VOL VI

Educação:

Teorias, Métodos e Perspectivas

Paula Arcoverde Cavalcanti
(Organizadora)

EDITORA ARTEMIS
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APRESENTAÇÃO

O Livro **“Educação: Teorias, Métodos e Perspectivas”** é composto de trabalhos que possibilitam uma visão de fenômenos educacionais que abarcam questões relacionadas às teorias, aos métodos, às práticas, à formação docente e de profissionais de diversas áreas do conhecimento, bem como, perspectivas que possibilitam ao leitor um elevado nível de análise.

Sabemos que as teorias e os métodos que fundamentam o processo educativo não são neutros. A educação, enquanto ação política, tem um corpo de conhecimentos e, o processo formativo dependerá da posição assumida, podendo ser includente ou excludente.

Nesse sentido, o atual contexto – econômico, social, político – aponta para a necessidade de pensarmos cada vez mais sobre a educação a partir de perspectivas teóricas e metodológicas que apontem para caminhos com dimensões e proposições alternativas e includentes.

O **Volume VI** reúne 20 trabalhos que apresentam diversas análises acerca de métodos, práticas e perspectivas, próprias do campo da educação a partir da ideia de criar e garantir o processo de ensino-aprendizagem significativo. Assim, os sujeitos são considerados como responsáveis pelo seu próprio conhecimento e, os métodos e instrumentos pedagógicos do processo da aprendizagem são constructos sociais que possibilitam experiencias e aprendizagens dentro de realidades diversas.

A educação, entendida como um processo amplo que envolve várias dimensões, precisa ser (re)pensada, (re)analisada, (re)dimensionada, (re)direcionada e contextualizada.

Espero que façam uma boa leitura!

Paula Arcoverde Cavalcanti

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CAPÍTULO 16

METHODS APPLIED IN THE CHANGING PROCESS OF THE STUDIES OF PRE-SCHOOL EDUCATION

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ABSTRACT: The article discusses the modern teaching, study and assessment methods that are presupposed by the specifics of the learning paradigm and applied while implementing the study programme of Pre-school and Pre-primary Education. The problem of the article is characterized by the results of the meta-analysis that reveals that the methods reflecting pedagogical interaction and learning ideas are applied relatively rarely. The article presents the results of Phase 1 of the participatory action research that allow planning a continuous qualitative research, which is supposed to reveal the assumptions and possibilities of the systematic approach of teaching, study and assessment methods in practice. The article consists of two parts. The first part reviews the modern teaching, study and assessment methods presupposed by the specifics of the learning paradigm and their interaction in the studies of pre-school education. The second part presents the results of the frequency of application of modern teaching, study and assessment methods which allow to formulate insights about the quality of the implementation of the study programme. To summarize the research results the article states that while training educators in the study programme all methods of transferring and applying knowledge used by the academic staff, the methods of the self-assessment of learning outcomes and knowledge used by students, and the methods of assessment of learning achievements and progress discussed should be used. While assessing learning achievements and progress, it would be helpful to apply supervision to help analyse and reflect on professional experience, express feelings, recognize stressors. Greater attention should be paid to the systematic application of

teaching, study and assessment methods as well as the continuous reflection of lecturers and students on their activities. This would create conditions for the development of the didactic competence of the academic staff and ensure the quality of the study process.
KEYWORDS: Educational paradigm. Method. Systematic. Didactic competence. Participatory action research.

