

**KAUNAS UNIVERSITY OF TECHNOLOGY**

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**THE MANIFESTATION OF THE EUROPEAN IDENTITY AS AN  
EDUCATIONAL DIMENSION IN THE CONTENT OF LITHUANIAN  
SECONDARY EDUCATION**

Summary of doctoral dissertation

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**KAUNO TECHNOLOGIJOS UNIVERSITETAS**

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**EUROPINIO IDENTITETO KAIP ŠVIETIMO DIMENSIJOS RAIŠKA  
LIETUVOS BENDROJO LAVINIMO MOKYKLOS UGDYMO TURINYJE**

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## INTRODUCTION

The increasing speed of the European integration process as well as the increasing intensity of free movement of goods, jobs, and capital, has resulted in the growing relevance of not only the thorough knowledge of the peculiarities of mentality and behavior of other cultures, but also changes in the field of education. On the one hand, each European country has its own national education system based on certain values, cultural heritage, national identity, and the principles of the formation of curriculum, but on the other hand, integration processes also condition the search for and the realization of the common ground. *The mission of education* (its formulation was initiated in 1978 (later amended in 1990 by the Permanent Conference of the Ministers of Education and Culture of German Lands) in the context of the development of European dimensions of education is *to care for the depolarization of European countries and people, as well as for the development of their relationships*. This is the fundamental position of the European dimensions of education. Their essence was presented in detail by Barthélémy, Ryba, Barzėa, Leclercq (1997). From this perspective, the implementation of the European dimensions of education became a significant factor that influences the educational process in the new economical, social, and cultural environment. The most important aim of the European countries in the field of education became the necessity to ensure the quality of education: to improve the school activity, to stimulate the schoolchildren's willingness to learn, to respond to their needs and possibilities, to relate learning to practical life, and to help schoolchildren become active citizen, patriots, and solidary members of the European and the world communities.

Research of the European dimensions in education was initiated by documents on education prepared by the European Committee and the European Union<sup>1</sup>. On the theoretical level, European dimensions of education were analyzed by a number of researches. The prospects and problems of the European education were analyzed by Kallen (1997), Brock, Tulasiewicz (2000), Lawn, Coulby, Ferrarotti, Soysal, Sultana ("Fabricating Europe", 2002). Perucca (1996) presented a vision of

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<sup>1</sup> Resolution "Cooperation in the education of the Community:" (1974); resolution and program of the activity in education (1976), Directive of the European Council for teaching migrant children (1977), a report "European people" (1985); resolution "European dimensions in education" (1988), resolution "Cooperation and educational policy in the Community" (1989), the Green paper "European dimensions in education" (1993); "European dimensions in training of pedagogues" (1993); The decision of the Council "On linguistic variety and multilingualism in the European Union" (1995); the White paper "teaching and Learning on the verge of the 21<sup>st</sup> century" (1996); strategy of "Life-long learning" (1996); "Key competences for Europe" (1997), the conclusions of the Council "On quality development in school education" (1997), resolution "To the Europe of knowledge" (1997), recommendation R(98)6 "On modern languages" (1998); "Memorandum of life-long learning" (2000); "e-Europe – in the information society" (2000); a report "Implementation of innovations when applying new technologies" (2000), a report "Quality indicators for life-long learning" (2002), a report "Promotion of language learning and linguistic variety" (2003), a report "Upbringing and education 2010" (2003), which contain political decisions in order to achieve increasingly active cooperation and a unified education policy, and emphasize common challenges to education; a report "The future of the policy of education and public spirit: the Council's guidelines for a prospective program after 2006".

teaching European youth in the future, Alkan (1996) reviewed education in a multiethnic society, Alexpoulou (1996) presented his approach to the European dimensions in primary education, Foster (1996) analyzed training of pedagogues in Europe, Convey (1995) discussed Europeans' mobility, highlighting the importance of high quality education, Audigier (1995) considered the European dimensions of education to be certain generalities typical of European countries; these generalities were also highlighted by Ferry (1995), who emphasized the importance of communication and cooperation in the teaching process. Essential problems of the modernization of education and the European dimensions of education were analyzed in a publication "Teaching and learning: towards the learning society" [White Paper on education and training, 1995]; an especially wide discussion on what a comprehensive school should be like in the changing Europe occurred in 1996 in Strasbourg, during a conference whose proceedings were published as a separate issue "What comprehensive education for a changing Europe? – Trends, challenges and prospects" (1997). The idea of the emergence of the European dimensions of education was analyzed by McLaughlin, Crawley (2000). Braudel (1987), Morin (1987), Peck (1992), Colle-Michel (1993) tried to find and substantiate certain generalities in the economic, social, and cultural fields, which could be attributed to the European dimensions of education. Fyfe (1995) analyzed European dimensions of education as the development of the understanding of Europe, which manifests itself through multicultural and global education of citizens. Multicultural character as one of the European dimensions of education was analyzed by Mendus, Arregui, Smeyers (2000), who highlighted changes in education and values of European schoolchildren. Foucher (1995) revealed the priorities of the changes in education in the European integration process. Stobard (1996) associated European dimensions of education with multicultural teaching. Halash (1996) revealed the prospects of the changes in education in Europe, emphasizing the importance of skills necessary for Europeans, while Colwill (1996) and Alexopoulou (1998) raised the idea of the necessity of the educational strategy related to the understanding of the European citizenships and common development of the market. Livingston (2002), Beernaert (2001, 2003) highlighted the manifestation of the European public spirit and the characteristics of life-long learning in education.

European dimensions of education or their separate characteristics were also analyzed by Lithuanian researchers. Jucevičienė (1998, 2003, 2004) analyzed European dimensions of education as the basis for the reform of Lithuanian higher education and as the reflection of European dimensions of education in Lithuanian educational policy. The situation and prospects of schools in the multicultural aspect were analyzed by Saugėnienė, Jakavičius (2000); educational singleness of purpose in a multinational environment was analyzed in the doctoral dissertation by Tamošiūnas (2000); Tumėnienė, Janiūnaitė (2000) revealed the changes in the pedagogues' activity in the context of global and European dimensions of education; Katiliūtė (2001) revealed the tendencies of changes in Lithuanian school education in the context of the 21<sup>st</sup> century global and European dimensions of education. Matuzevičiūtė (2003) in her doctoral dissertation analyzed the

realization of European dimensions of education in teaching geography. A number of studies related to the European integration processes and their reflections in education were performed by Lithuanian sociologists: Štutienė (1999, 2000) studied the values and attitudes of youth from the standpoint of European integration; attitudes towards the decision concerning entering the EU and youth's self-evaluation were analyzed by Krukauskienė (2000); an analysis of the attitudes of Lithuanian population towards entering the EU was presented by Gaidys (2000); a sociological analysis of European values was presented in a collective monograph "Europe and we" (2001).

