

The Correction of the Bologna Reform Process Changes in the Training of History Teachers in Hungary

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Since 2006 history teaching degrees can only be attained in the second training phase of the two-phased so-called Bologna system, i.e. through master's degree level learning. As a result one cannot apply to learn to be a history teacher straight after secondary school matriculation exams. One must first complete a bachelor degree with a history major and then successfully apply to a master's program to attain teaching certification.

From the very beginning – even in the preparatory phase – the new system was met with such strong criticism that five years after its introduction, in July 2011, the concept of restructuring teacher training appeared in the *Hungarian Higher Education Act* (HHEA). This concept would put an end to two-cycle teacher training, which resulted in divergent credit numbers in so-called major and minor pairings, and would replace it with training in a dual-major training system with an equal amount of credits per major.¹ After the Act was passed (in December 2011) expert consultation began, resulting in a detailed plan for the restructuring of teacher training in September 2012. The Ministry of Human Resources submitted its proposal to the government while this article was being written.

This article covers the following areas:

- Based on the in-effect Acts and Decrees we examine history training, the legal framework of history teacher training, and training requirements in the Bologna system.
- We outline what efforts were initiated to restructure teacher training (including the training of history teachers) after the introduction of the Bologna system.
- We briefly review those criticisms and arguments that urged the reintroduction of dualistic training.
- We briefly examine the innovations of the new training requirements in teacher training planned for 2013.

¹ At the time of writing the Government Decree aimed at abolishing the two-cycle teacher training system was in the preparatory phase, though expert consultation had been completed. The government plans to introduce the decree in January of 2013, see: <http://www.komany.hu/download/b/c7/a0000/tan%C3%A1rk%C3%A9pz%C3%A9s.pdf#!DocumentBrowse>.

1. Changing to the Bologna system

Based on the 1993 Act on Higher Education,² teacher training was dual. That means that elementary school teachers were trained in colleges while secondary school teachers were trained in universities. The expansion of higher education, differentiation in the higher education institution system and domestic and international demands at the beginning of the 1990s to professionalize teachers all initiated the transformation to a unified, university-level integrative teacher training system.

The first step was taken in 1997 when a decree was passed on the unification of training qualifications for all teaching degrees.³ The Government Decree stated that teacher training does not in itself lead to a college or university degree, and that teacher training can only be offered in parallel with bachelor's-level training in specialized fields (e.g. history).⁴ The appendix to the Government Decree defined subject-methodology (field pedagogy) very briefly, in three points: 1) subject-methodology should be connected to the content and theory topics of the given field, to general training in pedagogy-psychology and to school practice; 2) subject-methodology should be an area of study which overarches and integrates the given subject (e.g. history) with related majors, subjects and areas of erudition; 3) the time frame per major is at least 150 hours. In 2002, with the introduction of credit-system education the number of credits for subject methodology was established at seven.⁵

Hungary signed the Bologna Declaration on June 19th, 1999. As such it committed itself to joining the European Higher Education Area and to participating in introducing the multi-cycled training system. Before the introduction of the Bologna system Hungarian higher education – like that of many countries – employed a dual structure. Students wishing to continue their education could choose between three to four years of practical-oriented college education or five to six years of theory-oriented university education. Teacher training took place in both kinds of

² Act LXXX of 1993 on Higher Education (repealed effective: March 1st, 2006).

³ Government Decree No. 111/1997 (VI. 27) on the requirements of the pedagogical qualification (repealed effective: December 30th, 2005)

⁴ In Hungary there are several terms used to define the teaching sciences or subjects in schools. The most general is “subject methodology” (*szakmódszertan*), while “subject pedagogy” (*tantárgypedagógia*) denotes a more focused interpretation and a dominant pedagogical orientation. The term “subject didactics” (*szakdidaktika*) is never or rarely used. It is a more general interpretation characterized by a stronger connection to the subject's science. Experts use the terms to reflect general or narrow interpretations. This study uses as a launching point a general interpretation, according to which history didactics (or in Hungarian parlance “history subject methodology” (*történelem szakmódszertan*) is a subdiscipline, which can encourage the effective, successful and proportional social (and within this public education-related) utilization of subject sciences.

