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*Standards of Psychological and Pedagogical Training  
of Teachers in Germany: Content and Discussions*

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Standardy kształcenia psychologicznego i pedagogicznego nauczycieli w Niemczech –  
ich treść i dyskusja

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ABSTRACT

In the article, the standards of psychological and pedagogical training of teachers of general secondary education in Germany are considered. The following methods were used to achieve the goal of the study: general scientific methods (analysis, synthesis, generalization), which were used to develop standards of psychological and pedagogical training of teachers; methods of structural and functional analysis, based on which insufficient reflection in the standards of all aspects of professional pedagogical activities were identified. The study found that the training of future teachers of general secondary education in German universities includes four blocks: 1) special-subject; 2) subject-didactic; 3) “Science of Education”; 4) professional and pedagogical practice. The special importance of the block “Science of Education” is emphasized, as it reflects the content of teachers’ psychological and pedagogical training. It was found that the standards of teacher training in the “Science of Education” block are formulated in view of the competencies that must be mastered by the future teacher for the effective implementation of professional and pedagogical activities. A number of conclusions have been reached: 1) implementation of the standards is the main tool for reforming professional pedagogical education in Germany at the beginning of the 21<sup>st</sup> century; 2) development of standards for the training of future teachers is carried out with a focus on results – the development of professional competencies, based on interdisciplinary knowledge and reflection on acquired experience; 3) the standards are a dynamic set of requirements for teacher training, which can be supplemented and changed depending on the socio-cultural conditions of professional pedagogical activity; 4) the standards are not aimed at the individual activities of a teacher, but at his holistic professional development, taking into account participation in school development; 5) the standards are a framework structure for further development of the curriculum

and the formation of the content of modules of future teachers' psychological and pedagogical training; 6) the key principles of structuring the content of psychological and pedagogical training of teachers of general secondary education in accordance with the above standards are the following: interdisciplinarity, modularity, reflectivity. We are convinced that the implementation of standards is positive for improving the quality of teacher training in Germany. At the same time, we believe that the approved standards do not reflect all aspects of professional pedagogical activity (civic and social competence, leadership skills).

**Keywords:** standards of teacher training; psychological and pedagogical training; sciences about education; curriculum; future teachers; a general secondary education institution; the Federal Republic of Germany

## INTRODUCTION

The beginning of the 21<sup>st</sup> century was marked not only by rapid socio-economic and political changes in society, but also by rethinking the role of teachers. International legal acts (documents by UNESCO, OECD, the Council of Europe and others) recognize the important role of teachers in ensuring high quality education in the global labor market, and the 21<sup>st</sup>-century teacher is recognized as a bearer of social change.

An important aspect of ensuring the quality of pedagogical education is the legal regulation of its functioning, in particular the introduction of teacher training standards. In the context of the creation of the European education space in higher education, we consider it expedient and relevant to turn to the German experience of regulatory and legal support for the professional training of future teachers. Interest in the system of higher pedagogical education in the Federal Republic of Germany is due to a number of reasons, in particular: this country has a rich historical tradition of education; plays a leading role in world science and education; is one of the most developed and the most opened countries in Europe; Germany is one of the initiators and active participants in the process of creating a European Higher Education Area; has significant experience in the field of professional training in new socio-cultural conditions.

In particular, among the strategic directions of education in this country, the need to modernize the structure, content and organization of education on the basis of a competency-based approach was declared. Within the competence approach, the direction of the educational process changes – from the process of accumulation of knowledge, skills and abilities to the formation and development of the ability to act and creatively apply the acquired knowledge and experience in different situations. The psychological and pedagogical training of the future teacher should be activity- and personality-oriented in such a conceptual scheme. This is due to the fact that competencies are developed and manifested in activities. The main condition for their mastery is a deep personal interest, comprehensive interdisciplinary knowledge and their application to solve problems of practical

pedagogical activities. This highlights the need to introduce standards of psychological and pedagogical training of teachers and to update the content and find effective forms and methods of psychological and pedagogical training of future teachers in higher education institutions.

The purpose of the article is to analyze the standards of teachers' psychological and pedagogical training in Germany and identify key principles for structuring the content of their psychological and pedagogical training in the universities of the country.

