

Teachers' competences for the interpretation of a literary work in teaching

Izvirni znanstveni članek

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KLJUČNE BESEDE: učitelj, kompetence, poučevanje književnosti, razlaga književnega dela, učenec

POVZETEK – V okviru metodoloških konceptov poučevanja književnosti profil učiteljev vključuje številne kompetence: za učno področje, predmet in metodiko poučevanja, poučevanje in učenje, podporo v razvoju osebnosti učenca, komunikacijske in sodelovalne tehnike. Za uspešno izvedbo vseh nalog, s katerimi se sooča, se mora učitelj usposobiti v času dodiplomskega študija, vendar pa mora biti tudi pripravljen na spremembe in motiviran za stalno strokovno izpopolnjevanje. V prispevku avtorica proučuje kvaliteto in način usposabljanja učiteljev za razlago književnega dela. Rezultati kažejo da so učitelji v celoti usposobljeni za poučevanje književnosti v nižjih razredih osnovnih šol. Anketirani učitelji se strinjajo s trditvijo, da so v okviru dodiplomskega študija pridobili ustrežno raven znanja in spretnosti za poučevanje književnosti.

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KEYWORDS: teacher, competence, teaching literature, literary work interpretation, pupil

ABSTRACT – In the context of methodic concepts of teaching literature, a teacher's profile includes a whole spectrum of competences in: the teaching field, the subject itself, the method of teaching, teaching and learning, giving support to the development of the pupil's personality, as well as communication and co-operation. To be able to successfully fulfill all these tasks, the teacher should undertake appropriate training in the course of his undergraduate studies, but should also be open to changes and be motivated for a constant professional development. This paper examines the teachers' ability to interpret a literary work in the classroom. The results show that the teachers, in their opinion, are fully trained for teaching literature in the first grades of primary school. Most of the teachers interviewed said that their knowledge and the ability to teach literature were acquired during their undergraduate studies.

1. Introduction

Teaching is an interactive category aimed at forming a versatile, creative and harmoniously developed learner's personality; therefore, while organising the teaching process, the role of a teacher should be to encourage pupils' critical thinking skills and develop their creativity. Efficient teaching depends on the organisation of teaching, the prerequisite of which is the teacher's professionalism, his competences and his personality in general. Modern research defines the teacher's role in teaching in two ways. Some authors think that the role of the teacher is the crucial one, whereas others consider it only one of the constitutive elements of the teaching process (Bjekic, 1999).

The complex world of literature and its versatile functions demand a delicate teacher's attitude toward the work, the pupil and the teaching. Literature is a con-

stant incentive and challenge for the literary experts. In the interpretation model of teaching literature, the meaning of a literary work is reflected in the pupil's mind; therefore, this kind of work is especially inspirational for the pupils whose experiential and cognitive possibilities are on the rise in terms of intellectual and physical development in general, and whose individual proclivities and interests are also in full swing. The cognitive process in teaching literature is not a closed system, because a work of art constantly re-opens a space for different images and experiences in the pupil's mind and imagination. On the one hand, it reflects the semantic complexity of the concept of literary work interpretation and, on the other, it makes the teaching process and the teacher's role in it more complex. To be able to respond to such complex requirements of literary work interpretation in teaching literature in the first grades of primary school, and to be able to realise all the roles imposed on him by contemporary teaching, the teacher should be adequately trained, open to changes and motivated for the constant professional development.

In the context of contemporary conceptions relating to the method of teaching literature, the teacher's profile encompasses the whole spectrum of requirements: professional, pedagogical, psychological, sociological, related to the method, and others. Constitutive elements of the teacher's professional behaviour are:

- his personal characteristics (cognitive skills and features of the character);
- his didactic knowledge and skills (adequate choice of materials, the ability to express and transfer knowledge, good communication qualities, academic qualities related to the knowledge of the subject);
- his organisational and communicative skills (Bjekic, 1999, p. 200).