METHODEN, DIE IM VERÄNDERUNGSPROZESS DES STUDIUMS DER VORSCHULERZIEHUNG

ABSTRACT: Der Artikel behandelt die modernen Lehr-, Lern- und Bewertungsmethoden, die im Studienprogramm für die frühkindliche Bildung und die Vorschulerziehung verwendet werden, um einen Pädagogen vorzubereiten, der den heutigen Anforderungen an pädagogische Kompetenz entspricht. Die Entwicklung bedeutender Kompetenzen bei der Vorbereitung von den Vorschullehrern hängt mit der systematischen Anwendung moderner Lehr-, Lern- und Bewertungsmethoden im Studienprozess und der Fähigkeit der Studenten zusammen, sie in zukünftige berufliche Tätigkeiten zu übernehmen und integral anzuwenden. Das Problem des Artikels ist durch die Ergebnisse der Meta-Analyse gekennzeichnet, die die Tatsache bestätigt, dass die Methoden, die pädagogische Interaktion und die Lernideen widerspiegeln, relativ selten verwendet werden. Der Ausdruck moderner Didaktik ist fragmentarisch, meistens durch spezifische Lehr- und Lernmethoden, ohne systematische Verknüpfung von Lehr-, Lern- und Bewertungsprozessen. Ganz oft nutzen die Pädagogen das Potenzial der Lernenden nicht und berücksichtigen nicht deren Lernbedürfnisse. Die Untersuchung zeigte die wesentliche Rolle des Kompetenzportfolios im Lernprozess auf, indem der Fortschritt der Studenten durch die Selbstbewertungsmethode überwacht und aufgezeichnet wird. Bei der Bewertung von Leistungen und Fortschritten wäre es sinnvoll, die Supervisionsmethode anzuwenden, um berufliche Erfahrungen zu analysieren und zu reflektieren, Gefühle auszudrücken, Stressfaktoren zu erkennen. Der systematischen Anwendung von Lehr-, Lern- und Bewertungsmethoden im Studienprozess und der ständigen Reflexion von den Lehrkräften und den Studenten über ihre Aktivitäten sollte größere Aufmerksamkeit gewidmet werden.
SCHLÜSSELWÖRTER: Bildungsparadigma. Methode. Systematik. Didaktische Kompetenz. Teilnehmende Untersuchung der Tätigkeit.

1 INTRODUCTION

The evolution of public life, which has been preconditioned by globalization, social, economic, political and cultural changes, and the development of technology predetermine a change in the paradigm of education and stimulate the emergence of contemporary content, new methods and strategies of education. The new paradigm of education is based on the interaction between teaching and learning, emphasizing the idea that learning is a constructive activity of the learner him/herself, which is ensured by the creation of the opportunities and conditions for learning (Jucevičienė, 2006).

The emphasis laid on learning in the study process implies the application of appropriate teaching, study and assessment methods. Lecturers' ability to use methods that meet students' abilities and needs is linked to their didactic competence. This is one of the most important competencies of the academic staff, which determines students' motivation and learning achievements (Žibėnienė, Indrašienė, 2017). In order to train a pre-school educator who is ready for educational activities and able to act creatively and adapt to the ever-changing environment; take into account child's natural powers and his/her individual experience; help the child develop his/her independence, creativity and cognition of the environment and his/her country, which provides the basics of learning to learn, it is necessary to implement the study process by applying modern teaching, study and assessment methods.

The development of significant competencies while training pre-school educators is associated with the systematic application of modern teaching, study and assessment methods in the study process as well as students' ability to take over and integrally apply them in their future professional activities. In this context, the key ability is to monitor the teaching-learning process, think it over and assess, constantly reflecting on personal activities (Pollard, 2002). Properly selected and systematically applied teaching, study and assessment methods improve the interaction between lecturers and learners. This corresponds to the provisions of the new educational paradigm and directly affects the quality of the studies. However, the results of the meta-analysis of the research conducted since 2001 (Bužinskas, 2001, 2005, Jucevičienė 2006, Žydžiūnaitė, Katiliūtė, Saulėnienė 2006, Būdienė, 2008) reveal that the methods that reflect the ideas of pedagogical interaction and learning are applied relatively rarely and are used by a minority of lecturers. The expression of modern didactics is fragmented, usually limited to the application of specific teaching/learning methods without systematically linking teaching, learning and assessment processes and the methods of their implementation. It has been determined that learners are more open to the new paradigm of learning, emphasizing the particular impact on the situations of interaction. Learners consider their peers as important partners in learning situations, while educators do not exploit the learners' potential and disregard their learning needs. Fortunately, there are lecturers who already follow the provisions of the paradigm of interaction and learning.