### THEORETICAL BASIS AND METHODS OF RESEARCH

The scientific achievements of German scientists on certain aspects of the training of future teachers of general secondary education were important for our study. In particular, such scholars as E. Terhart (2000) or J. Schützenmeister (2002) in their works analyzed the state and problems of professional pedagogical training of secondary school teachers in Germany at the beginning of the 21<sup>st</sup> century; K. Bauer (2005), J. Baumert (2011), and W. Nieke (2006) substantiated the structure of teachers' professional competence in this country.

The above-mentioned German scientists highlight the following problems of teacher training: lack of professional orientation; lack of links between science and practice; insufficient attention to the study of methods of teaching a discipline; lack of interaction between the phases of university training, internships and further professional teachers' development; insufficient attention to a teacher's personal growth. They especially emphasize the need to update the content of teachers' psychological and pedagogical training as a basis for the development of professional competence of future teachers.

In our opinion, consideration of teacher training standards by the block "Science of Education" is important in the context of the research. Structuring the content of psychological and pedagogical training of future teachers of all types of schools is carried out based on them. We found that their creation and implementation have caused a wave of discussions among German scholars, which was joined by K. Beck (2006), M. Brandenburg and B. Keller (2002), W. Herzog (2005), L. Ciblez (2003), E. Klieme and D. Leutner (2006), J. Mayr and B. Nieskens (2013), J. Oelkers (2003), S. Reh (2002), E. Terhart (2005), M. Fuchs and M. Zutavern (2003) and others.

The positive importance of standards for improving the quality of teacher training was emphasized by the following scholars: J. Oelkers (2003), head of the Working Group on the Development of Teacher Training Standards of the Ministry of Education, Science and Culture of the Rhineland-Palatinate, E. Terhart (2005), head of the Working Group on the Development of "Science of Education" standards at the Conference of Ministers of Education and Culture, E. Klieme (2006), developer of national educational standards in the Federal Republic of

Germany, director of “Education Quality Assessment” of the German Institute for International Education (Frankfurt am Main) and others.

At the same time, the approved standards received a number of critical remarks. W. Herzog (2005, p. 253), a professor at the University of Zurich, criticized their theoretical justification and structural unity. S. Reh (2002, p. 259), a researcher at the German Institute for International Studies in Education (Frankfurt am Main), drew attention to the correctness of their formulation, emphasizing that the approved standards do not reflect the scientific basis of professional teaching.

The processes of standardization of pedagogical education in different countries, including Germany, have been the subject of researches by Ukrainian comparativists. Professor L. Pukhovska in the article “The Standards of Pedagogical Education: Scientific Discussion of Western Scholars” notes that the development of global and European educational space, harmonization of national education systems, including pedagogical, actualize the problems of equivalence of qualifications, courses, diplomas, certificates and more. This intensifies the processes of standardization of pedagogical education (Pukhovska, 2013, p. 10). Pukhovska notes that the presence of standards is not a guarantee of the quality of pedagogical education, as the features of their interpretation and implementation is related to the human factor. The researcher agrees with scientists who consider teachers’ professional standards as a tool for implementing the strategy of education in a changing world (Pukhovska, 2013, p. 17).

Another Ukrainian comparative researcher, Professor O. Lokshyna, emphasizes that in the countries of Western Europe there is a departure from the established practice of structuring content on the basis of the subject principle, which implies compliance with the structure of the content of education to the structure of branches of scientific knowledge. Under the competence approach, the content of education is determined not by specifying the number of educational subjects (the so-called “input adjustment”), but by determining the results (“output adjustment”) that are planned to be obtained at the national level (Lokshyna, 2009, p. 19). This approach is reflected in the German standards of teacher training in the block “Science of Education”.

To achieve the goal of the study, the following methods were used: general scientific methods (analysis, synthesis, generalization), which were used to develop standards of psychological and pedagogical training of teachers in Germany; methods of structural and functional analysis, based on which insufficient reflection in the standards of all aspects of professional pedagogical activities were identified.

## PRESENTATION OF THE MAIN MATERIAL

We found that the basis of standards of teachers’ psychological and pedagogical training in Germany is a modern teacher’s task. The task of a modern teacher was

revealed in a joint statement of the President of the Conference of federal states, Ministers of Education and Culture, the chairman of the trade union of educators and the chairman of the teachers' union (Kultusministerkonferenz, 2000). Let's briefly outline these tasks.

