The individual-oriented paradigm of postmodern pedagogical education: Danish context

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Abstract.
The article deals with the analysis of the main characteristic features of individual-oriented humanistic teacher education in the Danish environment. The author starts with the historical background, pointing out the founders of humanistic Danish pedagogy. Further on, the article investigates postmodern concepts of authentic teacher professional training formulated by Charles Taylor and developed by Danish philosophers P.F. Laursen and B. Jacobsen. The author argues that K. A. Larsen’s DLH theory considers pedagogic education as an active process of decision-making, thus combining individual-oriented theories with postmodernity.

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Undoubtedly, teacher education in Denmark can be attributed to the individual-oriented direction, the characteristic features of which have become the embodiment of humanistic principles and ideas of freedom and democracy in pedagogy.

We must emphasize that Danish teacher education historically is formed as a dual system and concentrated only in higher education institutions: colleges and universities [8]. So, a direction on the convergence of academic university and professional teacher education at the college is one of the main vectors of the development of the Danish system of higher pedagogical education in the area of postmodernity.

It should be stressed that among the scientists of the Scandinavian countries, there is a widespread opinion that colleges of education inhibit the development of the scientific research dimension of pedagogical education [1]. However, Denmark, unlike Norway and Sweden, where teacher education today is concentrated only in universities, does not embody the trend of closing teachers' colleges and remains the only Scandinavian country that paves its own way in this direction.

Perhaps, in the future, an analog of university centers will become an alternative structure of higher pedagogical educational institutions, in which university and non-university teacher training can be effectively combined, forming a single model of pedagogical education in this country. However, at the current stage, there is a clear distinction between pedagogical education in college, designed for the training of Professional Bachelors, that is, teachers for secondary folk schools, and pedagogical education at the university, which prepares Masters of Pedagogy, that is, teachers for schools with a higher link of secondary education and professional colleges [9]. In this situation, it is the primary supporting concepts in Danish pedagogical education that are assigned the role of factors that unite the two substructures existing in Denmark today - academic and general professional - and direct their activities in a single direction at the stages of content formation, organization of professional training process, coordination of the compliance of educational programs,
control over the quality of educational services.

The essential supporting concepts that exist within the humanistic paradigm of pedagogical education in Denmark include: 1) individual-oriented; 2) activity-oriented; 3) practice-based concepts.

Let us describe the defined supporting concepts in more detail. It should be emphasized that the theory of individual-oriented teacher training is not considered a contemporary phenomenon. It has continuously existed and evolved as the ideal paradigm of humanistic Danish pedagogy for almost two centuries [5]. The result of such an evolution was formulated by the following Danish scholars:

1) N.F.S. Grundtvig (1783-1872), a Danish pastor, philosopher, theologian, and poet. He played a significant role in shaping Danish education and advocated for a more individualistic approach to learning. Grundtvig's ideas greatly influenced Danish society, the Danish folk high school movement, and the education of teachers.

2) Søren Kierkegaard (1813-1855). He is regarded as one of the most influential philosophers of the 19th century. He emphasized the importance of subjective experience, individual existence, and the concept of "authenticity" in his philosophical works.

3) Karen Blixen (1885-1962). Writing under the pen name Isak Dinesen, Blixen was a renowned Danish author and storyteller. Her works, including "Out of Africa" and "Seven Gothic Tales," often portrayed the importance of personal qualities and explored themes of love, identity, and cultural clashes.

These scholars have left a lasting impact on their respective fields and continue to inspire individual teachers worldwide.

Contemporary pedagogues P.F. Laursen and B. Jacobsen developed classical ideas and formulated the postmodern concept of professional training of the authentic personality of a teacher (authentic teacher), which is focused completely on the development of the teacher's personality and is based on the activity approach in pedagogic education [4].

