ENLIGHTENMENT STAGE IN THE SYSTEM OF TEACHER EDUCATION OF DENMARK THROUGH HISTORICAL RETROSPECTION

Abstract. The article deals with the analysis of the historical epoch of Enlightenment and its influence on the Danish teacher education system’s development. The author analyzes the main concepts of N.F.S. Grundtvig and K.Cold and their relationship from the perspective of the postmodern environment.

Keywords: teacher education, humanistic vision, public school, democratic principles

The contemporary postmodern environment promotes the idea of transforming human life through education. In this respect, recognizing the important role of education and teachers as the main drivers of development and achieving the sustainable growth of a society is becoming more vital [1]. The future of a developed society depends directly on the solution of educational problems and, above all, problems related to the professional training of a teacher, because it is the teacher, who sets the direction of intellectual development of citizens, promotes the formation and social self-determination of the individual in the knowledge society of the 21st century.

We consider that a comparative study of the teacher education origins will contribute to a better understanding of the emergence of transhumanistic signs in educational dimension with the professional teacher training system in advanced European countries and will help to justify new approaches to the training of future teachers in Ukraine.

The subject matter of our study is the professional teacher training system of
Denmark in historical retrospective of the Enlightenment epoch. We consider this focus to be essential since Denmark has gained unique experience in creating of its system of teacher education. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; collaboration; cultural, linguistic, ethnic diversity, and shared responsibility [1]. Moreover, all the abovementioned features are characteristic of Danish teacher education as a whole.

Our analysis demonstrates that the professional training of teachers for Danish public schools has a deep historical basis. Its origins go back to the 12th century, covering the historical stages of the creation of church and craft schools, and the emergence of the initial arithmetic schools [2]. Further teacher training has been developed in parallel with the European university systems.

In the Danish system of teacher professional training, the Enlightenment or Grundtvig stage starts at the beginning of the XIX and ends in the XX century. The roots of humanistic Danish education come from this period. The concept of "Forskiellige" was introduced in 1818 by the Decree "On General Rules for All Danish Pedagogical Seminaries", which can actually be called the first normative document on teacher training in this country. In § 21, the decree first defines the doctrine of Danish education; it is “Forskiellige”. In English, this concept can be conveyed by the term "spiritual development" [3, § 21]. Accordingly, Danish future teachers aimed at the harmonious development of a child even in those distant times.

Furthermore, in the postmodern period this term is also used in pedagogic literature, as a threefold concept: the development of religiosity, intelligence, and integrity. From the point of view of “Forskiellige”, the Danish teacher must teach the child to find his own path to the “spiritual kingdom” and to determine himself and his being in society and the world [4].

The exceptional event of this period can be considered the opening of the Royal Pedagogical School in 1856. It became the first higher education institution where future teachers could obtain professional education and those who came to teach from other professions could undergo so-called retraining [2].

In 1894, the first state subsidies were allocated to reorganize teacher seminars
and to open new parish pedagogical colleges. For students of pedagogical colleges, new rules were introduced with the following paragraphs:

1) to enter the college, you need to have a secondary education certificate;
2) students must take exams from academic subjects to obtain a certificate of education in the college;
3) the behavior of students must comply with the standards of the "teacher's ethical code";
4) the student should participate in the practice of conducting lessons at the school organized by the college [5].

In fact, in this period, a new type of pedagogical college was introduced, following the British teacher training system, namely the system adopted by the Oxford colleges. The main principle of this type of college was a combination of theory and practice in pedagogical training. Future teachers were assigned to a particular school to quickly learn the techniques and methods of teaching basic disciplines. Once a month, they listened to lectures on pedagogy; they also attended classes, conducted practical lessons at school and worked as tutors. Requirements for students grew every year and to obtain certificates, they had to know the basics of algebra and geometry, native (Danish) language and literature, geography and history of Denmark in close conjunction with the history of Europe; to be able not just to give lectures on the above subjects, but to conduct a dialogue with the student [6]. For the first time, they began to discuss the future teacher of the Danish writing school as a mentor who must have academic knowledge.