The requirements that the teaching of literature places in front of the teacher imply numerous and complex teacher's competences that enable him to act actively and efficiently as well as provide him with professional standards of effective teaching. Teaching competences in the context of the aims and outcomes of pupils' education relate to the following: teaching field, subject and method of teaching, teaching and learning, support of pupil's individual development, communication and cooperation (*Standardi kompetencija za profesiju nastavnika i njihovog profesionalnog razvoja*, 2011, p. 2).

In addition to this and in accordance with contemporary trends and changes in the system of higher education, the teacher should be "open to the changes in educational paradigms, aims, forms, content and methods of teaching and learning, and scientific knowledge" (*Kvalitetno obrazovanje za sve*, 2004, pp. 42–43). In the contemporary society, the role of a teacher is "laid on new foundations, having in mind two particular definitions of the contemporary society, "the society of knowledge" and "learning society" (Sucevic et al., 2011, p. 12). With regard to that, "the requirements for multidimensionality and complexity of the teacher's competences are increased" (Nikolic, 2008, p. 81). Many European documents point to a qualitatively different role of a teacher, which stems from the new strategies in education referring to the present and the future, and from the new angle of observing the needs and competences of the 21st

century man (*Green Paper on Teacher Education in Europe*, 2000; DeSeCo, 2002; *Progress towards the Lisbon Objectives in Education and Training*, 2009; *Education and training*, 2010).

The development of core teacher competences in the context of modern concept of education is based on “the establishment of an entire and well-coordinated system of professional development, from the initial education, through the job induction, to the continuing in-service professional development” (*Kvalitetno obrazovanje za sve*, 2004, p. 43). Professional development is an imperative for the teaching profession, since “nowadays, in the course of regular formal education, it is not possible to acquire knowledge and competences of any profession which will satisfy the needs for the entire working life” (Matijevic et al., 2011, p. 324). A requirement for a constant professional teacher development refers both to the knowledge of his subject field (in this case, the literature) and the education sciences (didactics, pedagogy, method of work), as well as psychology, sociology, computer science and others.

The role of a teacher in the realisation of complex curriculum requirements related to the interpretation of a literary work is additionally made harder due to the specific features of teaching literature in the first grades of primary school, which are: the level of the curriculum requirements adoption (such as reading skills, which is a prerequisite for literary text interpretation) and the characteristics of the pupil's age (the individual differences, not only among the pupils, but also in their abilities of fulfilling different kinds of tasks, it is necessary to manifest a lot of ingenuity, systematic work and consistency in enabling pupils to interpret a literary work).

Since the contemporary concept of teaching, learning and education is changing, the vital task of teaching becomes self-education and training for independent learning. That is why the role of a teacher is also changing. He is expected to organise, encourage, lead and actively cooperate with a pupil; in fact, to mediate between the one who learns and that what is being learned. However, his task is not to strengthen his intermediary function, but help pupils become as independent as possible as well as enable them to master the structures and skills of structuring and develop the culture of thinking, judging and making conclusions.

In this respect, teaching literature should not make pupil a passive listener but an active subject who participates in studying a literary work creatively and in a manner of a true researcher. Teaching literature is not based on a transmission model, which consists of transmitting and passive acquisition of information, but on “the constructivist paradigm”, which requires from the teacher to make pupils active in the process of learning, instead of simply providing them with ready-made knowledge, by using good organisation and thinking to teach the pupils to model the teaching situations so that it will help them construct new knowledge (Nikolic, 2010, p. 99). The aim of teaching is not to teach and learn literature, but to read and acquire, as well as enjoy and discuss it. These are ways in which the teaching of literature broadens pupils' horizons, develops their artistic taste, investigative and creative skills, enhances and cultivates literary, linguistic and life sensibility. The quality of pupils' reception de-

pend on the quality of communication achieved during the teaching of a literary text, the quality of literary reception influences and the quality of cognitive, affective and aesthetic dimensions of pupils' personality.