⁵ Government Decree No. 77/2002 (IV. 13.) on the Amendment of the Qualification Requirements of Undergraduate Trainings in line with the Credit System (Repealed effective: September 1st, 2007).

institutions, whereby elementary school teachers were trained in colleges while secondary school teachers were trained in universities.

Act CXXXIX of 2005 on Higher Education⁶ legislated the move toward two-cycled, divided training and went into effect on July 1st, 2006. From September 1st, 2006 it became impossible for colleges and universities to launch new cohorts under the old system. At the legal level the transfer was completed very swiftly, but at the institutional level the implementation – naturally – did not go as quickly. Further, its execution was not an unequivocal success story given that some inadequate solutions were used and many interests were compromised. However, there have been some measurable results, especially in the field of teacher training.⁷ The changes – particularly the transfer to two-cycle training – had a deep effect on pedagogy teaching, including the training of history teachers.

With the exception of six unified/undivided bachelor's level programs, the system introduced on September 1st, 2006 initiated multi-cycled, Bologna-styled training. Two-cycle training was not implemented for institutions training in architecture, civil engineering, art, theatre, law, general medicine, dentistry, pharmacy and veterinarian science, and thus these areas continued to offer undivided training.

2. Disciplinary training – History majors (BA, MA)⁸

On April 4th, 2006 the Minister of Education, through decree 15/2006⁹ (and its appendices) regulated the training and qualifications requirements of bachelor and master's training. Appendix 1 of this decree describes the general characteristics (competencies) of degrees attainable in higher education. Appendix 2 contains the concrete training and graduation requirements for bachelor and master levels training according to field of training, and it is here we find – within the humanities section – the requirement system for bachelor-level studies in history. Appendix 3 contains training and graduation requirements for master programs, while the general requirements for teacher training are found in Appendix 4. Government decree 289/2005 (XII.22) explains which majors can be used to attain teaching qualifications and how many credits must be achieved for such.¹⁰

⁶ Act CXXXIX of 2005 on Higher Education. In: Complex Jogtár (<http://net.jogtar.hu/>). Complex Jogtár is the online database of Hungarian Law.

⁷ Kotschy Beáta. “Új elemek a tanárképzés rendszerében”, *Educatio* 3 (2009): 371-378; Hunyady, György. “A Bologna-rendszerű tanárképzés hazai vitapontjai: A kilengő mérle-ge lés”, *Educatio* 18 (2009): 317-334 (www.edu-online.eu/hu/letoltes.php?fid=tartalomso/1338).

⁸ Ministry of Education decree 15/2006. (IV.3.) on the qualification requirements of BA and MA courses, Appendix 2. In: Complex Jogtár.

⁹ Ibid.

¹⁰ Government decree 289/2005. (XII. 22.) on Bachelor and Master programs and procedures for launching new programs. In: Complex Jogtár.

In Hungary there are a total of eleven institutions in which BA-s and MA-s in history and history teaching MA-s can be attained.¹¹ Below we will illustrate what requirements must be met in order to undertake – and graduate in – history BA and MA studies.

2.1 History BA training and graduation requirements

History BA degrees can be attained through humanities training with four kinds of majors:

- Philologist in History Studies
- Philologist in History, Specialization in Archives
- Philologist in History, Specialization in Museology
- Philologist in History, Specialization in Archeology

In the history BA program the duration of training is six semesters, within which 180 credits must be attained. Within the joint training branch (history) the minimum credit value for the joint training period is 10, the credit value of electives is 10, the thesis project is worth 10 credits, and practical skills are worth 64 credits. Among the majors the maximum number of credit points is 110 for Archeology and 50 for the rest (history, archival studies, museology).

The general goal of the training is to train experts with: knowledge in world and Hungarian history and related fields of science as well as archival science, museology; the ability to learn and systematize independently; and to have theoretical knowledge vast enough to be able to continue studies at the master's level.