European dimensions of education are defined through a number of characteristics (Barthélémy, Ryba, Barzėa, Leclercq, 1997; Jucevičienė, 1998, 2003, 2004). One of them is European identity as a dimension of education and the implementation of this identity (Railienė, 1998; Bague, 1999; Crawley, 2000). European identity as a dimension of education is understood as guarantee of the present development of Europe, the security of the principles of democracy, social justice, and respect for human rights. With respect to the fact that European identity as a dimension of education is not only concurrent with political, historical, or geographical factors, but is also based on common culture, it can be stated that the implementation of the European identity as a dimension of education conditions better intercultural understanding and the sensation of Europe. European identity as a dimension of education and its manifestation in education conditions new knowledge, skills, relationships, and values. The basis of European identity as a dimension of education is European public spirit whose importance is emphasized in a number of EU educational documents (resolution "European dimensions of education" (1988), the Maastricht treaty (1991), "European dimensions in the training of pedagogues" (1993), the White paper ("White Paper on Education and Training. Teaching and Learning – Towards the Learning Society", 1996).

The specificity of the European identity and its segments have made a relevant object of social studies in the European countries since the eight decade of the 20<sup>th</sup> century (Bernal, 1987, Barzini, 1984, Enzenberger, 1989, Kramer, 1980, 1988, Nooteboom, 1993, Philips, 1987, McLaughlin, 1997, Bague, 1999, Crawley, 2000). In Lithuania there still is a lack of scientific research of such character. The most prominent discussions on the topic of European identity were seen in the writings of politologists (Bielskis, 2002; Vareikis, 2002), sociologists (Grigas, 1991, 1993, 1995, 2001; Krukauskienė, 2000; Štutienė, 2000; Maniukaitė, 2000; Matulionis et al., 2001), or culturologists; they discuss the validity of the European identity or emphasize the relationship between the European and the national identities.

The implementation of *European identity as a dimension in education* may have various premises, one of which (and the main one) is the manifestation of the European identity in the educational content of separate subjects. The essential function of the educational content is to serve the becoming of a person and to help develop all peculiarities of the human nature. European identity as a dimension of education in its essence must also serve a person, i.e. help his/her successful

integration into the common space of European countries. As stated in the resolution of the ministers of European education (1991, No. 5), the content of education must reflect the essential features of the European culture and its historical development, as well as European linguistic and cultural variety; in addition to that, it must develop a common disposition to collectively solve the economical, ecological, social, and political tasks that Europe faces.

The aspects of the changes in education were revealed by Rabinoe, Sullivan (1987), Denzin (1989), Smith (1989), Schwandt (1993), Sotto (1994), Young (1998), Watkins and Mortimore (1999), Hallam and Ireson (1999). Concrete proposals concerning the realization of the European dimensions of education in schools and the educational content were made by Barthelemy, Ryba, Birzea, Leclercq (1997), Kobernyk et al. (2001). All researchers emphasize changes in the school educational content related to European dimensions of education (including the European identity); these changes firstly manifest themselves through the knowledge on Europe and project activity provided by the taught subjects.

The greatest attention of researchers was paid to the problems of the realization of the European dimensions of education when teaching geography; these problems were analyzed by Williams (1994), Marsden (1994), Kirchberg (1995), Smith (1999), and Halocha (1999, 2001). These researchers emphasized the integration of the European dimensions of education into primary teaching of geography and elucidated the newest conditions of the change in the content of geography. Audigier (1992) analyzed the peculiarities of the teaching of geography in the context of modern Europe, and Naich (1992) created the recommendations for teachers concerning the improvement of the subject of geography. Schee, Huigen (1992) presented a new approach to the European regional teaching. Shiller (1997) performed and summarized the studies on the regional identity of students. Mentz (2001) in his doctoral dissertation analyzed the national and European dimensions of education in the teaching of geography in France.

Of Lithuanian researchers, the doctoral dissertation of Railienė (1998) is noteworthy. In her dissertation, Railienė analyzes the problems of educating national self-awareness and European identity in teaching geography for 6<sup>th</sup> grade schoolchildren, when relating the formation of the European identity to the destiny of the traditional national identity and self-awareness and their place in Europe. The European dimension in teaching geography was thoroughly revealed by Matuzevičiūtė (2003) in her doctoral dissertation. However, the implementation of the European identity as a dimension of education in the education content still presupposes a number of unanswered questions.

Researchers frequently raise the problem of the inertness and inflexibility of the educational system, and especially of the educational content. Šiaučiukėnienė (1997) states that *“Life is progressing, the political, economical, and cultural conditions are changing, and scientific progress overtakes life”*. On the one hand, educational content is among the least changing elements of the pedagogical system, but, on the other hand, this content must be adjusted to new realia. It is important not only to make the educational content correspond to modern life, but also to evaluate the educational content in one or another aspect.



Lithuanian system of education, having experienced several important changes of values, faces a new task – the implementation of the European dimensions of education – that is conditioned by the integration processes in education, and creates new possibilities and causes certain caution. On the basis of the survey of the Lithuanian reform of education (1999-2000), it can be stated that there existed two groups of factors that conditioned the reorganization of education: the ones that formed within the education system, and the external factors that conditioned not only structural reforms of education, but also the renewal of the educational content. The Soviet ideological educational content was replaced by the national one, and later – by the educational content of an independent democratic Lithuanian state striving for integration into the global and European community. Thus, during various transformations, also emerges the topicality of the implementation of the European dimensions of education, which undoubtedly requires scientific evaluation for the disclosure of the possibilities and limitations conditioned by this implementation.

The analysis of the writings of the aforementioned researchers failed to reveal a prepared methodology for the investigation of the manifestation of the European identity as a dimension of education in general or in the educational content, allowing for the analysis and evaluation of the possibilities and limitations of this phenomenon. Although the manifestation of European identity as a dimension of education is possible in the educational content, it is important to find methodology and methods allowing for the detection of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school.

Most frequently research knowledge strives to include both educational policy and educational practice. Educational policy, with respect to the changing situation, is formed on the state level and is realized in educational practice. On the state level, usually only the guidelines and recommendations for the educational content are given; these guidelines are then used as a basis for the formation of the educational content of separate subjects performed in educational practice by the heads of the educational institutions, including complements and extension (or, sometimes, narrowing) of the educational content. For this reason, the transfer of the educational content depends on the pedagogue and his/her standpoints. As Ruškus (2000) states, the object of the standpoint affects the standpoint itself, which manifests itself through feelings, cognition, and behavior. On the level of educational practice, the problem of the pedagogues' attitudes towards the affinity between European countries, as well as the problem of the transfer of the educational content. In the context of the manifestation of the European identity as a dimension of education in the educational content, the very relation between the state level and the educational practice level becomes a significant aspect. A comprehensive school implements various educational programs, the main of which is basic education providing schoolchildren with the basic knowledge in various fields of life, and it is probable that this is the most favorable medium for the implementation of European identity as a dimension of education in the educational content. With respect to the fact that basic education provides the basics of various fields of life and science, the implementation of European

identity as a dimension of education is analyzed in the context of subjects (geography, biology, and music) representing different fields of science – the social, the natural, and the humanitarian ones.