Taking into account the fact that the frequency of teaching, study and assessment methods can help determine the expression of the new paradigm in the study process, participatory action research was initiated. The results of Phase 1 of the research, which are presented in the article, allow planning continuous qualitative research, which is supposed to reveal the assumptions and possibilities of the systematic approach of teaching, study

and assessment methods in practice. This would help to improve the study programmes of Pre-school Education and develop didactic competence of the academic staff.

The aim of the article is to discuss the frequency of the application of modern teaching, study and assessment methods in the study process by revealing the expression of the new paradigm. The subject of the research is the application of teaching, study and assessment methods in the study process. Research methods include the analysis of documents and scientific literature and a questionnaire survey. The research methods are based on the methodology of participatory action research.

The article consists of two parts. The first part reviews the modern teaching, study and assessment methods that are presupposed by the specifics of the learning paradigm and their interrelationship in the process of studying pre-school and pre-primary education. The second part presents the results of the frequency of the application of modern teaching, study and assessment methods in the study process, which were determined by a questionnaire survey. This allows formulating insights into the quality of the implementation of the study programme of Pre-school Education and the readiness of future educators to work in the conditions of the changing environment.

2 DESCRIPTION OF MODERN TEACHING, STUDY AND ASSESSMENT METHODS TO BE APPLIED WHILE IMPLEMENTING THE STUDY PROGRAMME OF PRE-SCHOOL EDUCATION

Many educational scientists (Ramsden, 1998; Simons, Young, Gibon, 2000; Hargreaves, 2008; Brėdikytė et al, 2015) emphasize the constructive nature of learning by the transition from teaching to learning. As stated in the report on the project "The Teacher for Europe", which developed the methodology of analysing teacher training study programmes (Jucevičienė, 2006), the constructive approach manifests itself in organizing learning as an active and constructive process, with learners actively building their knowledge and skills by using the existing knowledge and interacting with the environment that surrounds them. This makes it possible to distinguish the main features of the learning paradigm presented by Targamadzė (2015) in the recommendations for educators and specialists of educational assistance: the learner is responsible and active while planning his/her learning, in the interaction with the teacher, and during self-assessment; the learner is responsible for his/her choice; assistance is provided while choosing the content of learning and the learning strategy; learning is oriented towards interdisciplinary integration; the learner, with the help of the teacher, projects the research activity by reflecting it; teacher's roles change - mentor and assistant; changes in didactic

activities - selecting and helping the learner to select a suitable content of teaching/learning and a learning strategy, thus motivating him/her; teacher and learner activities are focused on cooperative learning; the location of learning is not defined; learning and teaching are highly flexible; the didactic process is modelled from a long-term perspective; learner's involvement in creating a learning environment.

Lecturers' ability to apply the methods that meet students' abilities and needs is linked to the didactic competency of the lecturer, which predetermines the motivation and results of students' learning.

According to Stulpinas (1996), a method is a way of functioning, the order of activities, which is deliberately used for some purpose. Bitinas (1998) argues that in the process of education methods are considered to be ways of interaction between the educator and the learner. According to Stulpinas (1996), from this point of view, each method involves the activities of the educator and the organization of the active performance of the learners. Any method anticipates a goal set; the activity (a system of actions) that corresponds to it; the means necessary; the process of changing the object; and the outcome (the result of the application of the method) achieved. It is important to note that not all teaching methods are equally valuable from the point of view of teaching. Besides, in practice, each teaching method can be applied in a different way, even though the content of the teaching material is approximately the same (Gage, Berliner, 1994). Everything depends on the ability of the lecturer to carry out specific actions, the whole of which actually form a teaching method. According to Butkienė and Kepalaitė (1996), a lecturer chooses the teaching method according to goals and understanding of values. The aspects of the conception of the above-described methods are also integrally presented in "Modern Didactics" by Žibėnienė, Indrašienė (2017) and in the works of other scientists (Šiaučiukėnienė, Stankevičienė, 2005; Saulėnienė, 2003). According to Žibėnienė and Indrašienė (2017), the choice of teaching/learning methods is determined by many factors, i.e. the prevailing conceptions of education; the general tendencies of changes in education; the needs and possibilities of learners; the professional competence of the lecturer; the changing social and cultural context; and the latest scientific research. The freedom to choose methods (or create them) obliges the academic staff to know them first; perceive the systematic nature of teaching, study and assessment methods; and be able to assess them taking into account the demands of the present day as well as the tendencies of the contemporary education science. Properly chosen and systematically applied teaching, study and assessment methods might improve the interaction between lecturers and learners, which might have a direct impact on the quality of studies.