1. Teachers are experts in the field of training and teaching. Purposeful scientifically based planning, organization, conducting and analysis, individual and systematic assessment of teaching and learning processes are their main task. A teacher's professional qualities determine the quality of training sessions.
2. Teachers are aware that a school's educational tasks are realized in daily classes and in the process of school life. The effectiveness of their implementation also depends on teachers' cooperation with parents. Both sides should cooperate and jointly seek constructive solutions in case of difficulties in the educational process.
3. Teachers fairly, responsibly and impartially carry out diagnostics, assessment and analysis during classes and conduct further career guidance. Teaching staff must have a high level of pedagogical, psychological and diagnostic competencies to do this.
4. Teachers constantly develop their competence not only in the field of pedagogy, but also in other areas in order to take into account the latest scientific advances in their daily work. To do this, teachers maintain contacts with various institutions and organizations.
5. Teachers are involved in school's development, contribute to the formation of school culture, the development of students' learning motivation, the establishing a favorable emotional climate. This also includes readiness to participate in in-school and out-of-school activities (Kultusministerkonferenz, 2000, pp. 2–5; 2004 [2014], p. 3).

These tasks are reflected in the content of teachers' professional competencies, which are described in the standards of their psychological and pedagogical training. We will consider them further.

The main goal of the Conference of Ministers of Education and Culture is to improve the quality of training of the younger generation. To do this, first of all, it is necessary to ensure quality training of educational staff, including teachers. In order to professionalize and improve the quality of training of teachers of general secondary education, the Conference of Ministers of Education and Culture on December 16, 2004 approved the standards of teacher training in the block "Science of Education" (Kultusministerkonferenz, 2004 [2014], p. 2). The standards were determined by the competencies that a future teacher must master. These competencies are important for the effective implementation of daily professional pedagogical activities in the following areas: training, upbringing, evaluation, innovation.

The standards formulate the general purpose of education, goals of teaching groups of disciplines and guiding principles for planning and designing the curriculum by regional and local authorities, universities. It is emphasized that the block “Science of Education” is interdisciplinary and covers a number of scientific disciplines (such as pedagogy, psychology, sociology), which explain the processes of education and upbringing, reveal the basics of educational systems, their internal and external relationships (Kultusministerkonferenz, 2004 [2014], p. 2).

The standards are a framework structure for further development of the curriculum and the formation of the content of psychological and pedagogical training modules. The curriculum is a framework for the content of education in the system of higher and postgraduate education (National Academy of Educational Sciences of Ukraine, 2017, p. 25). A curriculum is different from a training program. A training program that determines, first of all, the content of the course and is only a part of a curriculum. In addition to the program, the curriculum contains an analysis of reasons for the need to introduce new educational content; clear definition of learning objectives; outlining the target groups for which this curriculum is designed; description of the expected relationship between the teacher and those who are taught, the consistency of methodological principles with the relevant teaching materials; modern models and teaching aids; system and principles of control and evaluation (White Paper on National Education, 2009, p. 50).

Education and upbringing; profession and role of teacher; action strategies in decision-making situations; designing the learning process and learning environment; learning, development, socialization; motivation for success and learning motivation; differentiation, integration, support; diagnostics, evaluation, consulting; communication, interaction and conflict management; media education and media literacy; school development; researches in the field of education are the central points of the teacher training curriculum for the block “Science of Education” in the standards. The standards emphasize the special importance of training teachers of general secondary education institutions of all types to interact in heterogeneous groups such as individual support in the school education system for children with disabilities, gifted children, migrants to ensure equal opportunities and rights for education based on principles of humanization and individualization (Kultusministerkonferenz, 2004 [2014], p. 5).

The standards do not have a clear list of disciplines for students to study. Instead, it has key topics that reveal the scope of teachers’ professional activity in four areas – teaching, upbringing, assessment, innovation. According to them, the competencies of future teachers in theoretical and practical aspects of university training have been identified. Further development of the competencies is provided during internships and postgraduate education. In particular, the third paragraph of the standards describes 11 competencies of future teachers, namely:

- 1) teachers professionally and scientifically plan and conduct lessons,
- 2) teachers support students' learning motivation by involving them in learning situations that allow them to use the acquired knowledge and experience,
- 3) teachers promote the development of students' abilities for independent learning and work,
- 4) in the educational process, teachers take into account pupils' social and cultural living conditions, promote their individual development,
- 5) teachers promote the formation of pupils' life values and norms of behavior, encourage independent decision-making and development of action plans,
- 6) teachers find the best ways to solve problem situations and get out of conflicts during and outside a lesson,
- 7) teachers diagnose the conditions of learning and the learning process, advise pupils and parents,
- 8) teachers objectively evaluate pupils' academic achievements on the basis of transparent criteria,
- 9) teachers know and understand the requirements for the teaching profession, understand their work as a public office with special responsibilities and obligations,
- 10) teachers are involved in continuous professional self-development and self-improvement,
- 11) teachers participate in the planning and implementation of school projects for school development (Kultusministerkonferenz, 2004 [2014], pp. 7–14).