According to the Training and Qualification Requirements (TQR) those who have completed the BA in history should be able to independently attain and systematize knowledge in areas of history, society and politics and further critically analyze and process such knowledge. They should be able to: offer solutions for how to interpret problems found through historical-social analysis; make effective use of problem-solving techniques learned in their courses; present and think through arguments and analyses using different points of view; and further understand and interpret related texts and texts illustrated with visual messages, typographic tools, icons, tables, data and visual texts (moving and still visuals, maps, diagrams). They should be capable of communicating in a foreign language and using information technology. They should have the ability to critically reflect on their activities and

¹¹ Of these three are colleges while the others are universities of science. At the universities of science (Budapest, Szeged, Pécs, Debrecen, Miskolc) all three majors are available, while generally at the colleges only the history BA major and the history teaching MA courses are taught. An exception to this is Eszterházy College in Eger, where training is offered in all three majors. Another unique aspect worth mentioning is that there are two institutions where disciplinary history major training and history teacher training are offered by different faculties. At ELTE (Budapest) the Faculty of Education and Psychology offers teacher training, while at Nyíregyháza College it is run by the Teacher Training Faculty, all while disciplinary training is offered in the Humanities faculty.

to weigh their values and be self-aware in their behavior. Further, they should be conscious in terms of quality and responsibility, with good cooperation and communication abilities and problem-solving skills.

With a BA degree in history graduates – in possession of knowledge they attained during their training – can fill positions in public education institutions requiring knowledge of history. Those who have completed the archival studies major can use their knowledge of archival science to complete basic tasks concerning the collection, securing, analysis and accessibility of written materials worth preserving. Those who have completed the museology major are able to add to collections, keep records, store and maintain, and conduct research required to direct museums. Those who have completed the archeology major should be able to use their general knowledge of archeology and focused knowledge of the main archeological periods of the Carpathian Basin to research sources and sites under the direction of an archeologist, and to store and document findings.

The core curricula defining the areas of knowledge are composed of three large units: basic knowledge, core field material and differentiated field material.

Basic knowledge: 20-40 credits

History of philosophy, society, communication, IT, library studies, basic knowledge of the training field (introduction to historical science, introduction to ethnography); basic knowledge for fields (introduction to archeology, introduction to archival studies, introduction to museology, art history, historical geography, religious history, history of education); Latin.

Core field material: 130-150 credits, including

a) general field material: 40-90 credits

Related historical sciences (epigraphy, paleography, diplomatics, heraldics, chronology, sphragistics); ancient history (Europe and the world beyond Europe in ancient times, the ancient East, Greece, Rome, education history of ancient religions); Middle Ages Hungarian history (ancient history of Hungarians, history of the Carpathian Basin before the Hungarian conquest, Hungarian history from the conquest to Mohács); Middle Ages world history (Europe and the world outside Europe in the Middle Ages); early modern Hungarian history (the history of Hungary and Transylvania in the early modern period); early modern world history (world history in the early modern period); modern Hungarian history (history of Hungary and Transylvania in the modern period until 1918); modern world history (history of the world in the modern period); recent Hungarian history (Hungary between the World Wars and after World War II, contemporary Hungarian history); recent world history (20th century and contemporary world history);

b) differentiated field material

ba) history major: 50 credits

field core of general professional knowledge;

bb) archival studies major: 50 credits

Administration and institutional history (organization of the Hungarian state, government and institutions, the archival institutional system and its history, document production in the private sphere, economic organization and their documents); archival and academic records (archival studies: new and modern documents, archives and document handling; archival IT, archival privacy, data service, archival colleges); archival professional internship (Hungarian National Archive, local government archives, professional and open private collections);

bc) museology major: 50 credits

Educational and cultural history of Hungary, general resources, museum history, collections and the history of major museums, general and historical museology studies, introduction to natural history museology, introduction to agricultural museology, introduction to the history of applied arts, introduction to the history of technology, introduction to technical and transport history museology, introduction to literature and theater history museology, adult education, lifelong learning, museums and public education, museum pedagogy, ethics, museum ethics, museum practicum;

bd) archeology major: 90 credits

introduction to various fields of archeology, archeology methodology, archaeometrics, museology, fields of archeology (ancient archeology, antique archeology, Roman archeology, migratory archeology, Middle Ages archeology);

be) field material of the second major: 50 credits

Should the student choose the teachers' master's course he/she must be offered pedagogy and psychology modules that are necessary for preparation to teach, within the framework of elective studies. The credit value in this case is 10.