The *Description of Study Fields* (hereinafter referred to as the DSF) (2015) sets special requirements for the programmes of the study fields, defines the methods of teaching and studies as well as the system of assessing students' learning achievements. The DSF (2015) points out that it is the methodologies assigned to the concept which is oriented towards active learning that should be applied: active understanding; constructing meaning, experience and sense; processing information; linking the already obtained and new knowledge and experience; a clear understanding of the learning objective and orientation to it; planning, assessing and reflecting the learning process, progress and achievements. The characteristics of the specific teaching and learning methods that have been revealed in the course of the analysis of the scientific literature and documents are presented in Tables 1 and 2.

Table 1. Methods applied by the academic staff and their characteristics.

No.	Method	Characteristics of the method
1.	Discussion	Develops critical thinking; encourages to substantiate a personal opinion with facts, definitions, concepts and laws; develops eloquence; helps learn to correctly pronounce words and logically connect them into sentences. It is only a discussion that enables to learn to listen to another person; evaluate the arguments; formulate a personal point of view clearly, and resist the subjective sympathies and antipathies as well as the willingness to adapt conformistically (Žibėnienė, Indrašienė, 2017).
2.	Debate	Develops critical thinking; creates the conditions to learn to reasonably express a personal point of view and convince that one team's arguments are stronger than those of the opponents (Pollard, 2002).
3.	Analysis of self-study materials	Teaching by oneself. Promotes independence. Learning becomes personally important to the learner. The lecturer assigns tasks, monitors the learner and supervises (Pollard, 2002).
4.	Project	Helps to improve general skills; develops the skills of performing intellectual and organizational tasks, and preconditions creating a "product" (Žibėnienė, Indrašienė, 2017).
5.	Problem-based teaching	It is the type of teaching when the result of the task is the comprehension of the problem and solving it, and the problem is defined first in the study process. In problem-based learning, students cooperate in groups to identify what they need to find out to solve the problem. It is a teaching method when lecturer's narration or explanation raises scientific problems, indicates possible assumptions of the solution, the variants of the hypotheses tested by scientists and the results obtained, and then the conclusions are drawn (Žibėnienė, Indrašienė, 2017).
6.	Study tour	Study tours are offered to link theoretical knowledge with real life; they are organized in professional environments. As feedback, a short 2 to 3-page report is written, which specifies the purpose and subject of the tour, summarizes the information received, its relevance, novelty and usefulness (Šalna, 2009).
7.	Role-play	Develops interpersonal skills, promotes orientation in a particular situation and critical thinking. One or more members of the group participate (de Bono, 2012).
8.	Presentation and discussion of reports	Develops critical and analytical thinking (Žibėnienė, Indrašienė, 2017).

No.	Method	Characteristics of the method
9.	Collegial assessment	Develops communication, discussion, listening and problem-solving skills (Eidukaitienė, 2012).
10.	Expert method	Opportunities and conditions are created to learn the material provided to each member of the group. One member of the group studies a certain part of the material and teaches the other members of the group. The assessment depends on how much other group members have learned. Learners account for individual tasks of the material learned. The interdependence of the group members is reinforced (Eidukaitienė, 2012).
11.	Video and audio conference	An opportunity is provided to interest learners, increase learning efficiency, develop learner autonomy. Learners are encouraged to search, discover and experience cognition (Brėdikytė et al, 2015).
12.	Video and audio lecture	An opportunity is provided to interest learners, increase learning efficiency, develop learner autonomy. Learners are encouraged to search, discover and experience cognition (Pollard, 2002).
13.	Distance teaching/ learning	A virtual learning medium that eliminates the limits of time, technology, and availability of information.