The standards provide recommendations for the effective development of competencies and emphasize that the training of future teachers should be interdisciplinary, practical and research-oriented with the obligatory development of professional reflection. The guidelines for practical implementation of the development of future teachers' professional competencies in the standards are the following:

- concretization of theoretical concepts with the help of verbally described examples of professional pedagogical activity, examples from literary sources, videos, role and business games, modeling situations,
- analysis and methodological interpretation of simulated, filmed or directly observed learning situations,
- conducting video surveillance,
- approbation of theoretical concepts by students during practice with further reflection of pedagogical activity experience in written tasks, role games,
- students' analysis and reflection of their own previous learning experience based on theoretical concepts,
- using of media resources in the university educational process and during internships at school,
- students' participation in research projects,



- cooperation of university lecturers, consultants of the school practical training center and school teachers in order to plan, conduct and analyze joint activities,
- coordination of the activities of persons involved in the support of future teachers during practice and internship at school (Kultusministerkonferenz, 2004 [2014], p. 6).

We are convinced that the implementation of standards is positive for improving the quality of teacher training. Therefore, we support the views of Olkers (2003), Terhart (2005), and Klieme (2006).

At the same time, we believe that the approved standards do not reflect all aspects of professional pedagogical activity. In particular, they do not emphasize the development of general pedagogical competencies that reflect the teacher's ability to interact in a team and analyze the social situation (social and civic competences, leadership skills):

- ability to act as a responsible citizen and participate in public life at different levels (civic competence),
- ability to interact with others in different social situations and critically evaluate social events and phenomena (social competence),
- ability to create a team of like-minded people, make effective decisions in professional activities and a responsible attitude to responsibilities (leadership skills).

Teacher-researcher K.-O. Bauer (2005), a professor at the University of Osnabrück (Lower Saxony), defines basic pedagogical competences in his monograph *Pedagogical Basic Competences*. Detailing basic pedagogical competencies, Professor Bauer understands them as the teacher's ability to implement:

- explanation of the purpose of activity, structuring of the content (selection of the essential, use of logic, analogies, establishment of causality, observance of sequence, reduction without loss of the basic content),
- orientation in social structures (self-organization, leadership skills, partnership, teamwork, small and large groups, setting and following rules),
- control of interaction (discussion, sense of proportion, use of game moments, humor, demonstration and perception of feelings and respect),
- establishing verbal and nonverbal communication (the ability to perceive and relate verbal and nonverbal manifestations of communication partner and own),
- creating conditions for the study of the environment (not only at the theoretical and practical levels),
- development of organizational skills that involve planning and forecasting their own and students' activities (ability to establish a sequence of actions, determine intermediate steps, focus on success, ability to adequately assess performance, draw conclusions) (Bauer, 2005, p. 26).

The structure of teacher professional competence, developed by professors of the University of Potsdam (Brandenburg), G. Lehmann and W. Nieke (2000),



also emphasizes the teacher's ability to analyze the development of society. Researchers have identified four key components of a teacher's professional competence structure:

- 1) analysis of the development of society. As the authors explain, the teacher must constantly correlate knowledge and forms of learning with cultural and social requirements and take them into account when planning, conducting and analyzing lessons,
- 2) diagnosing situations as the ability to quickly navigate the situation of uncertainty, identify the problem and solve it,
- 3) self-reflection, which involves the analysis of professional self-concept as a dynamic set of inherent personality attitudes aimed at themselves and their own professional activities. Scientists note that self-reflection contributes to the interpretation of acquired experience and the creation of new behavioral strategies,
- 4) professional activity that involves the actualization and implementation in practice of all acquired competencies (Lehmann, Nieke, 2000, p. 9).