In the system of contemporary method of teaching literature, which is based on literary principles of interpretation and which respects the experiential and cognitive characteristics of the pupil's personality, the literary and aesthetic sensibility of a teacher, his broad education in social and humanitarian sciences and the appropriate features of his character are understood. Methodical models of text study in the teaching of literature require from the teacher to have expertise (the knowledge of literary analysis methods, history of literature, literary theories, linguistic and stylistic categories), as well as the knowledge of history, psychology, sociology, philosophy, theory of art and aesthetics. The right approach to literary work interpretation in lower grades of primary school can be achieved only through the developed literary, theoretical and methodical foundations, with respect to the psychological and cognitive components of the pupil's personality, which presupposes a complete professional competence, as well as the appropriate personal qualities of the teacher himself.

2. Research Methodology

We wanted to examine whether education and professional development can enable the teachers to successfully respond to complex requirements of contemporary teaching of literature. The aim of the research was to investigate the teachers' competences for literary work interpretation in teaching lower grades of primary school.

The research tasks were:

- to examine the extent to which the teachers are competent for literary text interpretation;
- to determine the ways in which the teachers are trained for literary text interpretation.

The research data were obtained through a survey conducted in February 2011. The sample of the research was chosen from the teacher population employed in primary schools of the Republic of Serbia during the 2010/2011 school year. The sample consisted of 350 teachers from 33 primary schools in the City of Belgrade and ten administrative districts of the Republic of Serbia.

As the independent variables, the following teacher characteristics were operationalised: work experience (less than 10, 11–20, 21–30, 31–40) and work qualifications (a college degree or a university degree).

The data obtained were processed by using a statistical SPSS software package, and the differences in the teachers' opinions depending on the independent variables were tested by Chi-squared test.

3. Results and Discussion

1. Teachers' competences for a literary work interpretation in teaching

The research examined *the extent to which the teachers were competent for literary text interpretation in teaching*. The interviewed teachers expressed the attitudes related to their self-perception of the competences for literary text interpretation in teaching, by choosing one of the alternatives given on a four-level scale: *fully competent*, *partially competent*, *indecisive*, and *not competent*.

Most of the teachers (249 or 71.2%) think that they are *fully competent* for the interpretation of literary work in their teaching. Smaller number of teachers said that they were *partially competent* (55 or 15.7%) and that they were *not competent* (27 or 7.7%) for the interpretation of literary work in their teaching. The smallest number of teachers interviewed (19 or 5.4%) chose the option *not sure* in the self-perception of their competence for literary work interpretation in teaching.

The results obtained show that the largest number of teachers (304 or 86.9%), according to their opinion, was competent for the interpretation of literature in their teaching. If the teachers' self-perception is valid, the results of the research confirm the fulfilment of one of the most important preconditions for a successful interpretation of a literary work in lower grades of primary school.

We also examined whether the independent variables (work experience and work qualifications) influenced the teachers' attitudes related to their competences for literary work interpretation in teaching.

The assessment of the competences needed for the interpretation of literary work in teaching varies with the teachers with the fewest years of work experience when compared to all other sub-groups of teachers formed according to the "work experience" variable (Table 1). Namely, more than 70% of all sub-groups formed by the teachers with more than 10 years of work experience think that they are *fully competent* for the interpretation of a literary text in their teaching, whereas 36.2% of teachers with less than 10 years of work experience shared that opinion. Between 11.0% and 15.8% of teachers with more than 10 years of work experience estimate their competence for the interpretation of a literary text in teaching as partial, and the percentage of teachers with less than 10 years of work experience who estimate that they are *partially competent* for the interpretation of a literary text in teaching is twice as high (30.2%). In addition, a considerably larger number of teachers (20.9%) with less than 10 years of work experience think that they are *not competent* for the interpretation of a literary text, as opposed to teachers with more than 10 years of work experience in teaching (from 4.4% to 8.8%). The obtained results can be explained by insufficient work experience of younger teachers as well as a number of other factors arising from that, such as uncertainty, a more pronounced self-criticism, the awareness of their own inexperience and similar, as well as by the teachers' comprehension of the scope and importance of literature and the complexity of the tasks related to the literary work interpretation.