The aforementioned aspects make the basis for the **research problem** of this work, elaborated through the following questions of the study: *what system of criteria and indicators would allow for the investigation of the manifestation of the European identity as a dimension of education in the content of education? What kind of manifestation of the European identity as a dimension of education is typical in the educational content of a comprehensive school<sup>2</sup> on the state and the educational practice levels<sup>3</sup>.*

**The object of the study** – European identity as a dimension of education.

**The subject of the study** – the educational content of a comprehensive school<sup>2</sup>.

**The aim of the study** – to reveal and substantiate the manifestation of European identity as a dimension of education in the educational content of a Lithuanian comprehensive school.

### **The objectives of the study:**

1. To reveal the problematic aspects of the origin and concept of the European dimensions of education.

2. To identify the constituents of the European dimensions of education, to highlight their changes and relations with the global dimensions.

3. To substantiate the characteristics of European identity as a dimension of education.

4. To reveal the possibilities for the implementation of European identity as a dimension of education in the educational content of a comprehensive school.

5. To form and to substantiate the methodology for the investigation of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school.

6. To reveal and to substantiate the peculiarities of the manifestation of European identity as a dimension of education in the educational content of a Lithuanian comprehensive basic school.<sup>1</sup>

The **methodology** of the dissertation is based on:

### *Theoretical concepts:*

- *The convergence theory* (Halls, 1990) that emphasizes that during the modernization process, different societies become similar, acquire common features, and the *dependence theory* (Bauman, 1992; Castells 1998) that emphasizes that nations are so distinctive that they could only develop in their own characteristic way (Jucevičienė, 1997), maintaining their distinction.

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<sup>3</sup> On the level of educational practice, the manifestation of European identity as a dimension of education in this dissertation is analyzed through the attitudes of a pedagogue as the main leader, organizer, and interpreter of the educational process.

- *The social interaction theory* (Bauman, 1992; Castells, 1998), that stresses the community members' interaction and understanding, and the synergetic effect "when attaching the new value" to the one that already exists.

- *The constructivism theory* (Tobin, 1992; Heylighen, 1993; Steffe and Gale, 1995; Glasersfeld, 1995) states that knowledge is not determinate or inalterable. The important thing is that the educational content must be based on knowledge reflecting real life rather than academic knowledge, and the knowledge is transferred by a pedagogue through advisedly structuring the teaching material and presenting it in concentrers. Active interpretational relationship of the schoolchild with the teaching material enhances his/her powers, the value system, and the intellectual and practical skills (General programs, 2003).

- The two types of knowledge identified by *the cognitive psychology theory* (Gagne, 1985): *declarative knowledge*, i.e. the knowledge on something or than something is present; and *procedural knowledge*, i.e. knowing how to do something.

- *The curriculum concept* (Jucevičius et al., 2003; Saugėnienė, 2003) that is treated as an educational program that includes the aims of teaching, the content that corresponds the aims, and the forms, the methods, and the means of the realization of this content. The educational content makes a part of the *curriculum*, forming the system of the value-based attitudes, skills, abilities, and knowledge.

- *The taxonomy concept* (Bloom, Engelhart, Furst, Hill, Krathwohl, 1956; Simpson, 1972) that identifies six main areas (knowledge, understanding, application, analysis, synthesis, and evaluation) in which the aims of cognition are classified.

- *The identity concept* that emphasizes identity is a set of identifying attributes whose significance depends on the person's situation-specific relation with the context (Bosma, Kunnen, 1997).

- *The European identity concept* (Aguyra, 1999; Delanty, 2002; Vareikis, 2002) emphasizes a person's aware identification with the European community, based on the expression of the public spirit and the European public spirit, and with the recognition of "unity through diversity" and common collective or political agreements.

#### *Methodological concepts:*

- *The concept analysis concept* (Walker, Avant, 1995; Meleis, 1997): the analysis of a concept is a process that includes consecutive studies: the identification of the constituent components of the concept, the comparison of the concept with other similar concepts and identifying their similarities and differences, and the characterization of the aims of the concept.

- *The quality content analysis concept* (Mayring, 2000): the content analysis is based on a systematic execution of steps, consisting of: 1) multiple reading of the text, 2) identification of categories and sub-categories, 3) interpretation of categories that include sub-categories.

The logical structure of the research is presented in Fig. 1.

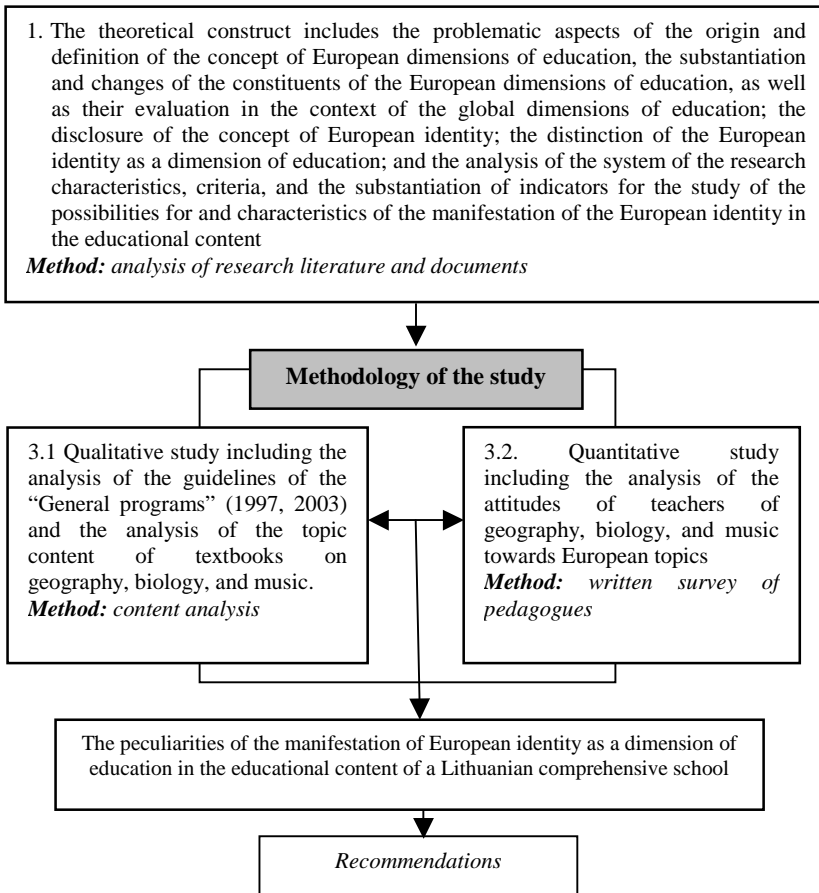


Fig. 1. Logical structure of the research

The following **methods of study** were applied in the dissertation:

- **Analysis of research literature** was performed in order to analyze European dimensions of education as the object of the study, to elucidate the problematic aspects of the definition of the concept of European dimensions of education, and to substantiate the concept and its constituents through highlighting the exceptional nature of European identity as a dimension of education and through striving to analyze the possibilities for the manifestation of the European identity in the educational content.

- **Document<sup>3</sup> analysis** was applied when striving to substantiate the constituents of the European dimensions of education and when performing the study of the manifestation of the European identity in the educational content of a comprehensive school.

- **Content analysis** was applied in order to investigate the manifestation of the European identity as a dimension of education in the content of the “General programs for comprehensive schools of Lithuania” (1997), “General programs and standards of education: pre-school, primary, and secondary education” (2003), as well as in the content of textbooks on geography, nature, biology, and music for 5-10 grade schoolchildren.

- **Written survey** was performed in order to clarify the attitudes of teachers of geography, biology, and music (teaching for grades 5-10) towards the European topics that may enable the manifestation of the European identity as a dimension of education. This inquiry included teachers the specialists of the subjects of *nature and human, biology, geography, and music*: 122 teachers of music, 177 teachers of geography, and 229 teachers of biology. The statistical analysis of the obtained findings was performed by applying the methods of descriptive statistics, and by calculating the *ratings of the topics* of the educational content evaluated according to respondents’ opinions, as well as by calculating the *relative position of the evaluated concrete topics of the subjects* with relation to the whole evaluation; the obtained values (M and SD) were distributed according to the percentile range (PR), arithmetic mean (M), standard deviation of the results (SD), and mode values (Mo). The data were processed using the *SPSS (Statistical Package for Social Sciences, version 12.0)* software package.

### ***Scientific novelty and theoretical significance*** of this dissertation

- The disclosure of the problematic aspects of the origin and concept of the European dimensions of education.

- The discernment of the levels of the object, the realization, and the realization segments that emerged in the concept of the European dimensions of education.

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<sup>3</sup> Resolution “Cooperation in the education of the Community” (1974); resolution and program of the activity ion education (1976), The Directive of the European Council for teaching of migrant children (1977), a report “European people” (1985); resolution “European dimensions in education” (1988), resolution “Cooperation and education policy in the Community” (1989), the Green paper “European dimensions in education” (1993); “European dimensions in the training of pedagogues” (1993); the decision of the Council “On linguistic variety and multilingualism in the European Union” (1995); the White paper “Teaching and learning on the verge of the 21<sup>st</sup> century” (1996); the “life-long learning” strategy (1996); ), “Key competences for Europe” (1997), The Council’s conclusions “On the development of quality in school education” (1997), resolution “Towards the Europe of knowledge” (1997), recommendation R(98)6 “On modern languages” (1998); “the life-long learning memorandum” (2000); „e-Europe – in the information society” (2000); a report “Implementation of innovations when applying new technologies” (2000), a report “Quality indicators for life-long learning” (2002), a report “Promotion of language learning and linguistic variety” (2003), a report “Upbringing and education 2010” (2003), general programs for comprehensive schools in Lithuania (1997, 2003), textbooks on geography, biology, and music for 5-10 grade schoolchildren certified by the Ministry of Education and Science of the Republic of Lithuania.

- The discernment of the constituents of the European dimensions of education when highlighting their change, and their evaluation in the context of the global dimensions of education.
- The substantiation of the characteristics of European identity as a dimension of education.
- The creation and verification of an original research methodology for the investigation of the manifestation of the European identity as a dimension of education in the educational content of the subjects of geography, nature and biology, and music; this methodology was based on the system of criteria and indicators.
- The disclosure and highlighting of the peculiarities and barriers of the manifestation of the European identity as a dimension of education in the educational content of geography, biology, and music in comprehensive schools of Lithuania on both the state and the educational practice levels.

### ***Practical significance of the study***

- The prepared methodology for the study of the manifestation of European identity as a dimension of education in the educational content may be used in a complex manner or be modified for a concrete subject by scientists who study the European identity as a dimension of education in general or its separate characteristics and their manifestation in the educational content, as well as by practicing pedagogues studying their own activity.
- The prepared original methodology for the study of the manifestation of European identity as a dimension of education in the educational content of the subjects of geography, biology, and music in a comprehensive school may be applied by scientists who strive to identify the manifestation of European identity as a dimension of education in the educational content of these subjects on different levels – the state and the educational practice levels; it may also be used by educational politicians or heads of educational institutions for the formation of the educational content on the state or school level.
- With respect to the possibilities and limitations of the manifestation of European identity as a dimension of education, the results of the study may help educational politicians, reformers of the educational content, and authors of textbooks to modernize the educational content of the subjects of geography, biology, and music; the findings may also be used in the evaluation of the predominant tendencies in the pedagogues' attitudes towards European or non-European topics.
- The results of the study allow the heads of educational institutions, as well as pedagogues to improve the implementation of the European identity as a dimension of education on the individual and the institutional (a school as an organization) levels. The dissemination of the findings of the study may stimulate the processes of the implementation of the European dimensions of education in comprehensive schools of Lithuania.

## **Approbation of the research results**

- The presentations on the dissertation topic were presented at the following conferences:
  - European dimensions of education as a factor for innovations in the teaching process of a secondary comprehensive school. Proceedings of the conference “Education science: development, topicalities, perspectives) (in Lithuanian).
  - Adaškevičienė V. (2002). Teachers Professionalism and Change in the Context of the European dimensions in Education. Teacher Education in the 21<sup>st</sup> Century: Changing and Perspectives. International Scientific Conference November 29-30 Šiauliai University, Lithuania.
  - Adaškevičienė V. (2001). The premises for the implementation of the European dimensions of education in the Lithuanian education system: as study of the attitudes of pedagogues and schoolchildren. Proceedings of the 5<sup>th</sup> Lithuanian conference of doctoral students and their advisors in education science. The Academy of Physical Education) (in Lithuanian).
- Publication of the research results in 6 research papers.

## ***Content of the dissertation***

### **INTRODUCTION**

#### **1. THEORETICAL ASPECTS OF EUROPEAN DIMENSIONS OF EDUCATION**

- 1.1. Problematic aspects of the origin and the concept of European dimensions of education
- 1.2. Analysis of the constituents of European dimensions of education

#### **2. METHODOLOGY OF THE STUDY OF THE MANIFESTATION OF EUROPEAN IDENTITY AS A DIMENSION OF EDUCATION IN THE EDUCATIONAL CONTENT OF A COMPREHENSIVE SCHOOL**

- 2.1. Definition of the concept of European identity
- 2.2. Relation between curriculum and educational content
- 2.3. Possibilities for the implementation of European dimensions of education in the educational content of a comprehensive school
- 2.4. Characteristics of European identity as a dimension of education
- 2.5. Criteria and indicators for the study of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school of Lithuania

#### **3. METHODS AND ORGANIZATION OF THE STUDY OF THE MANIFESTATION OF EUROPEAN IDENTITY AS A DIMENSION OF EDUCATION IN THE EDUCATIONAL CONTENT OF A COMPREHENSIVE SCHOOL OF LITHUANIA**

- 3.1. Logics of the study of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school of Lithuania

- 3.2. Substantiation of the content analysis
- 3.3. Substantiation of the written inquiry method
- 3.4. Substantiation of the instrumentarium of written inquiry
- 3.5. Sampling and geography of the study
- 4. ANALYSIS OF THE RESULTS OF THE STUDY OF THE MANIFESTATION OF EUROPEAN IDENTITY AS A DIMENSION OF EDUCATION IN THE EDUCATIONAL CONTENT OF A COMPREHENSIVE SCHOOL OF LITHUANIA**
- 4.1. Results of the analysis of the content of the “General programs” (1997, 2003) for comprehensive schools of Lithuania
  - 4.1.1. Analysis of the content of guidelines for the subject of geography for grades 5-10
  - 4.1.2. Analysis of the content of guidelines for the subjects nature and human and biology for grades 5-10
  - 4.1.3. Analysis of the content of guidelines for the subject music for grades 5-10
- 4.2. Content analysis of the manifestation of European identity as a dimension of education in the textbooks on geography, biology, and music for grades 5-10
  - 4.2.1. Results of the content analysis of textbooks on geography for grades 5-10
  - 4.2.2. Results of the content analysis of textbooks on biology for grades 5-10
  - 4.2.3. Results of the content analysis of textbooks on music for grades 5-10
- 4.3. Results of the written survey of pedagogues
  - 4.3.1. Analysis of the results of the written survey of pedagogues of geography
  - 4.3.2. Analysis of the results of the written survey of pedagogues of biology
  - 4.3.3. Analysis of the results of the written survey of pedagogues of music

**CONCLUSIONS**

**RECOMMENDATIONS**

**LITERATURE**

**PUBLICATIONS**

**APPENDICES**



## GENERAL REVIEW OF THE CONTENT

**Introduction** presents the rationale for the research problem of the dissertation, the definition of the object, the subject, the aim, and the objectives of the study, the survey of the applied methods of study, the exposition of the main methodological statements, and the disclosure of the scientific novelty and practical significance of the dissertation.

In the **first section (1.1.) of the first part of the dissertation, “Problematic aspects of the origin and the concept of the European dimensions of education”**, on the basis of the analysis of scientific literature (Barthelemy (1997), Brague (1999, 2001), Mentz (2001), Davies (2002) etc.), and documents of the European Union (“Secondary education for Europe”, 1996; “Key competencies for Europe”, 1996) the concepts “Europe”, “European”, “dimension”, “European dimension”, and “European dimension of education” are analyzed; in addition to that, this section also presents the disclosure of the problematic aspects of the origin and the concept of European dimensions. *European dimensions of education* is not an indiscrete concept since, on the one hand, European dimensions of education represent the strategy of the development of the education of the European Union, contributing to the understanding of Europe, public spirit, and offering assistance in developing the common labor market. On the other hand, European dimensions of education are a dynamic reality based on democracy and respect for an individual, emphasizing the quality of education, and directly influencing the educational content and the whole school life. Third, European dimensions are the development of knowledge, skills, and relationships that would enable a young person to effectively live and work feeling a competent member of the European community.

On the basis of the writings of researchers (Halaž, 1996; Fernandes, 1996; Birzea, 1996; Pereyra, 1994; Sander 1993, etc.), it can be stated that there are no clear margins in the concept of the European dimensions of education, since on the **object level** of the European dimensions of education, there emerged the object of the implementation of European dimensions of education, distinguished by various scientists and ranging from the stimulus of change to a factor to a value. **On the realization level**, the implementation of European dimensions of education is realized through educational policy directed towards concrete processes in the legal basis of schools, in the educational content, and in the practical activity of a pedagogue and a schoolchild. **On the level of the realization segments**, the implementation of European dimensions of education is directed towards the pedagogue’s and the schoolchild’s standpoints, attitudes, and even values, when developing wider understanding of Europe and European public spirit.

As the results of the analysis of research literature (Barthélémy, Ryba, Barzúa, Leclercq, 1997; Sander, 1993) showed, the identification of the criteria of the origin of European dimensions of education is quite problematic, since each of each of the identified criteria, interacting with others, is of equal significance. The most emphasized essential reasons that conditioned the emergence of European

dimensions of education are the following: the influence of the globalization of culture on national education systems, the needs of the multicultural society, increasing mobility of pedagogues and schoolchildren, different achievements on the school level, and differences in the policy of pedagogue training in different countries of the European Union. Still, the main criteria for the emergence of the European dimensions of education are geographical, cultural, socio-economic, historical, and especially political ones, having conditioned not only the usage of the very concept, but also the realization of the European dimensions of education in education.

In sum, it can be stated that neither these, nor other criteria of the discernment of the European dimensions of education can be analyzed separately. European dimensions of education must be identified in all phenomena that can be described with the help of a number of various criteria and from different perspectives: *geographical, cultural, social, economical, historical, educational, and political ones*. These perspectives are practically concurrent with each other, although the most influential one is the political one that is conditioned by the European integration processes.

***In the second section of the first part, “Analysis of the constituents of European dimensions of education” (1.2),*** after analyzing the program documentation on education issued by the European Council and the European Union, the constituents of the European dimensions of education were distinguished and evaluated in the context of the global dimensions of education.

It is emphasized that European dimensions of education consist of the following constituents: *development of cooperation and mobility, teaching and learning of languages, development of social integration, development of intercultural education, development of Europe’s openness, dynamism, flexibility, and multicultural character, development of informational literacy, realization of the concept of life-long learning, striving for the quality of education, implementation of innovations, realization of the concept “individual is above all”, and development of the European public spirit and European identity*. European dimensions of education historically changed. Having started from the development of cooperation between European countries, securing of social integration, or teaching and learning of languages, they grew to mastering the modern information technologies and the realization of the concept of life-long learning.

The comparison of the European and global dimensions of education showed that the implementation of both European and global dimensions of education is associated with the development of understanding, attitudes, and standpoints rather than with the introduction of a separate subject. The majority of European and global dimensions of education overlap, since both of them emphasize the quality of education and the need for life-long learning. The quality of learning is associated with altered activity of pedagogues and schoolchildren, the application of information technologies, implementation of innovation, and the development of distance learning in education. Again, emphasis is placed on modern means and

methods of teaching, which is associated with the need for new knowledge and skills conditioned by both changes in the work of organizations and increased mobility of population. In both dimensions, special attention is paid to an individual and his/her activeness. An important requirement remains not only creation of conditions, but also the very process of learning, responsibility, understanding, and acquisition of knowledge empowering for activity.