## CONCLUSIONS

Summarizing the consideration of the standards of teachers' psychological and pedagogical training in Germany, we can draw a number of conclusions:

- 1) implementation of the standards is the main tool for reforming professional pedagogical education in the Federal Republic of Germany at the beginning of the 21<sup>st</sup> century,
- 2) development of the standards for future teachers' training is carried out with a focus on results – the development of professional competencies, based on interdisciplinary knowledge and reflection on experience,
- 3) the standards are a dynamic set of requirements for teacher training, which can be supplemented and changed depending on the socio-cultural conditions of professional pedagogical activity,
- 4) the standards are aimed not at a teacher's individual activity, but at his holistic professional development, taking into account participation in school development,
- 5) the standards are a framework structure for further development of the curriculum and the formation of the content of modules of future teachers' psychological and pedagogical training,
- 6) interdisciplinarity, modularity and reflectivity are the key principles of structuring the content of psychological and pedagogical training of teachers of general secondary education in accordance with the above standards.

We are convinced that the implementation of standards is positive for improving the quality of teacher training in Germany. At the same time, we believe

that the approved standards do not reflect all aspects of professional pedagogical activity (civic and social competence, leadership skills).

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## ABSTRAKT

W opisanym badaniu uwzględniono standardy szkolenia psychologicznego i pedagogicznego nauczycieli ogólnokształcących szkół średnich w Niemczech. Do realizacji celu wykorzystano: metody ogólnonaukowe (analiza, synteza, uogólnienie) do opracowania standardów kształcenia psychologiczno-pedagogicznego nauczycieli; metody analizy strukturalnej i funkcjonalnej, na podstawie których zidentyfikowano niedostateczne odzwierciedlenie w standardach wszystkich aspektów profesjonalnej działalności pedagogicznej. Badanie wykazało, że kształcenie przyszłych nauczycieli ogólnokształcących szkół średnich na niemieckich uniwersytetach obejmuje cztery bloki: 1) przedmiotowy; 2) dydaktykę; 3) naukę o wychowaniu; 4) praktykę zawodową i pedagogiczną. Podkreśla się szczególną wagę bloku określonego mianem nauki o wychowaniu, ponieważ odzwierciedla on treści kształcenia psychologiczno-pedagogicznego nauczycieli. Standardy kształcenia nauczycieli w tym bloku są formułowane z myślą o kompetencjach, jakie musi opanować przyszły nauczyciel, aby skutecznie realizować działania zawodowe i pedagogiczne. Wyciągnięto szereg wniosków: 1) wdrożenie standardów jest głównym narzędziem reformy profesjonalnej edukacji pedagogicznej w Niemczech na początku XXI w.; 2) opracowywanie standardów kształcenia przyszłych nauczycieli odbywa się z ukierunkowaniem na wyniki – rozwój kompetencji zawodowych w oparciu o wiedzę interdyscyplinarną i refleksję na temat nabytych doświadczeń; 3) standardy są dynamicznym zbiorem wymagań dotyczących doskonalenia nauczycieli, który może być uzupełniany i zmieniany w zależności od społeczno-kulturowych uwarunkowań zawodowej działalności pedagogicznej; 4) standardy nie są ukierunkowane na indywidualne działania nauczyciela, lecz na jego całościowy rozwój zawodowy, uwzględniający udział w rozwoju szkoły; 5) standardy stanowią ramową strukturę dalszego rozwoju programu nauczania i kształtowania treści modułów kształcenia psychologiczno-pedagogicznego przyszłych nauczycieli; 6) kluczowymi zasadami konstruowania treści kształcenia psychologiczno-pedagogicznego nauczycieli liceów ogólnokształcących zgodnie z powyższymi standardami są interdyscyplinarność, modułowość i refleksyjność. Jesteśmy przekonani, że wdrożenie standardów pozytywnie wpływa na poprawę jakości kształcenia nauczycieli w Niemczech. Jednocześnie uważamy, że przyjęte standardy nie odzwierciedlają wszystkich aspektów profesjonalnej działalności pedagogicznej (kompetencje obywatelskie i społeczne, umiejętności przywódcze).

**Słowa kluczowe:** standardy kształcenia nauczycieli; kształcenie psychologiczno-pedagogiczne; nauki o wychowaniu; program nauczania; przyszli nauczyciele; liceum ogólnokształcące; Republika Federalna Niemiec