

Discussion on Klafki's Influence on German Teacher Education Reform

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Abstract

Geisteswissenschaften Pädagogik dominating German education circles for a long term witnessed crises after the 1950s. The critical theory of society and ideology from Frankfurt School, the orientation of positivistic experience sciences and the traditional hermeneutics way of human Geisteswissenschaften had undergone a progress of confliction and fusion which the external regime reform of teacher education relaid. Klafki also appealed for further reforms of German education regime on democratization, synthesization and diversification. Herein the traditional overlook of bildung was transformed into category and example teach-ing deeply influencing classroom reality.

Keywords

Geisteswissenschaften Pädagogik; Teacher Education; Category and Example; Bildung

1. Introduction

At the end of the 19th century and the beginning of the 20th century, the pedagogy of spiritual science, which had jumped into the historical stage, dominated the field of educational theory and practice in Germany for a long time. Klafki, with his strong concern for the political reality of education, played a great role in this transformation process and profoundly influenced the German teacher education system and theoretical reform. The system presents its contribution and significance, and reveals the problems and solutions contained therein, which is helpful to deeply understand the basic route and background of the reform of teacher education in contemporary Germany[1].

2. Crisis and transformation of pedagogy of spiritual science

Starting from Dilthey, the pedagogy of mental science has become a mature school after the continuous expansion of Noelle-Neumann, Foltner, Wenig and Boroff, etc., which has profoundly influenced the trend of German education in the first half of the 20th century and has been influencing the idea of German teacher education reform[2].

In the 1960s and 1970s, the pedagogy of spiritual science still dominated the mainstream, but it was in crisis, while the quality of education and the level of teacher training in Germany were relatively backward in Western Europe. Therefore, the pedagogy of spiritual science with hermeneutics of humanities as its essence has been questioned. In this big confrontation, there appeared the realistic turn of Rott's educational research, and later formed the critical rationalism of Brechin. On the other hand, the pedagogy of mental science also absorbed the social critical theory of Falck's school and formed the critical liberation pedagogy, represented by the inheritors of pedagogy of mental science, Brancotz, Morenhauer and Klafki (w. Klafki, 1927~)[3]. Task on the whole and branch of education science, nature, function, significance, traditional education view,

learning and teaching system, the need in the process of education and motivation, multicultural perspective of education science, herbart type - the purpose of traditional means of education, the cause and control in the process of education, education of purpose and achievement, the possibility of education and scope, launched an in-depth discussion. Especially Kroger, developing a complete scientific pedagogy is based on the traditional spirit, and widely absorbs the social critical theory and empirical science, the traditional focus on the personality cultivation view to focus on reality education teaching and teacher training, and guide the teaching practice of comprehensive doctrine, through his hands, the spirit of science education in the crisis to regain vitality, until today, still is the key of the German normal colleges practice subject. During this period, Krafsky and others played an important role in the reform of education system, the management of education and scientific research, the teaching plan, syllabus, curriculum setting and management of teacher education, and even the reform of curriculum theory[4].

The overall framework of Krafsky's research on theory of enlightenment and pedagogy published in 1963 is still the pedagogy of Geisteswissenschaften, but it contains a breakthrough point in the transition to critical construction. Later published in 1985, research on new theory of indoctrination and pedagogy fully showed the new system of critical construction. Nevertheless, the connection and extension between the two are obvious: from category teaching to example teaching, from the abstraction of self-determination ability, participation ability and solidarity ability to the greater degree of their realization in political and educational practice. This transformation is internally consistent with the track of teacher education reform in contemporary Germany[5].

3. Contribution to the transformation of higher education

After earning his doctorate, Krafsky taught at Hanover teachers college and the department of education at the university of Münster. He absorbed the Socratic method developed by G. Heckmann at that time, and highly approved its wide application in teacher training courses and made comments. Later Krafsky actively participated in the June 8th student movement and contributed to the institutional reform of colleges and universities. He has been a member of the union of democratic scientists at Marburg university since 1968 and is critical of the capitalist educational system. In the late 1960s and early 1970s, the German federal academic review council introduced a series of higher education reform bills. In 1967, Suggestions on the development of academic universities before 1970 and in 1968, Suggestions on the constitution and management organization of universities obviously challenged the traditional professorial system in which the right of full professors was supreme in Germany, showing the impact of the student movement. This trend continued into the 1970s with some radical moves: the replacement of departments by professional fields; Replace the President with a commissioner; Full professors were replaced by management committees of professors, teaching assistants, students and staff to run school affairs, thus forming a collective bargaining system. Mr Krafsky supports this, arguing that it expands the democratic and participatory foundations of higher education management, working closely with students and other left-wing teachers to join the system of Mitbestimmung[6].

Coupled with this is the comprehensive movement of universities. In 1973, the federal education commission of Germany adopted the comprehensive plan for education, which proposed to form a new type of university with universities of different disciplines and to reorganize existing universities into comprehensive universities. The law on the general programme of universities, which came into effect in January 1976, further stipulated that universities should develop into comprehensive universities or be merged into a unified comprehensive university. An important realization of this provision is the reform of teacher education after the 1980s, which basically realizes the goal that all teachers are trained by comprehensive colleges or universities. Krafsky was actively involved in the historical process of expanding the original school of education into a comprehensive college or into an existing comprehensive higher education institution. Teacher education institutions have been included in the traditional academic universities to cultivate the elite and recognized, which is a significant change in German

higher education."With the integration of normal education into comprehensive universities everywhere, the demands put forward by a large number of primary school teachers in 1848 were finally fulfilled 150 years later [7]."

4. Conclusion

Today, the two countries have long been unified, but the idea of teacher education reform is still continuing. Germany set up a special institute and institution to study, promote and reflect on Krafcsky's theory and practice. Krafcsik also gave lectures in China. We still need to review and discard his contributions on the road of China's current transformation from teacher education to teacher education and teacher professional development.

References

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