However, European dimensions of education emphasize characteristics typical only of Europe, namely: European public spirit and European identity. The consolidation of the European public spirit is considered to be one of the most important tasks in teaching citizens the rules of social life and their critical evaluation, striving to “live together”, and therefore there is aspiration for democratic safety, protection of national minorities, and optimal conditions for critical and constructive dialogue. Public spirit must be based on knowledge, without which there is no base for critical thinking. European identity is understood as a guarantee for modern development of Europe, the protection of the principles of democracy, social justice, and respect for human rights. European identity is a dynamic and unfinished process of European countries. Therefore in this context an especially important task becomes the development of European identity during the educational process.

***In the first section of the second part (2.1) “The definition of the concept of the European identity”***, the analysis of identity, types of identity, and European identity, highlighting its relation with national identity and European public spirit, and the basis for European identity is identified.

The the analysis of research literature (Marcia, 1993; Robert, 1993; Bosma ir Kunnen, 1997; Giddens, 2000; Berger, Lucman, 1999; Goffman, 1959/2000; Bosma, Kunnen, 1997; Lyotard, Friedman (Antiniènè, 2002), showed that identity can be defined as *a set of identifying characteristics whose significance depends on concrete situation-specific relationship of a person with the context*. Identity contains the following characteristics: *responsibilities, alternative investigation, social interaction, identification with the group, nation, country, territory, class, religion, epoch, community, affinity between individuals, language, literature, manners, sensitivity, common world of meanings, borders, knowing what makes one different from the others, and common culture*. Identity can be of different types: *personal, social, collective, national, political, and European*.

The generalization of the thoughts of researchers (Bernal, 1987; Barzini, 1984; Enzenberger, 1989; Kramer, 1980, 1988; Nooteboom, 1993; Philips, 1987; McLaughlin, 1997; Pfetsch, 1997; Brague, 1999; Crawley, 2000; Vareikis, 2002) allows for defining European identity in the dissertation as *a person’s realized identification with the European community, based on the manifestation of public spirit and European public spirit, while accepting “unity through diversity” and common collective or political agreements*. The basis of European identity is formed by *responsibilities and common cultural heritage, common territory, common culture, common decisions*, and the following levels: 1) local or fatherland-level patriotism, 2) national patriotism, and 3) europatriotism.

On the basis of the writings of Schneider (1999), Pfetsch (1997), Karlsson (1999), Soysal (2002), Vareikis (2002), European identity in the dissertation is evaluated through the prism of the team spirit, political character, and culture; in addition to that, certain critical aspects of the European identity are presented. European public spirit in the dissertation is treated as one of the most important segment of European identity. It is probable that, being an active citizen of one's country, he or she will also be an active citizen of Europe, and this gradually will become a premise for self-identification with not only one's nation, but also with Europe as a whole. Thus, the development of European identity, like the formation of a civil society, depends on an individual citizen. A person at first identifies oneself with the ethnic group, the nation, and only then – with the region, Europe, or the world. European public spirit is the activity of separate individual of the European community, legitimated by political and legal decisions, and based on a set of rights and based on a set of rights, liberties, and responsibilities. Meanwhile, European identity is a much wider social process including not only interaction between separate types of identities in the activity of an individual, but also the public spirit (including the European public spirit) that can develop in dependence on the realized activity of an individual. In relation with national identity, European identity is not and cannot be national, but nationhood, remaining as it is, joins the context of other members of Europe. There are no contradictions between European character and nationality, and national identity is one of the most significant segments of European identity.

Generalizing the validity of European identity, the dissertation emphasizes that there are a variety of ways in which culture, *identity*, and policy would interact. Culture is the spirit of policy, it is the heart and content of policy forming the system of state values. The concept of political culture has two dimensions: *culture and policy*. Political culture is related to the cultural aspect of policy. There is cultural policy, since in it there is *the policy of identity*. The formation of the *identity* manifests itself not in one concrete culture. There are different concepts of culture and *identity*. National cultures are the strongest elements in the formation of the *identity*. Various processes may condition *national or regional identities*; such processes may be assimilation or tolerance. The federal structure type is the best way to join variety into a unified system. Common values and norms (democracy, market economics, human rights, common history and cultural heritage), common structures and procedures, and *identities* of European countries may form the basis on which the European Union is formed. The result of all this is *multicultural Europe, characterized by federal and decentralized government system, differentiated loyalty/identity, and the society of the citizens of Europe*.

***The second section of the second part, “The relation between the curriculum and the educational content” (2.2.)*** presents the analysis of the relationships between the curriculum, education, and educational content, the disclosure of the possibilities for the manifestation of the European identity as a dimension of education in the educational content of a comprehensive school, and the substantiation of the characteristics of the European identity as a dimension of education.

On the basis of the concepts of the curriculum (Young, 1999; Longworth, 2003; Jucevičius et al., 2003; Saugėnienė, 2003), “*curriculum*” in the dissertation is treated as an educational program that schedules the aims of education, the respective educational content and the forms, methods, and means of its realization. “*Curriculum*” may be on the level of the school education system, as well as on the level of an individual education program. Within the relationship between the curriculum and the educational content, it emerged that educational content is a much narrower concept embracing only a certain part of the “*curriculum*”. Educational content is more associated with the development of knowledge, skills, and value-based attitudes in the class activity. Meanwhile *educational content*, on the basis of the reviewed approaches to the concepts of curriculum, education, and educational content, is understood as a part of curriculum consisting of *a system of* knowledge, skills, abilities, and value-based attitudes. It is obvious that one of the most important elements of the educational content is knowledge on whose basis other elements, such as skills, abilities, and value-based attitudes are formed. In the dissertation, only one element of the educational content – knowledge - is selected; knowledge makes the basis for the formation of understanding about Europe and is revealed in the topics of different subjects.

***The third section of the second part, “The possibilities for the implementation of the European dimensions of education in the educational content of a comprehensive school”(2.3)***, emphasizes that there may be various possibilities for the manifestation of the European identity as a dimension of education. One of them is the manifestation of European identity as a dimension of education in the educational content. On the basis of the performed scientific studies (Barthelemy, Ryba, Birzea, Leclerq, 1997; Beernaert (2001, 2003; Beernaert, Montane, 2004), two levels of the implementation of European identity as a dimension of education in the educational content were identified: *the direct one*, realized through mobility, exchange, and school and inter-school projects, *and the indirect one*, where the major role is played by the educational content of the main and optional subjects, and interdisciplinary integration.

Direct implementation of the European dimensions of education is, first of all, related to physical and virtual mobility. *Physical mobility* is indispensable from cooperation, and the mobility-regulating activity can be bilateral or multilateral, and can be executed on different levels: the regional, the local, or the state levels, or can be totally individual. Its participants are educational institutions, structures of education, teaching, and training, centers of scientific research, social partners, or other organizations.