The foundation of this concept was the theory of pedagogical "authenticity" depicted by Charles Taylor, who
defined the term "authenticity" as the teacher's freedom to make decisions and act in accordance with the ethical and cultural norms of society [10, p. 41]. The central idea of this concept is the reorientation of the teacher's professional training from the traditional content to the harmonious development of the teacher's personality, including the formation of his/her intellectual potential, the expansion of the cultural level, the creation of a holistic system of professional thinking and the ability to self-improvement. Therefore, from the individual-oriented concept point of view, a postmodern pedagogic education is considered a unity of spiritual/civic, subject, psychological-pedagogical, research, and practical training.

Based on the theory of authentic teacher training for Danish secondary schools, it is logical to assume that there has been a rethinking of the goals and content of higher pedagogic education, both academic and general professional in the Danish educational space. Today, the acquisition of subject knowledge is not considered the main goal of professional teacher training. Mastery of the subject of teaching for a postmodern teacher is only one of many means of competence development [2].

Pedagogic education at the current stage should be aimed not just at the development of individual abilities, skills, functions, and types of activity, but at the formation of integrative qualities, i.e. professional competencies of a teacher [7]. Thus, the competence approach in pedagogic education first of all makes it possible to outline the circle of professionally important, personally valuable knowledge, skills, and qualities of a teacher and, accordingly, to reorient the content of the program of a higher educational institution and the methods of training a future teacher not on their accumulation, but on the formation of the ability of a specialist to effective professional activity [6]. It is the activity that defines the essence of a person and is the main object and explanatory principle of the individual-oriented concept of teacher training.

An activity approach in an individual-oriented concept is connected with the development of the teacher's ability to construct such educational forms, in which both the
educational process (the process of the future teacher's own training), as well as comprehension, qualitative assessment of this process and research work, are combined into the general environment in which personal pedagogical position of the future teacher is formed [2].

The didactic DLH theory, formulated by Karl Aage Larsen, in the 70s of the XX century, became the basis of the activity approach in the educational field of Denmark [3]. The general provisions of Larsen's theory brought to the following ideas: the professional activity of a teacher is an active decision-making process => the structure of a teacher's professional activity consists of the main components or professional tasks => the training of a teacher in a higher educational institution means the formation of students' abilities reflexively, consciously and creatively perform professional tasks [7]. Therefore, high pedagogic education should be aimed at preparing the teacher for the creative performance of professional tasks.

In his didactic DLH theory, K. A. Larsen considers the creative process of decision-making by the teacher as a conscious, individual choice in various ways regarding:
- the content of education, which should be related to the subject material and political, philosophical, and social values;
- methods of teaching subjects;
- methods of preparation for the educational process;
- technologies for planning and evaluating the teacher's own activities and students' achievements [3].

Based on this, K. Larsen concludes that the basic component of the teacher's professional training, which is oriented towards activity, should be a complex of dynamic and integrative knowledge and beliefs about the school, students, teachers, administration, parents, and actually the teaching process itself, based on active reflection of the future teacher [8]. A characteristic feature of integrative knowledge is its durability, flexibility, and wide range of applications [10]. That is why precisely such knowledge, which will enable to ensure the high quality and fundamentality of the teacher's professional training, should be the basis of high pedagogic education.
Although the presented pedagogical theory withstood both approval and criticism from the Danish pedagogical elite [3], however, it can hardly be denied that it was the basis that justified the importance of the combination of such important links in Danish pedagogical education as philosophy of education, general and subject didactics, teaching methods and theory of specialized subjects, pedagogical research and pedagogical practice.

In the process of research, we came to the conclusion that the main provisions of the activity approach in the individual-oriented professional education of teachers in Denmark can be formulated in the following sequence:
1) activity determines the essence of personality;
2) personality is the main value of the society;
3) education is the improvement of personality, which occurs as a result of a holistic pedagogical process specially organized by a higher educational institution;
4) the main result of such education is mastery of not only knowledge, abilities, and skills, but also the ability for personal development and improvement, empathic interaction and social productivity [5].

Therefore, based on the Danish experience, the process of high pedagogic education should be aimed not only at the development of new knowledge and social experience, but also at the formation of the "authentic, true" personality of the future teacher, that is, at the formation of his "professional self" in accordance with personal, value, and social life strategies and professional activity.

References:

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PEDAGOGY AND EDUCATION


