdymo) studijų programų vertinimo (2003 ir 2005 m.) išvados ir bendrosios rekomendacijos) (www.skvc.lt -page of Lithuanian Study Quality Assessment Center).
32. Vaiko gerovės valstybės politikos strategija. (State Strategy of the Policy of Child's Welfare). // Žin., 2005, Nr.25-802
33. Valstybinė pedagogų rengimo ir kvalifikacijos tobulinimo pertvarkos programa. (State Program for the Development of Teacher Training and In – service Training System). (LR vyriausybės patvirtinta 2006 m.)
34. Valstybės švietimo strategijos 2003-2012 metų nuostatos. (State Education Development Guidelines for 2003-2012 years). // Žin., 2003, Nr. 71-3216
35. Žukauskienė R. (1996) Raidos psichologija. (Developmental Psychology).- Vilnius: Valstybinis leidybos centras.

Summary

There is the development of the content of Preschool and pre-primary teacher training standards (2001, 2008) analysed and new qualitative changes focused – the focus on the practical skills of the teacher to research and understand needs of children, focus on the practical skills of modeling curriculum of education and skills to reflect and interpret pedagogical reality.

Basing on the analysis of the context of intensive economical and socio – cultural changes and the data obtained during the research provided at the process of the creation of Preschool and pre-primary teacher training Standard (BPD2004-ESF-2.4.0-01-04/0156 and TIPP, 134222-LLP-1-DE COMENIUS-CMP), also on the analysis of data from labour market, analysis of the laws and other regulating documents of preschool and pre-primary education, analysis of local and international research reports, reports of assessment of the study programs, analysis of the experience of the implementation and monitoring of the standard (2001), the **hypothesis** is formulated: the requirements for teacher training, formulated in the Standard, are actual, modern and updated and between the tendencies of modern teacher training and their application in the pedagogical practice there is a gap, which can be diminished if the new Standard would be animated.

The **methodological direction** of the Standard is defined by large and progressive experience of this stage of educational system of the country - the concept of child as active creator of his knowledge, identity and culture and the role of impact of external factors is diminishing – is declared in all documents, dealing with strategical development of the field (concepts, curriculums, guidelines, laws, etc.) In this point of view Standard is logical continuation and of existing methodological basement, but it gives very clear and focuss (or mail stones) to the most important issues of the field, too. International experience and context made significant impact on the direction of the Standard, too.

On the way of creation of the Standard of preschool and pre-primary teacher training (2008) in the frames of the Project of the development of national system of professional training standards (BPD2004-ESF-2.4.0-01-04/0156), **research** revealing opinion of respondents about fields/areas of activity, professional and general competences, that suits modern professional requirements for kindergarten and pre-primary teacher conclusions are made. In the frames of the international Project „Teachers in Practice and Process“ (TIPP Nr.134222-LLP-1-DE COMENIUS-CMP) research for the screening of attitudes, knowledge and notions of student teachers and young teachers towards their general and professional skills, affecting individualized approach in educational process was provided. Results of both research enclosed existing problems of the implementation of the principle of individualization in teacher training sector and in educational institutions, too.

Thus defining activity fields/areas of pre-school and pre-primary teacher, the **ability to notice needs of each child and ability to individualize teaching/learning** is treated as the main one, being a basement for other two fields/areas of activity: **curriculum design and development of professional competence.**

In the second activity field/area, named as **curriculum design**, there are visible changes. There is a shift in the understanding of adult – child interaction. In the previous standard it was enough for the graduate teacher to be able to analyze, assess, **make influence** on that interaction and predict perspectives of it, today the bigger focus is given to the **interactive profile** of the relations between adult and child.

Wide context of new challenges defined beginning of the **new concept of “modeling”** in the Standard, when reproduction of materials, produced by others, method, used by others is not enough. The dimension of “creativity” appears.

In both standards pedagogical interaction among pedagogues and parents is defined as active, constructive, productive and family is treated as equal partner in pedagogical issues. It should be noted additional value for performance of this activity field/area: the **focus on provision of social and educational services for family and various social partnership.**

There are new teacher training objectives and formal – structural changes of the Standard presented.

The **conclusions** of the article are: the context of intensive economical and socio – cultural changes was the main reason of revision and renovation of the Standard of preschool and pre-primary teacher training. Standard serves as the main document, defining the direction of preschool and pre-primary teacher training; defining activity fields/areas of pre-school and pre-primary teacher, the ability to notice needs of each child and ability to individualize teaching/learning is the main one - a very actual, modern and updated, because between the tendencies of modern teacher training and their application in the pedagogical practice there is a gap; standard has focus on the practical skills of the student teacher and the main ones are: to understand needs of children and to serve them, to model curriculum; to reflect and interpret theories and pedagogical reality; while the Standard has focus on the practical skills of the student teacher, there are such general competences defined in the Standard: communication and management of information; cooperation; research; reflection and life long learning; improvement of organisation and management of changes; structural definitions of the frames of competences and indicators for assessing of competences will give the space for employers to evaluate level of preparation of graduates and will serve as purposefull tool for the external and also internal monitoring and improvement of teacher training study programs; standard is a **logical, purposefull, natural and evolutionary continuation of the direction of the preschool and pre-primary education, announced in the „Concept of bringing**

up kindergarten – aged children“ (1989) and the first standard (2001). Reaction to the socio-cultural challenges should be noted, too.