

The PhD thesis of Andrásné Kotschy

In the dissertation the theoretical models of pedagogical planning and their effect on pedagogical practice are shown, the general and specific characteristics of the teachers' planning activity are described, and the content elements and methodological characteristics of preparation for the teaching of planning in teacher education and in-service teacher training are surveyed.

The theoretical models of planning according to the development of trends in psychological and pedagogical research can be divided into two groups. When viewing planning as an activity, the role of rational goal-means model is dominant, and the integrated goal-means model and the network-planning appear as versions of that.

The twofold approach of planning as an activity of thinking resulted in decision-making and problem-solving models.

The different theoretical approaches should be taken as complementary knowledge when a complete and differentiated picture of planning is drawn.

The analysis and synthesis of the general and specific features of the planning activity were based on the empirical researches described in literature and on three independent inquiries carried out with the methods of questionnaires, structured interviews and stimulated recall.

The Hungarian pedagogical practice shown that

- the teachers' planning activity is essentially determined by traditions and educational-political expectations but is also influenced by the teacher's age, the type of school and – although to less extent – the specific features of the subject.
- Stereotype and routine play a great role, systematic approach and conscious application of experiences in order to improve the activity are not so typical.
- In some cases, there is a correlation between the declared views on children, education or goals of teaching and the peculiarities of planning.
- The following can be regarded as the criteria of conscious pedagogical planning: the enforcement of systematic approach, the emphasis on individual and cooperative learning and the thinking in thematic unity.

On the bases of the different textbooks, notes and in-service training auxiliary materials, it can be verified that the teaching of planning is determined by the rational goal-means model, the task of analysing the goals and content is followed by planning the activities and evaluation. Regarding methodology, three "periods" can be differentiated: The activity-oriented and thinking-oriented ones and that of the methods improving reflection.

The relationship between theory and practice within training is also influenced by the structure of training.

From the evidence of research, conclusions can be drawn in three fields: theoretical knowledge concerning planning, knowledge concerning in the teaching of planning, and fixing the research task of planning.