Table 1: The assessment of teachers' competences for the interpretation of a literary work in teaching, depending on their work experience

Years of work experience	Fully competent		Partially competent		Indecisive		Not competent		Total		$\chi^2=41.86$ df=9 C=0.327
	f	f%	f	f%	f	f%	f	f%	f	f%	
0–10	14	32.6	13	30.2	7	16.3	9	20.9	43	100	
11–20	130	76.0	27	15.8	6	3.5	8	4.7	171	100	
21–30	70	76.9	10	11.0	3	3.3	8	8.8	91	100	
31–40	35	77.8	5	11.1	3	6.7	2	4.4	45	100	
Total	249	71.2	55	15.7	19	5.4	27	7.7	350	100	

The statistical significance of the noticed differences was tested by Chi-squared test. Obtained $\chi^2=41.86$ for df=9 degrees of freedom is statistically significant on the levels of 0.05 and 0.01. Although the contingency quotient (C=0.327) points to a weak correlation between the variables, the result obtained by the Chi-squared test shows that the noticed differences in the teachers' self-assessment of their competences for the interpretation of a literary text in teaching related to the work experience are statistically significant. Therefore, work experience in teaching significantly influences the teachers' self-assessment of their competences for the interpretation of a literary text in teaching.

We were interested in whether the level of work qualifications influenced the teachers' self-assessment of their competences for the interpretation of a literary text in teaching (Table 2).

Table 2: The assessment of teachers' competences for the interpretation of a literary work in teaching, depending on the level of their work qualifications

Degree	Fully competent		Partially competent		Indecisive		Not competent		Total		$\chi^2=4.244$ df=3 p=0.236 C=0.109
	f	f%	f	f%	f	f%	f	f%	f	f%	
College	75	68.9	14	12.8	8	7.3	12	11.0	109	100	
University	174	72.2	41	17.0	11	4.6	15	6.2	241	100	
Total	249	71.2	55	15.7	19	5.4	27	7.7	350	100	

Certain variations can be noticed in the attitudes of teachers with a college degree and those with a university degree. In this case, a calculated $\chi^2=4.244$ for df=3

degrees of freedom is not statistically significant, which indicates that there are no differences in the self-assessment of the teachers' competences for the interpretation of a literary text in teaching in lower grades of primary school, depending on the level of work qualifications. Based on the results obtained, we can conclude that the former colleges of education and current teacher-training faculties both pay enough attention to training teachers for teaching literature.

2. The ways of training teachers for the interpretation of a literary work in teaching

In order to examine the way in which teachers are trained for the interpretation of a literary work in teaching, we offered the ways of training that we considered the most common: *in the course of their undergraduate studies, at the in-service seminars, by the independent study of literature*. The interviewed teachers were also given a possibility of supplementing the list of the offered ways of training for this task of teaching literature.

The largest number of the interviewed teachers (163 or 46.6%) was trained for the interpretation of a literary work in teaching *in the course of their undergraduate studies*. Some of the teachers interviewed were trained for the interpretation of a literary work in lower grades of primary school by the *independent study of literature* (91 or 26.0%). The same number of teachers (48 or 13.7%) said that they were trained for the interpretation of a literary work at *in-service seminars, or added in some other way of training*. The teachers supplemented the list by combining two or three of the ways offered.

A relatively small number of teachers were trained for the interpretation of a literary work at in-service seminars. This can be explained by the fact that in the period of three years prior to this survey, within the compulsory and optional programmes of in-service training for those employed in education, the teachers were offered a total of 13 programmes, out of which only 9 different programmes were intended for the interpretation of a literary work in teaching, which is less than 1% of all the programmes offered (Purić, 2010, pp. 304–306). Besides, all the in-service programmes cover only part of the problems related to the interpretation of a literary work in teaching.

The data obtained are encouraging because they imply that great attention is paid to the interpretation of a literary work in teaching during regular studies as one of the vital tasks in teaching literature.