The Professors of teacher training colleges, followers of the enlightenment ideas, for the first time insisted on educating future teachers in the spirit of patriotism (love for the native country, native language, and history of the homeland); humanism and respect for the child - "the opinion of the teacher should never dominate on the opinion of the pupil," - said the Danish philosophers-educators [2, p. 201].

It should be noted that the development of pedagogical and school education in Denmark in that period was influenced by the pedagogical and philosophical concepts of prominent educators Nicholas Frederic Severin Grundtvig and Khristen
Cold, founders of the democratic model of school and pedagogical education that exists in the country today.

The most outstanding achievement of N.F.S. Grundtvig is considered to be the creation of the Danish public education system, which operates successfully in Denmark today, including the system of general (secondary) and high public schools. The idea of the educator was that Denmark needed to have a school that could prepare the common man for active participation in the social life of the country. According to Grundtvig, Danish public schools should be for children from all segments of the population, and public high schools should be for adults [7]. Those who have completed the compulsory seven-year course of ordinary secondary education may continue their education in public high schools at their own request.

The system of public schools was revolutionary in this epoch because it, on one hand, provided for the removal of status inequalities in education (public education should be accessible and equal for all segments of the population); on the other hand, it enabled ordinary people not to focus on compulsory secondary education, but to build their own educational path so as to achieve a higher academic level even at university.

According to N. Grundtvig's theoretical concepts, the goal of the public school was to focus not only on transferring a certain amount of knowledge to pupils, but also on forming such a purely Danish trait as "folkeoplysning". To understand the national essence of the concept of "folkeoplysning", we note that it is quite difficult to translate it in one word into English. Our research has grounded that this concept is a purely Danish category, which means the concept of "freedom and prosperity of the people, nation, country, and an individual" in Danish society [8].

Our study is particularly concentrated on a brief analysis of the content of Frederick Grundtvig's lectures at the University of Copenhagen in 1848. In this period, he first set out his own views on the functions of a school and a teacher, insisting on liberal "narrative" teaching method [4, p. 45]. From the point of view of N.F.S. Grundtvig, a teacher in the system of school education must create such conditions, that would help pupils to realize themselves in the process of learning, and to find their personalities in the context of historical and social relationships. It
is the duty of a teacher to make a lesson instructive and interesting, adapting to the needs of each pupil. S. Grundtvig pointed out, that such a type of learning will be able to create a basis for the development of mental abilities and deepen the natural potential of the talents inherent in each individual child. In an effort to inspire educators to be committed to their profession and to understand the complex responsibilities of a teacher, educator N.F. Grundtvig formulated the following teachers tasks in school life: “to be a mentor for the child, to give the student the potential of human and spiritual qualities (forskellige), which can be applied and successfully developed in everyday life [8, p. 91]”.

Another famous educator, Kristen Cold, who created a model of the Danish traditional free school, put Grundtvig’s ideas into practice. The Danish Free School is a private secondary school with activities based on three main principles:

1) the right of parents to choose the form of upbringing and education for their children;

2) the right of minorities, which enables all citizens to choose the form of education that corresponds to philosophical, religious, and national views;

3) the principle of freedom of school education, which confirms the right of school leaders and teachers to choose the ideological basis for their activities [9, p.109].

It is noteworthy that even today, free Danish private schools build their work on the same democratic principles formulated in the nineteenth century by a prominent scholar and philosopher, Kristen Cold.

The present study offers clear evidence of the fact that the concept of freedom, humanism, and democracy in education, first formulated by N.F.S. Grundtvig and developed by K. Cold, forms the basis of the unique Danish cultural and philosophical tradition in pedagogical theory and practice, which distinguishes the Danish education system. Moreover, even in the postmodern era, bearing these ideas in mind, we confirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights [1]. It is essential for human achievements, tolerance, peace, and the sustainable growth of every society and the whole world [10].
References:


