The holistic setting of initial education of teachers through the perception of students

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Abstract

This paper is focused on research in order to reveal the students' perception of the organization of the initial education of future educators and teachers aimed at the complementary relationship of the three holistically significant aspects of influence: The influence on the cognitive-intellectual and professional component of the person (epistemological foundations) , the impact on social cohesiveness and self-concept (ontological foundations) and the impact on knowledge transfer capabilities in practice. In doing so, surveys and interviews with focus groups were used. The questionnaire was anonymous and with an emphasis on complete confidentiality regarding the students' decision to answer. The interview with the focus groups was structured, open and public, which gave the effect of full responsibility among the participants. The data was processed statistically through the Google form, as well as with additional processing according to certain parameters through the SPSS program, and from the interview the data was qualitatively processed and contributed to obtaining a complete picture of the answers to the set goals and hypotheses in the research. The sample consisted of 156 students in the third and fourth year of studies from the pedagogical faculties at four universities in the Republic of North Macedonia. The research resulted, at general, that the initial education does not perceive an organized holistic impact on the personality totality of future teachers in epistemological and ontological terms, which does not provide a complete sense of readiness in the transfer of knowledge in practice. The influence of the faculty is reduced to the strengthening of the cognitive-intellectual component in the students, while the strengthening of the self-awareness is not recorded in an organized institutional form.

Key words

Initial education; epistemological and ontological influence; knowledge transfer student perception

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