Table 2. Study methods and their characteristics.

No.	Method	Characteristics of the method
1.	Experiential learning	It develops the ability to reflect and analyze the personal learning process, i.e. the ability to understand and take into account the goals, methods and tools of other people's actions and ideas; the ability to understand other people's views, analyze phenomena from another person's perspective; the ability to know oneself and understand personal strengths and weaknesses (Brėdikytė et al, 2015).
2.	Experimental learning of the situation	Learners are encouraged to work independently; think creatively in certain real situations created. It helps develop systematic researching skills (learn how to use additional literature independently, process and analyze observation data, summarize results); learn to reason freely, i.e. understand ideas and concepts; draw logical conclusions and logical decisions based on them, observations and experiments; understand the complexity and harmony of the surrounding world, and experience the joy of cognition (Pollard, 2002).
3.	Creating idea, concept maps	The purpose of an idea map is to develop learners' ability to create, formulate and classify ideas and present them visually. Conceptualization encourages learners to go deeper into a specific concept, and it is a tool for creating new knowledge that develops the ability to create, form and classify ideas and present them visually. This is the method that focuses on the most important components of definitions: the category, features, examples (Žibėnienė, Indrašienė, 2017, Šalna, 2009).
4.	Brainstor ming	It is useful when there is a need to gather a lot of information quickly. The aim of the method is to raise a question and allow learners to offer as many possible solutions to the problem as possible (Žibėnienė, Indrašienė, 2017).
5.	Reflection diary	It helps to strive for improvement on the basis of reflection and feedback through continuous learning and analysis. The most important source is the learner's experience and analysis. Reflection allows the continual evaluation of the experience gained from personal activities (Žibėnienė, Indrašienė, 2017, Pollard, 2002).
6.	Essay writing	The aim is to develop and reveal learner's critical judgement, attitudes, analytical and scientific thinking, reflection and argumentation skills (Žibėnienė, Indrašienė, 2017).

No.	Method	Characteristics of the method
7.	Compiling a portfolio of competencies	It is a collection of works, assignments, projects, reviews that illustrate the learning process and demonstrate the competencies acquired during the studies. By continual access to the key documents proving competence or achievements as well as monitoring the records and feedback, learners are more aware of their learning progress (Žibėnienė, Indrašienė, 2017).
8.	Quantitative and qualitative research	The main purpose of quantitative research is to explain and predict the features of the object, i.e. to statistically justify the essential features of the object, the causal relationships of phenomena, and the factors of functioning. The conclusions of qualitative research can be interpreted as hypothetical statements; however, such statements need further testing (Žibėnienė, Indrašienė, 2017, Melnikova, 2018).
9.	Research on pedagogical performance	Critical thinking is developed through the development of cognitive and scientific skills (Pollard, 2002).

Žibėnienė and Indrašienė (2017) claim that, in a broad sense, modern assessment is understood as focusing on enhancing learners' personality powers and adequate comprehension of their possibilities and abilities. Virgilaitė-Mečkauskaitė (2011) notes that the process of assessment reflects the efficiency of the educational process. The main purpose of the assessment is to help the learner improve learning outcomes and anticipate possible achievements. One of the most important tools to develop the conscious learning of future pre-school educators is the continuous assessment, evaluation and self-evaluation of learning outcomes. According to Bartusevičienė and Rupšienė (2010), based on the learning paradigm, assessment becomes the most important learning tool, as the student is also involved in the processes of assessment and judges his/her progress. While training pre-school educators, different methodologies of formative and cumulative assessment of learning outcomes should be applied. Table 3 presents modern assessment methods that are relevant to the improvement of the study process.