We also examined the differences in the ways of training teachers for the interpretation of a literary work, depending on the work experience in teaching. The largest number of teachers with the fewest years of work experience stated that they were trained for the interpretation of a literary work in teaching during their regular studies (Table 3). The obtained data are not surprising if we bear in mind that younger teachers are largely relying on the knowledge acquired in the course of their initial studies, and only later on some other ways of in-service training.

The largest number of teachers who said that they were trained for the interpretation of a literary work in teaching *at in-service seminars* had between 21 and 30 years of work experience (20.19%), followed by the sub-group of those having between 31

and 40 years of work experience (13.3%) and, finally, the sub-group of teachers with less than 10 years of work experience (7.0%). Unlike the indicators related to the training for the interpretation of a literary work in teaching in the course of regular studies, the number of teachers who stated *independent study of literature* as a way of training for the interpretation of a literary text in teaching decreased with the years of work experience. Therefore, 48.9% of the most experienced teachers were trained for the interpretation of a literary work in teaching by *independent study of literature*, followed by 26.4% of teachers having between 21 and 30 years of teaching experience, 23.4% of teachers having between 11 and 20 years of teaching experience and 11.6% of teachers with less than 10 years of teaching experience.

Table 3: The ways of training teachers for the interpretation of a literary work in teaching, depending on the years of work experience

The years of work experience	In the course of undergraduate studies		In-service seminars		Independent study of literature		Other ways		Total		$\chi^2=35.88$ df=9 C=0.305
	f	f%	f	f%	f	f%	f	f%	f	f%	
0–10	31	72.1	3	7.0	5	11.6	4	9.3	43	100	
11–20	90	52.6	20	11.7	40	23.4	21	12.3	171	100	
21–30	32	35.1	19	20.9	24	26.4	16	17.6	91	100	
31–40	10	22.2	6	13.3	22	48.9	7	15.6	45	100	
Total	163	46.6	48	13.7	91	26.0	48	13.7	350	100	

By testing the observed differences in the ways in which the teachers were being trained for the interpretation of a literary work in teaching, depending on their work experience, the obtained result ($\chi^2=35.883$, df=9) was statistically significant on the levels of 0.05 and 0.01. Therefore, there are differences in the ways of training teachers for the interpretation of a literary text in teaching, depending on their work experience. The obtained results raise the question of a possibility of professional teacher development for the work of teaching literature, the open-mindedness of the teachers for the changes in science, education and learning, as well as their motivation and readiness for professional development.

By examining the influence of work qualifications as an independent variable in the assessment of the ways of training teachers for the interpretation of a literary text, certain differences have been noticed in the opinions of the university-educated teachers and those with a lower level of professional qualifications (Table 4).

The highest percentage of the university-educated teachers was trained for the interpretation of a literary text in the course of their undergraduate studies (51.4%);

the same applies to the teachers with a college degree (35.8%). Approximately the same number of college-educated teachers was trained for the interpretation of a literary text by the independent study of literature (33.8%) or during their undergraduate studies (35.8%). The number of teachers with a university degree who were trained for the interpretation of a literary text by independent study of literature (22.8%) is half the number of those who were trained in the course of their undergraduate studies (51.4%). The numbers of teachers with a college degree (13.8) and a university degree (13.7) who acquired skills for the interpretation of a literary work at in-service seminars are almost identical.

Table 4: The Ways of Training Teachers for the Interpretation of a Literary Text, Depending on the Level of Professional Qualifications

Degree	In the course of undergraduate studies		In-service seminars		Independent study of literature		Other ways		Total		$\chi^2=8.56$ df=3 p=0.036 C=0.155
	f	f%	f	f%	f	f%	f	f%	f	f%	
College	39	35.8	15	13.8	36	13.8	19	17.4	109	100	
University	124	51.4	33	13.7	55	22.8	29	12.1	241	100	
Total	163	46.6	48	13.7	91	26.0	48	13.7	350	100	

By testing the statistical significance of the observed differences, we can see that $\chi^2=8.56$ with $df=3$ degrees of freedom is statistically significant on the level of 0.05. The contingency quotient ($C=0.155$) points to a significant correlation between variables, which means that there are significant differences in the ways of training for the interpretation of a literary work in teaching between the university-educated and the college-educated teachers. Based on the obtained results, it can be concluded that teachers with a lower degree of education show more initiative when it comes to self-education for teaching literature than the teachers who have a university degree.