A student must participate in an internship and must also meet foreign language requirements. In the archeology program the internship includes fieldwork (12 credits). In the archival studies program the internship includes work in actual archives (6 credits), while in the museology program the internship includes museum work (3 credits). To attain a bachelor degree a student must pass a state-approved mid-level (B2) complex type language exam (or provide an equivalent matriculation exam or other certification) in a living foreign language or in Latin.

2.2 *Training and qualification requirements for the master program in history (MA)*

After completing the master program the students attain the status of qualified historian. Upon entering the master program all credits of a previously attained BA in history are accepted as antecedent, while credits from majors in humanities, social sciences, natural sciences, law and administration, national defense and military, as well as economics can be accepted. As an introductory part a defined number of credits (50) must be attained in the earlier major, which are judged by the given higher education institution's credit transfer committee. The duration of training

for a master program is four semesters, and the number of credits to be attained is 120. The number of credits that can be made available for introductory knowledge is 10-20, while 10-50 credits can be earmarked for field core material. The number of credits available for differentiated field material (specialized programs) is 30-70. The minimum credit value of elective courses is six. Twenty credits can be attained through the writing of the thesis project. The proportion of practicum credits is minimum 30%.

The goal of the master program and the competencies to be acquired

The goal of the training is to prepare experts capable of practicing the historian profession with knowledge in world and Hungarian history and in related sciences and subdisciplines. They are to have a high degree of preparation in historical, social and political issues. They should have knowledge of key periods and significant correlations in world and Hungarian history. They should have enough knowledge to be able to continue their studies at the doctoral level, too.

- a) *Students who have graduated at the master level know:* historical issues of given periods or fields, historical processes, methods of using sources and analyses and the field of historiography may have developed widely applicable problem solving techniques for historical research and the writing of scientific artical papers, conceptual thinking and the ability to think in abstract terms.
- b) *Students who have graduated at the master level are able to:* conduct research and publish in given historical fields with professional guidance. They are prepared to create informative and scientific writing; to educate the wider public on the results and issues of historical science; to use knowledge of historical science in practice; to further educate themselves in at least one foreign language; to systematically and creatively deal with new and complex historical themes; to form strong judgments and opinions despite incomplete data and according to possibilities; to make decisions and to be able to present its consequences to professional and layperson audiences; to understand problems to be solved in historical fields, to conduct original activity and to suggest original ideas; to independently plan and execute presentations to professional and layperson audiences on historical periods and events at a high professional level; to raise the level of their knowledge and to deepen their knowledge of historical training fields and regularities in social and economic events in various historical periods; to self-teach and self-develop new skills; to analyze historical processes and to uncover correlations.
- c) *Personal traits and skills necessary for the practice of the profession:* fair, professional and comprehensible expression skills, both orally and in writing, the ability to express problems, the ability to make independent judgments, cooperation skills, initiative and the ability to take responsibility,

decision making skills in complicated and unpredictable situations, self-learning skills necessary for professional development, critical thinking.

Definitive knowledge areas for the master level and professional qualification:

- Fundamental areas of knowledge which expand on knowledge acquired during bachelor level training and necessary for the completion of the master degree (10-20 credits): historiography, philosophy of history, research methods, theories of history.
- Areas of knowledge compulsory for the core field material (10-50 credits): political structures, states, economy, society, demography, lifestyle, culture, and thought.
- Electives in professional areas of knowledge (50-90 credits).
- Differentiated professional areas of knowledge (30-70 credits).

Electives, special programs

Requirements for the professional qualification can be attained in any of the three topic areas:

Chronological topics: ancient history, antiquity, Middle Ages, early modern period, modern period; Middle Ages Hungarian and world history, medievalism, interdisciplinary medievalism, antiquity-Middle Ages, early modern Hungarian and world history 16th-18th century, 19th century Hungarian history, 19th century world history (Europe and the world beyond Europe), 20th century Hungarian history, 20th century world history (Europe and the world beyond Europe);

Topics according to territory: Hungarian history; European history; the world beyond Europe; local history – country history – history of the Carpathian Basin; history of the Pannon region; European studies; history of the Mediterranean region (ancient and antiquity); comparative historical studies of East-Europe, East-Central Europe (from the birth of national monarchies to EU membership); history of East, East-Central Europe and the Balkans; history of the Balkans and Islamic countries; comparative history of Central-, East- and Southeast Europe; Ibero-American history.

Thematic topics: economic and social history; political thought and institutions; history of diplomacy; education history; church and religious history; classic and modern subdisciplines; economic, social, lifestyle and local history; social crises and techniques of rule; history of technology; state systems, political institutions and organizations, political thought in the 16th-20th centuries; world and Hungarian military history; historical sources; the history of connected continents, globalization and regionalism; interethnic relations and conflicts; Russian studies; modern Sovietology; Kremlinology.

Twenty credits are available for the writing of the thesis project. The curriculum of the higher education institution defines the internship. To complete the master's degree the student must pass a state-approved advanced-level (C1) complex type (written and oral) language exam (or provide an equivalent matriculation exam or other certification) or a state-approved mid-level (B2) complex type language

exam (or provide an equivalent matriculation exam or other certification) excluding that used for the attainment of the bachelor's degree.

3. The training of teachers in the Bologna system

The Bologna process fundamentally restructured Hungarian higher education and within it the teaching of humanities and teacher training. Completely new teacher training programs were necessitated by history teacher training being separated from humanities training, by the significantly higher number of pedagogy and psychology credits in the MA program and by the introduction of semester-long practice teaching periods. Although the introduction of the split training system was rapid, ill-prepared and opposed to the interests of many, it must be said that some institutions attempted to take advantage of the “reform” and “smuggle” curricular developments into the training that were not intended and not possible earlier.¹²

The desire to reform history teacher training in Hungarian education policy predates the introduction of the Bologna process and dates back to approximately the mid 1990s. There was a growing tendency in professional circles to support a move away from mere knowledge-transfer, frontal teaching in history teaching to a competency-based approach. The National Core Curriculum introduced in 1995 satisfied these goals only to a low degree. The last years of the 1990s saw a re-thinking of secondary graduation regulations, i.e., the matriculation exam requirements. Education policy makers hoped that a new conceptualization of knowledge (including the teaching of history), a new practice of teaching (more student-centered), and new measurement and evaluation practices would spread and take root in Hungarian schools.

The expectation for history teaching to be renewed, it appears, largely came to fruition, although not to the degree that developers hoped for. The most significant new aspect of the reformed matriculation requirements in 2005 was the shift in emphasis from testing mechanically learned knowledge to the measurement of competencies required to process and interpret history. That is the focus was put on making use of the knowledge of history through the ability to independently and competently process, critically use and systematize historical sources. As such the introduction of the new matriculation system in 2005 created the conditions for the use of a renewed teaching of history. However, the earlier main principles and practices of training teachers were untouched. Thus, when the switch to the Bologna system looked inevitable, a good opportunity arose to make an attempt to renew the theories and practices of history teaching through teacher training. This was in the light of demands for change coming from the public education sphere and advocacy for the adaptation of international research on historical didactics.

¹² Ágnes Fischer-Dárdai. “The Teaching of History in Hungary at the Beginning of the 21st Century. Position and perspectives.” In *Facing – Mapping – Bringing – Diversity*, Vol 1, eds. Elisabeth Erdmann and Wolfgang Hasberg (Schwalbach: Wochenschau Verlag, 2011), 371-401.

3.1 *Training and qualification requirements of the history teacher master program (MA)*¹³

In the cause of history teacher training the acquisition of general professional knowledge takes place during bachelor level studies. Teacher training at the master's level deepens and augments these with areas of knowledge critical to the teaching of history. Courses for differentiated field material are adjusted to matriculation exam themes. Practicum training is executed through close cooperation with the universities' training (public) schools.