Table 3. Methods of assessing students' learning achievements and progress and their characteristics.

No.	Method	Characteristics of the method
1.	Written tasks	These include reviews, individual and group practice works, course papers and internship reports; the feedback that demonstrates the knowledge acquired, the ability to find effective solutions, and develops the skills of drafting and finalising documents as well as the culture of using the professional language (Žibėnienė, Indrašienė, 2017).
2.	Oral presentations	The aim is to present the content of the message by revealing information and self-disclosure. Relationships (the opinion about the listener) and application (request, command, order) are revealed (Žibėnienė, Indrašienė, 2017).
3.	Reports on individual tasks	The purpose is to develop analytical thinking as well as the ability to summarize information, find a solution, formulate conclusions and submit recommendations (Brėdikytė et al, 2015).
4.	Self-evaluation of the competence portfolio	It encourages the reflection on the progress of personal achievements and studies, develops the ability to reflect on the activities, and helps improve personal learning (Brėdikytė et al, 2015).

No.	Method	Characteristics of the method
5.	Collegial assessment	Collegial assessment (when the evaluation is performed by a Board of the professionals of a particular study field) is recommended for the study fields where the learning outcomes are presented in a visual, audible form (for instance, in art studies) or oral examinations. Nevertheless, the learning outcomes submitted in a written form can also be assessed in this way. The main objective is to promote the culture of quality (Rupšienė, Bartusevičienė, 2009).
6.	Supervision	It helps to analyze professional experience, express feelings, recognize stressors. The interaction between the person, the professional role and the organization are deepened (Pollard, 2002).
7.	Public discussions	They encourage learners to actively listen and participate in discussions. The feedback provided allows comparing personal mistakes with those made by others, see good practices, and strive for better results (Žibėnienė, Indrašienė, 2017).
8.	Computer testing	It is a certain total of tasks provided in a variety of forms and content. These can be tasks with several possible answers, "Yes - No" tasks, "Grouping" tasks, "Completion" tasks, "Alternative Response" tasks (Eidukaitienė et al, 2012).

The review of the characteristics of modern teaching, study and assessment methods has revealed that the dynamic pedagogical performance requires not only extensive and in-depth knowledge of the field but also the continuous improvement of educational activities. Nowadays, the requirements set for pre-school educators, the methods recommended and the necessity for their systematicness impose corresponding requirements on the didactic competence of future educators. More attention should be paid to the quality of the study process, i.e. systematic application of teaching, study and assessment methods in the study process, as well as the continuous reflection of lecturers' and students' activities. This makes it possible to improve didactic competence by gradually implementing the learning paradigm.

3 METHODOLOGY OF THE RESEARCH

In order to assess the systematicness of application of modern teaching, study and assessment methods in the study process, participatory action research was conducted from 01/11/2018 till 15/11/2018.

Participatory action research is a social process that is carried out through participation in research activities in cooperation with research participants. The research is of emancipating/ liberating, critical character, with researcher's self-critical and reflexive (dialectic, recursive) point of view. Action research aims to change both practice and theory. The methodology of participatory action research has been chosen to emphasize the activity/action directed at managing a situation to change or improve it. This type of research involves a specific problem related to a particular situation. It is worth noting that

the peculiarity of this method is that the researcher cannot plan the course of the research beforehand because it is not clear how the situation may change (Žydžiūnaitė, 2011).

During Phase 1 of the participatory action research, the results of which are discussed in the article, the frequency of the application of the study and assessment methods used in the study process has been determined. The data of the survey were processed using an electronic questionnaire composed on the website www.apklausa.lt. The method of selecting the target participants - lecturers and students - was chosen for the research. The choice of the method was determined by the prospects of obtaining information; low financial and time costs; high level of the feedback of the questionnaires; the availability of respondents; the possibility for the respondents to fill in the questionnaire themselves, and the possibility of quick analysis of the collected data as well as an attractive design (Butkevičienė, 2011). In terms of latitude, this study made it possible to perceive just general trends in the subject under consideration.