Indirect implementation of the European dimensions of education is realized through the educational content of the taught subjects. Each teaching subject is characterized by its own specificity, although it has topics that are integral with other subjects or fields of science. On the basis of the recommended subjects and their topics, it can be stated in the majority of them both disciplinary and especially interdisciplinary integration predominates. The recommended topics and interdisciplinary integration are oriented towards one or another level of cognition,

the formation of understanding, and the value-based attitudes. It is interesting to note that a lot of attention is paid to the socio-cultural integration whose purpose is to associate schoolchildren with the cultural life of the class, the school and the society. According to Birzea (1997), these are very wide topics that require information from various sources, including *education plans, libraries, archives, means of information, statistics, and personal experience*.

Ryba (1997) states that the manifestation of the European dimensions of education is possible in practically all subjects of the education plan, the important thing is that the *objectives and topics* should be clearly related to *concrete problems*, especially to those that are important *for the whole Europe and all citizen*. According to Barthelemy (1997), independently of the subject taught, it is important to present *facts in a new perspective*. Emphasis is placed on the internal integrity of a separate subject, its organization, and interdisciplinary relations, helping to discern the conceptual unity of several or even all taught subjects or, in other words, the synergetic effect in synthesizing knowledge from various fields. *Knowledge is based on the pragmatic aims of activity and the creation of a concrete result*. This may be *a social result, a physical creation, changes in interrelationships or personal or collective skills*. In other words, active knowledge acquired in the learning process become the basis for an individual's In other words, active knowledge acquired in the process of learning becomes the basis for an individual's self-awareness that is the axis of the European identity as an exceptional dimension of education.

**In section four of part two, “The characteristics of European identity as a dimension of education” (2.4)**, on the basis of the features of European identity discerned by scientists (Pfetsch, 1998; Jansen, 1999; Aguyra, 1999), it is emphasized that the basis of European identity is formed of the following: *common European geographical area, value system based on the culture of European nations and humanism, responsibilities and historical heritage and its preservation, common institutions, and common foreign and security policy*. Since the understanding of Europe may be formed only through rendering or acquisition of knowledge, it can be stated that the characteristics that reveal European identity as a dimension of education highlight the significance of not only the declarative, but also the procedural knowledge. In other words, it is important not only to know that Europe exists and where it is located, but also how to locate this or that European country on the map and how to get there.

The construction of Europe-related knowledge is considered to be an integrated knowledge complex that would create conditions for an individual to act in the political, legal, economical, and cultural spheres of the European Community. This, on the basis of the European identity as a dimension of education and the classification of knowledge on Europe presented by Bell (1991), includes *knowledge on common European geographical area, knowledge on the culture and the value system of the European countries, knowledge on common responsibilities, and historical heritage and its preservation, and knowledge on common European institutions, and common foreign and security policy*.

*Knowledge on the common European geographical area* is associated with knowledge on a certain geographical area of Europe and the peculiarities of its surface, landscape, and variety. Geographical knowledge is associated with knowledge provided by the subject of geography, and this knowledge serves as a basis for the formation of the geographical understanding of Europe.

*Knowledge on the common European culture and the value system* is associated with knowledge on the common cultural space, human rights, European ideas of freedom, and humanistic values. All this is based on the knowledge provided by the subjects of geography, history, philosophy, or civic society; this knowledge will help to develop skills revealing the value-based orientation and the social situation of the public spirit, and also will help to develop European identity.

*Knowledge on common responsibilities, and Europe’s historical heritage and its preservation* is associated with the historical and geographical distinction of European regions, with national and global cultures, and the religious, lingual, educational, and scientific variance. All this will help to better understand the poli-cultural nature of Europe’s distinction, common European origin, and the place of the culture of a concrete country within the European context.

*Knowledge on common European institutions and common foreign and security policy* is general understanding of such phenomena as democracy, totalitarian regime, knowledge about the political systems of various European countries, the European Community, its institutions, and European legislative and international law. All this empowers a person to act in a certain society, to participate in international organizations and associations, to know the most important ideological and political features, to effectively communicate with lawyers, to find democratic decisions of conflicts, and to act according to legal rules. The manifestation of the characteristics of the European identity as a dimension of education in the educational content is presented in Table 1.

**Table 1**

**Characteristics of European identity as a dimension of education**

The basis of European identity	Characteristics of European identity as a dimension of education
Common territory	Knowledge about geographical, economical, or political aspects
Common culture	Knowledge about cultural aspects
Responsibilities and common cultural heritage	Knowledge about historical, political, and civil aspects
Common decisions	Knowledge about political aspects

**The fifth section of the second part, “Criteria and indicators for the study of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school of Lithuania” (2.3),** on the basis of the characteristics of European identity as a dimension of education, presents the substantiation of the criteria and indicators of the study of the manifestation of European identity as a dimension of education in the educational content; these criteria and indicators allowed for the identification of not only the possibilities for

the manifestation of European identity as a dimension of education in the educational content of a comprehensive school but also, possibly, for its limitations. Three basic subjects that can manifest knowledge on Europe from the perspectives of different fields of science (social, natural, and humanitarian) were selected for the study. The social sciences are represented by geography, the natural sciences – by biology, and the humanitarian sciences – by music.

One of the elements of the manifestation of European identity as a dimension of education in the educational content is *fields of geography knowledge*, which, according to Cigler (2002), Maksakovskij (1998), Žekulin (1989), and the classification presented in the “*General programs*” (1997), are differentiated into *general geography, natural geography, social geography, economic, geopolitical, and regional geography*. In the subject of biology, according to Mayr (1997), as well as to the classification presented in the “General programs” (1997; 2003), the following fields of the science of biology are identified: *studies of nature, live nature, substances and their changes, physical phenomena, and human biology* (p. 318). In the manifestation of knowledge on the aspects of the European culture and value system, a special place is occupied by *musical knowledge*, consisting of *playing music, experience of the musical language, and listening to and analysis of music* (Hanning, 2000; “General programs”, 1997). The analysis of research literature allowed for the preparation of the methodology for the study of the manifestation of European identity as a dimension of education in the educational content of comprehensive education; the methodology consists of a system of criteria and indicators embracing the educational content of the subjects of geography, nature and biology, and music. Within the content of the subject of geography, the criteria of *general, natural, social, economic, geopolitical, and regional geography* are differentiated; these criteria manifest themselves through the following indicators: *the development of the geographical cognition, geographical location, territory and borders, subterranean areas and their resources, surface, climate, waters, soil, flora, fauna, protection of the environment, population, demographic and social composition, national composition, culture, traditions, migration, economy, industry, economics; politics, states, capital cities, common institutions; a region, nature, population, cities of the region, economy, and regional culture*. The criteria that are differentiated in the content of the subject of biology include the following: *investigations of nature, live nature, substances and their changes, physical phenomena, and human biology*; they manifest themselves through the following indicators: *formulation and verification of hypotheses, application of scientific knowledge in the investigation of natural phenomena, observations and trials, most commonly used units, symbols, and their meaning, collection of information, groups of live organisms, monocellular and polycellular organisms, cells, organs, organisms, continuation of life, heredity and diversity, organism and environment, the role of plants in nature, ecosystem, ways and organs of reproduction of plants and animals, properties of substances, composition of a substance, changes of substances, fuel as the source of energy, monogenous and heterogenous compounds, water, solutions, chemical elements, forces and movement, substance,*