4. Conclusion

The numerous and various roles that teachers play in teaching literature to lower grades of primary school require different competences to attain the professional standards of successful teaching. Bearing in mind that teachers' competences influence the development of pupils' competences, we tried to examine to what degree and in which way the teachers were trained for the interpretation of a literary work in teaching.

The results of the research show that the largest number of teachers, in their opinion, was trained for the interpretation of a literary work in teaching. The teachers' self-assessment of their competences for the interpretation of a literary work in teaching does not depend on the qualifications of the teachers, but on their work experience. The teachers with more teaching experience assess their competences for the interpretation of a literary work in teaching as better compared to the competences of the teachers who have just started their teaching career, which can be explained by the uncertainty, the more expressed self-criticism, the awareness of their inexperience as well as their awareness of the scope and significance of the curriculum tasks which relate to the subject field of literature.

The research shows that the largest number of teachers was trained for the interpretation of a literary work in teaching during their undergraduate studies. The variables "work qualifications" and "work experience" significantly influence the teachers' assessment of their competences for the interpretation of a literary work in teaching.

Although the results of the research show that the teachers are competent for the interpretation of a literary work in teaching in lower grades of primary school, they should also be given a possibility for the professional development by a carefully designed and developed system of formal professional development (for example, in the form of programmes related to various problems of studying literature), and should also be motivated and encouraged for further formal, non-formal and informal professional development in accordance with the requirements of the contemporary system of education.

Dr. Daliborka Purić

Usposobljenost učiteljev za razlago književnih del

Zapleteni svet literarnega dela in veliko njegovih funkcij zahteva od učiteljev občutljiv odnos do dela, učencev in poučevanja. Od kakovosti učne komunikacije z literarnim besedilom je odvisna tudi kakovost sprejema pri učencih, ta pa vpliva na kakovost kognitivnih, afektivnih in vrednotenjskih dimenzij učenčeve osebnosti. V okviru metodoloških konceptov poučevanja književnosti profil učiteljev vključuje velik nabor kompetenc: za pouk, vsebine in učne metode, poučevanje in učenje, podporo razvoju osebnosti učenca, komunikacijo in sodelovanje.

V skladu s sedanjimi zahtevami in spremembami v izobraževalnem sistemu so pred učiteljem kot univerzalnim strokovnjakom tudi nekatere nove vloge, ki med drugim vključujejo vodenje učnega procesa v skladu s procesom učenja, razvoj kompetenc, potrebnih za delo z različnimi skupinami učencev, sodelovanje s kolegi, strokovnimi sodelavci in starši, uporabo sodobne informacijske tehnologije, usposabljanje za razmišljanje, raziskave in vrednotenje njihovega dela. Za uspešno uresničevanje vseh nalog, s katerimi se

srečuje učitelj, mora biti usposobljen v času osnovnega študija, odprt pa mora biti tudi za spremembe in motiviran za nenehno strokovno izpopolnjevanje in profesionalni razvoj.

V sistemu sodobne metodike poučevanja književnosti, ki temelji na literarnoznanstvenih načelih izkustvenega tolmačenja ter spoštuje izkustvene in kognitivne osebne lastnosti učencev, je predvidena literarna in estetska občutljivost učitelja, široka družboslovna in humanistična izobrazba, pa tudi ustrezne osebne lastnosti. Metodični modeli preučevanja besedila pri poučevanju književnosti zahtevajo od učiteljev strokovno znanje (poznavanje metod analize literarnega dela, literarne zgodovine, literarne teorije, jezikovnih in slogovnih kategorij), pa tudi poznavanje zgodovine, psihologije, sociologije, filozofije, teorije umetnosti in estetike.