The respondents included all the 14 lecturers and 79 (40 per cent) 2nd, 3rd and 4th-year full-time and part-time students of the study programme of Pre-school Education implemented in Kauno kolegija/ University of Applied Science.

The questionnaire consisted of three sections of closed-ended questions. The respondents were asked to indicate the frequency of the application of the methods of teaching, study, self-assessment and the assessment of learning achievements used in the study process.

The questionnaire was based on the analysis of scientific literature and documents and the characteristics of teaching, study and assessment methods. The respondents were asked to answer closed-ended questions to evaluate the frequency of the application of teaching, study and assessment methods by the criteria “Very often”, “Often”, “Rarely”, “Hardly ever”, “Never” provided. According to K. Kardelis (2002, p. 90), “when the questions are closed, the respondent has to choose one possible option. When the criteria are suggested, it is easier for the respondent to make a decision because there is no need to formulate the answer.” The study complied with the ethical principles of investigation and ensured confidentiality as well as the anonymity of the data.

4 THE RESULTS OF THE STUDY ON THE FREQUENCY OF TEACHING, STUDY AND ASSESSMENT METHODS USED IN THE PROCESS OF PRE-PRIMARY EDUCATION STUDIES

The research revealed that within the first section, i.e. the methodology of transfer and application of knowledge, it is a discussion, the analysis of self-study materials, projects, presentation and discussion of reports, projects as well as video and audio

lectures that mostly help students master the materials taught. They are most often applied in the study process. Debates, the expert method, video and audio conferences, distance teaching/learning of a course (module) are used very rarely, if at all. Problem-based teaching, study tours and collegial assessment are also rarely applied.

The students noted the following methods that are very often and often used in the study process: discussions, the analysis of self-study materials, role-play, and presentation and discussion of reports, projects. It can be stated that integrated and active teaching methods are applied in the study process. This makes it possible to assume that the students' own initiative and involvement in the learning process is partly ensured. Study tours, expert method, video and audio conferences and distance teaching/learning of a course (module) are used very rarely, if at all. The project method that integrates most methods is also rarely used. Thus, lecturers do not enrich their educational environment while teaching their subjects by presenting a much wider range of teacher's roles and activities to students by means of modern technologies, and rarely apply a project, which integrates most activities and creates an environment that enables students to develop a set of competencies.

The lecturers' opinion correlates with the students' opinion while judging that discussion, the analysis of self-study materials, presentation and discussion of reports, projects are most frequently applied in the study process, whereas the expert method, video and audio conferences, distance teaching/learning of a course (module) are hardly ever used. The lecturers do not consider projects and video and audio lectures to be actively used in the study process, but rather emphasize role-play to be applied very often and often. However, students' opinion in this respect differs from that of their lecturers, which suggests that some methods are not recognizable by the students themselves as they are used rarely or that the application of certain methods is not deep enough and purposeful. It can be assumed that the academic staff should supplement their teaching methods with active methods that encourage critical thinking and reflection. This might ensure the development of a higher level of students' thinking abilities, attitudes, values and expectations related to the change of learning.

The responses of the second section, i.e. study methods, provided by students reveal that very often and often students are activated in the study process by experiential learning, creating idea, concept maps, and brainstorming. Very rarely (if at all) essay writing, as well as quantitative and qualitative research, are applied. The reflection diary, the compiling of a portfolio of competencies, and research on pedagogical performance are rarely used. The lecturers' opinion is analogous and completely corresponds to that provided by the students. The most commonly used study methods are experiential

learning, creating idea, concept maps, and brainstorming. The majority of the lecturers state that experimental learning of the situation, essay writing and compiling a portfolio of competencies are most rarely used.

