

SITUATION REPORT ON THE ENGINEERING-TEACHER TRAINING IN HUNGARY

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Being a teacher in Hungary does not belong to grateful jobs. Being an engineering-teacher is even more specific because this degree includes two fields: the field of engineering and the field of teaching. Engineering-teachers are blamed many times that they are neither engineers nor teachers.

The aims of engineering-teacher majors are to train professionals who own both engineering and teaching skills; they get preparation for working in teaching and education organization in business and private education, they improve their engineering knowledge with direction-theoretical and psychological knowledge; they acquire skills in teaching polytechnic subjects, such as informatics, practical mechanics, mechanics, etc as they become suitable for fulfilling a managerial job. In the frames of the education, the personality-training, which realize the harmonization of the humanistic education fields in connection with the polytechnic and human resources, furthermore the discharge of a mobile polytechnic pedagogue intellectual which ensures the possibilities of professional and existential emergence by giving them expandable knowledge-fields. Polytechnic pedagogue-training does not only prepare to teach one or more subjects but to teach global polytechnic subject-groups. Even 10 to 15 subjects can be included. Besides these, polytechnic pedagogue-training wants to fulfil several aims; therefore education runs on different fields. This proposes the disproportion between engineering/teaching fields.

On the other hand, the dual degree is advantageous in the means of the flexibility of employment, too. The further advantages of the dual degree: Engineering-teacher undergraduates get polytechnic practice, which introduces the industrial technologies of the given region. Those students who do not establish themselves as teachers but take jobs in industry their psychological and pedagogical skills help their employment. It assures possibilities of continuative education, postgraduation. In this work we mention particularly the characteristics of polytechnic pedagogue-training and the structure of engineering-teacher education. Furthermore we analyse the changes of engineering-teacher training in the recent years, the tendencies taking place which show the approach of the pedagogical content of the training and the edging away of polytechnic skills.

We expose the contiguity why only a small percent of the engineering-teacher graduates are pedagogues teaching in a vocational institution. We also show some ways out of the ambivalent situation of the engineering-teachers and we show the advantages of the already introduced modularization and the credit-system.