Students in history teaching master programs acquire knowledge in the following fields: scientific-level knowledge of political, economic, social and cultural Hungarian and world historical periods by period (antiquity, medieval, new age, modern) or by region (Hungary, Europe, Asia, America, etc.) or by theme (economic and social history, history of thought, military history, church history, etc.); knowledge and practice of types of source analysis (written, photographic, multimedia, object, etc.); sources and source types of given periods and themes; the requirements of new-approach (so-called source-centered) history teaching; knowledge of sciences related to history and its subdisciplines; contemporary historical writing orientations (mentality history, micro-history, women's history, historical demographics, minority history, etc.) and analytical methods and the possibilities for their use; general and specific areas of knowledge and skills required for the subject of history: acquiring and processing knowledge (distinguishing between sources and analysis; critiquing sources, orientation in libraries, handbooks, encyclopedias, atlases, informative and scientific periodicals, internet search programs, distinguishing between significant and insignificant processes during analysis; causal relations and orientation in the complex system of cause and effect; alternatives, understanding the role and responsibility of the individual and the group, understanding the reasons behind actions); ability to express oneself; ability to recall sources and data, thoughts and names arising from sources; clear expression of problems and challenges, given explanations, conclusions, mastering oral argument forms, knowledge of the most important terms and concepts of history and social sciences; written expression; outline and response design, extraction, note-taking, techniques of preparing tables, making use of word processing programs; methods of visual expression: diagrams, graphs, their analysis and preparation, collecting visual data storage, filtering and preparation; orientation skills: orientation in time and space using chronological and topographic data, recognizing the mutual effects of historic events and geographic phenomena, synchronicity approaches, ecological approaches and their further development; the relation between the subject of history and the social sciences and the teaching of the arts; international trends in historical science and teaching with an emphasis on practice in the EU.

¹³ Ministry of Education decree 15/2006. (IV.3.) on the qualification requirements of BA and MA courses. Appendix 2. In: Complex Jogtár.

Students in history teacher MA programs master the following professional methodology areas: the methodology of teaching history; methods of developing competencies in history classes, issues in planning history teaching; theories and practices of teaching history; international trends and Hungarian practice; teaching techniques, methods, micro-teaching; multimedia history teaching; differentiated work forms (individual work, pair work, team work, frontal work), syllabi, curricula, thematic plans, class plans, methods of creating class outlines; creating curricular materials, project work and personalized teaching; characteristics of group teaching and the role of group dynamics in education; the role of history teaching in the interest of personal development; the teaching of history in secondary schools, vocational schools and adult education.

Based on the training requirements listed above the institutions work out their teacher training programs independently. The institutions do not coordinate their curricula. For this reason there were institutions where the structure of courses reflected the history didactics research-development results of the past few decades and were able to prepare professional methodology syllabi that focused on the development of historical thinking and student-centered curriculum use. That is the use and preparation of interactive and reflective teaching methods was given significant space. At the same time many institutions conserved earlier content and methods, which led to a loss of prestige for those representing advanced professional methodology. In summary it can be said that the depth of knowledge in the training of history teachers and the level of development of history didactics and methodology in the Hungarian higher education sphere is uneven and pluralist.

3.2 Results of history teacher training in the Bologna system

The new requirements of two-cycle teacher training¹⁴ have to a significant degree changed earlier teacher training programs. Of clear importance is the higher number of courses (and higher number of credits, increasing from 7 to 10) dedicated to the methodology of teaching history. In the new training system the teaching of general professional knowledge and history-teaching knowledge are separated, with greater emphasis put on the latter with the clear goal of strengthening the teaching profession. This goal is further served by the teaching qualification exam that is taken at the end of one's studies. While these requirements are to be applauded – given that they strengthen the teaching profession – we cannot hide the fact that the mandatory training requirements – both in terms of content and in use of language – reflect a rather out-of-date-concept. This concept bases the qualification requirements of history teaching on narrow pedagogical grounds with historical methods as a focus instead of wider historical didactics that are more closely tied to historical science.