The analysis of the frequency of application of study methods reveals that students' and lecturers' opinions regarding some of the methods are radically different: from the point of view of students, quantitative and qualitative research is applied hardly ever or never; from the point of view of lecturers, it is the compiling a portfolio of competencies that is applied hardly ever or never. The fact that an essay is written hardly ever or never is marked by all of the participants in the study. All of the respondents noted that experiential training, creating idea, concept maps, and brainstorming are applied very often or often. It is worth noting that the use of the reflection diary as a method in the study process would stimulate the perspective of students' development, although experiential learning, which is close to it in terms of the content, is noted as a frequently used study method by all respondents. This suggests an assumption that the study methods are not fully, purposefully and creatively exploited, even though all ways of study are closely interrelated, and, if selected properly, can stimulate students' motivation. The situation discussed reveals the incompleteness of the application of study methods, highlights the lack of their systematic application and makes it relevant to develop the didactic competence of the academic staff.

In the third section, the respondents were asked to assess the methods described in the methodologies of self-assessment as well as the assessment of learning achievements and progress to be applied in the study process. In this case, the opinions of both students and lecturers coincide. Students note that very often and often the assessment is based on written tasks, oral presentations, reports on individual tasks and public discussions. Supervision and computer testing are hardly ever or never applied. Self-evaluation of the personal competence portfolio and collegial assessment are applied rarely or hardly ever.

The lecturers note that very often and often the assessment is based on written tasks, oral presentations, reports on individual tasks and public discussions. Supervision and computer testing are hardly ever or never applied. Self-evaluation of the personal competence portfolio and collegial assessment are applied rarely or never.

Summing up, it can be stated that the system of the assessment of students' learning achievements and progress, which helps to form and monitor progress as well as self-evaluate and maintain feedback with students is not fully exploited. It would be reasonable to apply supervision, which encourages to analyze and reflect on the professional experience, express feelings, recognize stressors, and go deeper into personal and professional roles and interactions. The portfolio of competencies might

be used in a more appropriate way from its compilation to self-evaluation. Compiling the portfolio of competencies in the study process might precondition the development of systematic teaching/learning in the study process.

5 CONCLUSIONS

The analysis of scientific literature and documents, an overview of the characteristics of modern teaching, study and assessment methods have revealed that dynamic pedagogical activities require not only broad and profound knowledge of the field taught but also continuous improvement in the field of educational performance.

The results of the research revealed a lack of correlation between students' and lecturers' attitudes. While teaching their courses, lecturers not enrich the educational environment by presenting a much wider range of their roles and activities using modern technologies and rarely apply the project method as the one that most integrates activities and creates an environment for the development of students' competencies. Study methods are not fully, purposefully and creatively exploited, although all of the forms of study listed are closely interrelated and can stimulate students' motivation if properly selected. The situation discussed in the study reveals the incompleteness of the application of methods and highlights the lack of systematic application.

The academic staff should supplement their stock of teaching strategies with active methods that encourage critical thinking and reflection. This would ensure the development of students' higher level of thinking abilities, attitudes, values and expectations of change in learning.

The study revealed the essential role of the portfolio of competencies in the learning process. Therefore, while monitoring and recording students' progress, it would be appropriate to apply the method of the self-evaluation of the personal competence portfolio, focusing on the principles of compiling the portfolio and the quality of its content. Compiling a competence portfolio in the study process would create preconditions for the development of systematic (self)education in the study process.

While training educators in the study programme of Pre-school Education, all the methods of transfer and application of knowledge used by lecturers, the study methods used by students as well as the methods of self-assessment and the assessment of learning achievements discussed should be used. While assessing learning achievements and progress, it would be beneficial to apply supervision to help analyse and reflect on professional experience, express feelings, recognize stressors and deepen the understanding of professional roles and their interactions. This would create preconditions for the expression of the new learning paradigm in the study process.

Greater attention should be paid to the systematic application of teaching, study and assessment methods in the study process as well as the continuous reflection of lecturers and students on their activities. This would create the conditions for the development of the didactic competence of the academic staff and ensure the quality of the study process by implementing the learning paradigm.

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