Interpretacija literarnih del v nižjih razredih osnovne šole temelji na že znani literarno-znanstveni in metodološki osnovi, pri čemer je treba upoštevati psihološke in kognitivne lastnosti učenceve osebnosti, in zahteva popolno strokovno usposobljenost in ustrezne osebne lastnosti učiteljev.

Ta članek preučuje, ali izobraževanje in usposabljanje učiteljev omogoča, da se odzovejo na kompleksne zahteve sodobnega poučevanja književnosti. Namen raziskave je bil ugotoviti usposobljenost učiteljev za razlago literarnega dela pri pouku v nižjih razredih osnovne šole. Usposobljenost in načini usposabljanja učiteljev za interpretacijo literarnega dela pri pouku so bili raziskani z anketiranjem 350 učiteljev iz 33 osnovnih šol v Republiki Srbiji.

Rezultati kažejo, da so učitelji po njihovem mnenju v celoti usposobljeni za poučevanje književnosti v nižjih razredih osnovne šole. Če je samopodoba veljavna, rezultati potrjujejo izpolnitev enega od najpomembnejših pogojev za uspešno interpretacijo literarnega dela pri poučevanju v nižjih razredih. Ocena lastne sposobnosti za razlago literarnih del pri pouku ni odvisna od strokovne usposobljenosti učiteljev, ampak je odvisna od delovnih izkušenj. Učitelji z več izkušnjami v razredu ocenjujejo svojo sposobnost za razlago literarnih del bolje kot učitelji na začetku svoje kariere, kar lahko pojasnimo z negotovostjo, večjo samokritičnostjo, zavedanjem o neizkušenosti mlajših učiteljev, pa tudi z njihovim zavedanjem o obsežnosti in pomenu programskih nalog s predmetnega področja književnosti.

Največ anketirancev je ustrezno raven znanja in usposobljenosti za poučevanje literature pridobilo v okviru svojega rednega študija. Pridobljeni podatki so spodbudni, saj to pomeni, da je v okviru rednega študija povečana pozornost namenjena usposabljanju učiteljev za razlago literarnih del kot ene od osnovnih nalog poučevanja književnosti.

Obstajajo razlike v načinu usposabljanja učiteljev za razlago literarnega dela v razredu glede na njihove delovne izkušnje. Medtem ko je največ učiteljev z najmanj izkušnjami za poučevanje književnosti znanje pridobilo v okviru rednega študija, se je največ najbolj izkušenih učiteljev za to nalogo usposobilo s samostojnim študijem ustrezne literature. Dobljeni rezultati aktualizirajo teme o možnosti strokovnega izpopolnjevanja učiteljev, ki poučujejo književnost, in tudi o odprtosti učiteljev do sprememb v znanosti, izobraževanju in učenju, pa tudi o njihovi motivaciji in pripravljenosti za strokovni razvoj.

Poleg tega obstajajo precejšnje razlike v načinu usposabljanja za študijsko preučevanje literarnih besedil med učitelji z višjo in visoko izobrazbo. Največji delež učiteljev z višjo izobrazbo je za interpretacijo literarnega dela v razredu usposobljenih s samostojnim preučevanjem študijske literature, medtem ko je največji delež fakultetno izobraženih to pridobil v času rednega študija. Na podlagi dobljenih rezultatov lahko sklepamo, da učitelji z nižjo izobrazbo kažejo večjo dovzetnost do samoizobraževanja za pouk književnosti kot tisti, ki so pridobili akademsko izobrazbo.

Čeprav rezultati ankete kažejo, da so učitelji usposobljeni za razlago literarnih del pri pouku v nižjih razredih, bi jim morali omogočiti strokovni razvoj v okviru formalnega izpopolnjevanja (na primer v obliki programov, povezanih z različnimi problemi poučevanja literarne umetnosti) ali pa jih motivirati in spodbujati k nadaljnjemu formalnemu, neformalnemu in priložnostnemu izobraževanju v skladu z zahtevami sodobnega vzgojno-izobraževalnega sistema.

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