Another new element in the training requirements is the “Man and social studies” teaching major, which can be interpreted as being a result of efforts to integrate

¹⁴ Ibid.

higher education institutions with the subject of the National Core Curriculum. To the best of our knowledge not one higher education institution has been able to accredit this major, likely because it transgresses the current organizational (department, faculty) framework and because the accreditation applications to date have resembled training for “history teachers” as opposed to social studies teachers.

A look at the new requirement system for teacher training reveals similarities to the 2003 National Core Curriculum: the necessary teaching skills listed in the training reflect those competencies recorded in the curricular document and expected of students (learning skills, expression skills, orientation skills, etc.). The requirements of teacher training further fit those requirements expected at the matriculation exam, and thus the spirit and jargon of the two documents are in many regards alike. In teacher training the documents that arose from the accreditation processes of the MA program noticeably fulfilled the goals expressed in the matriculation exam reforms, and these further affected the renewal of professional methodology. The signs of such are visible both in the training structure and in the descriptions of courses.

The teacher training major’s requirements unambiguously show that the goals of changing approaches (new content, new teaching methods) as reflected in documents regulating public education (e.g., the requirements for the new history matriculation exam) most certainly gained ground. (E.g., Knowledge and utilization of source analysis; Resources and source types for various periods and themes; Requirements of the new approach or so-called resource-centered teaching of history.¹⁵) Further, we see the appearance of new key competencies for teachers like the development of study skills, the necessity of teaching critical approaches to sources, and the need to prepare students to understand divergent points of view and to develop nuanced historical analysis. We essentially see the same competency areas (space-time, critical thinking, communication) as those appearing in the 2003 National Core Curriculum, supplemented by the methodologies that graduates must master.

4. The problems and lessons of teacher training in the Bologna system

The switch to the Bologna system in 2006 was implemented with great speed – thanks largely to social policy and economic considerations. Most educators in higher education were accustomed to a linear system while the educational model introduced in the Fall of 2006 required a two-cycle system. As a result there were doubts about the new system, which had been introduced abruptly and without having been tested.

The radical change to the teacher training system in 2005 – which resulted in a uniform, two-cycle system – was guided by two principles. First, there was a focus to increasing the prestige of the teaching profession and of teacher training. Second, it

¹⁵ Ibid.

had to be able to integrate into the divided higher education system. The seven years that have passed since 2005 have not unequivocally resulted in an improvement in professional prestige. But it has become clear that the shift of the vast majority of pedagogical studies to the MA level, and further the two-cycle teaching of disciplinary subjects and the disparity in credit numbers of so-called major and minor pairings, have as a whole not been to the advantage of the mastering of general pedagogical or professional knowledge. That is, in light of teacher training the Bologna system has not been able to surpass the previous system's results in professional or pedagogical subject terms. The flexibility of the unified teacher training career choice has not made the teaching profession any more attractive, while at the same time the majors have undergone hyper-proliferation that does not match the hiring needs of the public education sphere. The structure is fragmented and has broken into interesting but narrow fields, which has led to a decline of interest in grand general subjects (history, Hungarian literature, mathematics) among those making career choices. The training institutions have advertised majors that public schools can hardly make use of and the appearance of which have degraded the professional prestige and societal appreciation of teacher training. Another problem is that the divided training system has made it more difficult to harmonize the development of the teaching discipline's three components (the discipline, field didactics, and pedagogy-psychology). In numerous cases – such as in chronologically constructed history teacher training – the two-tier system has resulted in the artificial fragmentation of disciplinary subjects. The unified teacher training MA level suggested that the professional aspect of teacher training majors is merely secondary. Related to this is the fact that a severe critique was expressed, holding that the role of pedagogy in teacher training was too strong, whereas the training does not prepare teachers to satisfactorily solve teaching problems or to offer remedial or differentiated teaching.¹⁶

The new development concept written in 2011 expresses an attempt to balance continuity and necessary change in the process of the renewal of teacher training, more serious consideration of the needs of public education, and meeting the requirements of the labor force while acknowledging and strengthening the management of the role of the teacher in national strategy. The cornerstones of this approach are:

1. pedagogical-psychological knowledge that is better matched to disciplinary knowledge – over a longer period within the training time;
2. an increase in the time of practical teaching (one academic year) while at the same time emphasizing the significance of self-learning and further training;
3. the principle of limited dualism in the majors, which means that unity is disrupted in the so-called grand majors (10) only;

¹⁶ Radnóti Katalin and Király Béla. "A bolognai rendszerű tanárképzés tanulságai," *Iskolakultúra* 2 (2012): 105-112; Laczkovich Miklós. "Bologna és a tanárképzés", *Fizikai szemle* 59 (2009): 218-220. <http://theorphys.elte.hu/tel/magyar/laczkovich0906.html>.

4. directed major choices and training content that better respond to the labor market and assist employment;
5. adjusting oversupply in training to needs and prognostications;
6. making the teaching career more predictable, connecting it to the soon-to-be-introduced pedagogue life path model;
7. state-financed spots in teacher training to guarantee a supply of teachers in the future.

5. The renewal of teacher training from 2013

The Hungarian Ministry of Education – as seen in the government decree now being written – would like to fundamentally reform teacher training in Hungary in the near future, including the training of history teachers. The basic goal of reforming teacher training is the professionalization of the teaching career, the assurance of quality training, and the professional preparation of teachers to effectively carry out their vocation. Hereby one of the elements of such is the effort to increase the professional preparedness of teachers by securing an equal proportion of time allotted to training time and the two teaching majors.

According to plans the new undivided teacher training system will be utilized for 10 subjects – including history – with elementary school teachers and secondary school teachers being trained in different systems (4+1 years for the former, 5+1 years for the latter). Other subjects will have one type of training (five or six years). According to the plan the future teachers must choose two majors at the beginning of their higher education studies, with an equal amount of credits in both majors. Smaller majors (art history, philosophy, ethics, communications, etc.) can only be taken as second majors. In the undivided training system applications are submitted to the teaching majors (e.g., history teaching) with one entry point, but with two completion options (elementary school or secondary school). In this way the new dual teacher training system will have three joint years (180 credits) based on identical field requirements. The choice of completion option occurs in the third year. The practicum period (currently one semester) is doubled. It grows to one year for both elementary and secondary school teachers, which makes it possible for future teachers to prepare for future challenges in a real pedagogical environment. The increased and more emphasized practice teaching time will – according to the plan – introduce the future teacher to a school medium that may lead to employment and teacher's status after graduation.

To a significant degree the new teacher training system to be introduced on January 1st, 2013 will rationalize the training options offered to prospective teachers and adapt them to public education needs and the number of hours to be taught after graduation. Further the regulation of choices for first and second majors will direct and optimize flows to majors. The establishment of Teacher Training Centers at all institutions offering teacher training will be mandatory. These will improve the quality of teacher training through coordinating training and practice teaching in schools as well as executing further training programs for teachers and

teacher evaluations connected to career tracking. The advantage of the new teacher training approach is also reflected in the fact that the one-entrance, two-exit system is likely to encourage future teachers to improve their performance. Further, the joint first three years make transfers across the divided disciplinary training systems possible and ensures continuity in pedagogical training from the beginning of higher education studies. Opponents of the changes criticize the dismantling of the unified teacher training order and the increase of the credit value (proportionality) of two-major disciplinary training, as it will deemphasize general pedagogy and psychology.

We have a reason to be optimistic about the future training of history teachers. We certainly must face the fact that the teacher training and qualification requirements in the current Ministerial draft deal with field methodology training goals separately. Further, the law will use a broader definition of field methodology that emphasizes that field methodologies are a subdiscipline between subject fields and pedagogy, and that they can act as a liaison between academic fields and pedagogy.

The correction referred to in the title of this article refers to ality is such that it can cause a positive change in the training of history teachers. It strengthens and acknowledges those field methodology results that in years past have come to fruition in Hungarian content and methods development at historical didactics workshops. Another encouraging sign is that the training requirements for history teachers have been harmonized with the principles and goals stated in public education documents.¹⁷

¹⁷ All websites quoted in this article were last accessed on: August 5th, 2013.