*solid bodies, sources and conversions of energy, heat and its sources, light and sound, electricity and magnetism, the Earth and the Universe, weather observation and forecasting, climate, pressure; the history of the human species, human races, the history of the cognition of the human organism, a cell, organism, body cover, movement, substance and energy exchange, blood and circulation, breathing, self-regulation of bodily functions, organs of sense, reflex activity of the organism, genetics, and healthy way of life.* The criteria that are differentiated in the content of the subject of music are the following: *playing music, experience of the musical language, and listening to and analysis of music;* they manifest themselves through the following indicators: *forms of music playing, sound games, songs, instrumental playing, compositions, improvisations, folklore, musical pieces of different styles, re-composition, rhythms, melodic intonations, two-tone character, instrumental accompaniment, improvisation, timbres, graphical symbols, dynamics, tempo, arrangement, colors and mood, three-tone, harmonic functions, style of music; music environment, cultural and historical examples, a portrait of the composer, ensemble, orchestra, chorus, musical dynamic diversity, mood, genres, and forms of the musical piece, other arts, musical tune, epochs, pop-rock music, musical relations, musical instruments, ways of composition, compositions, purposes of music, sorts of music, music and feeling, music and form, and sound.*

The components of the manifestation of European identity as a dimension of education in the educational content are presented in Table 2.

**Table 2**

**The components of the manifestation of European identity as a dimension of education in the educational content**

<b>Subjects</b>	<b>Geography</b>	<b>Biology</b>	<b>Music</b>
<b>Knowledge on common aspects of the European geographical space</b>	<ul style="list-style-type: none"> <li>• General geography</li> <li>• natural geography</li> <li>• regional geography</li> <li>• economic geography</li> </ul>	<ul style="list-style-type: none"> <li>• live nature</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and analysis of music</li> </ul>
<b>Knowledge on the aspects of common European culture and value system</b>	<ul style="list-style-type: none"> <li>• general geography</li> <li>• natural geography</li> <li>• regional geography</li> <li>• social geography</li> </ul>	<ul style="list-style-type: none"> <li>• live nature</li> </ul>	<ul style="list-style-type: none"> <li>• experiencing the musical language</li> <li>• listening to and analysis of music</li> </ul>
<b>Knowledge on the aspects of common responsibilities, and European historical heritage and its preservation</b>	<ul style="list-style-type: none"> <li>• general geography</li> <li>• regional geography</li> <li>• social geography</li> </ul>	<ul style="list-style-type: none"> <li>• investigations of nature</li> <li>• live nature</li> <li>• substances and their changes,</li> <li>• physical phenomena</li> <li>• human biology</li> </ul>	<ul style="list-style-type: none"> <li>• playing music</li> <li>• experiencing the musical language</li> <li>• listening to and analysis of music</li> </ul>
<b>Knowledge on the aspects of common European institutions and common foreign and security policy</b>	<ul style="list-style-type: none"> <li>• geopolitical geography</li> <li>• regional geography</li> <li>• social geography</li> <li>• economic geography</li> </ul>	<ul style="list-style-type: none"> <li>• live nature</li> <li>• human biology</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and analysis of music</li> </ul>

*In the third part of the dissertation, “Methods and organization of the study of the manifestation of European identity as a dimension of education in the educational content”, the methods and the organization of the study are substantiated.*

*In the first section of the third part (3.1), the logics of the study is presented. In the second section of the third part (3.2), the substantiation of the application of the qualitative method – the content analysis – is presented.*

**Table 3**

**Logics of the analysis of the document content**

<i>Methodology of the study</i>		<i>Basis of the study</i>
<i>Type of study</i>	Evaluative	Evaluation of official verbal documents prepared within a certain period of time
<i>Type of data</i>	Qualitative	Written statements in documents
<i>Sources of data</i>	Official verbal documents	“General programs for comprehensive secondary schools of Lithuania” (1997, 2003) Textbooks on geography, biology, and music for grades 5-10
<i>Interpretation of data</i>	Logical-inductive analysis	On the basis of the methodology, the analysis of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school of Lithuania is performed
<i>Presentation of results</i>	Descriptive	Emphasis is placed on the manifestation of European identity as a dimension of education in the educational content of a comprehensive school of Lithuania

*The qualitative content analysis was performed on the basis of Collaizi’s (1978) methods: step 1 – reading of documents and identification of essential aspects reflected by phrases and topics directly related to the studied phenomenon; step 2 – identification of notional elements: segmentation of the content of categories when identifying their elements; step 3 – distribution of notional elements into subcategories; step 4 – integration of categories in to the context of the analyzed phenomenon: interpretation of the data of the content. Categories and subcategories are the essence of the content analysis: the interpretation of the text takes place on the basis of the raised questions of the study that are answered through the formulated categories.*

*In the third section (3.2), the application of the written survey method including the instrumentarium of the survey, is substantiated; the instrumentarium consists of separate questionnaires for the teachers of geography, biology, and music, divided into 3 blocs: 1) *instruction*, 2) *evaluation of the topics of the general education subject – diagnostic* (divided into 6 blocs differentiated according to grades - 5, 6, 7, 8, 9, and 10); 3) *demographical*. The stimulating material of the questionnaires was the list of the topics of the teaching subject of a comprehensive school, each of the topics being presented as a separate question. The composition of the list of topics was based on the documents of the European*

Union on education (Atlas de la Communaute europeenne, 1989; the White paper, 1996; Key competencies in Europe, 1996; Barthelemy, D., Ryba, R., Birzea, C., Leclerq J. M., 1997; Comenius guide, 2000), the General programs for comprehensive schools of Lithuania (1997), programs for separate subjects confirmed by the Ministry of Education and Science of the Republic of Lithuania (LR), and textbooks on the selected subjects for grades 5-10. The topics (questions) selected from the aforementioned European Union and Lithuanian state-level documents on educational content were presented for evaluation. For the registration of the answers of the respondents, the four-dimensional answer format was selected; this format was based on the *range scale*. The survey was performed in 106 basic and secondary schools (the inquiry was limited to pedagogues working with grades 5-10) of Lithuania that functioned during the 2002/2003 school year; the survey was performed in the schools of the following cities: Alytus, Druskininkai, Kaunas, Kėdainiai, Klaipėda, Marijampolė, Naujoji Akmenė, Raseiniai, Šakiai, Šiauliai, Šilutė, Vilnius, Ukmergė, and Utena. In total, teachers received 580 questionnaires: 200 - for the teachers of geography, 250 - for the teachers of biology, and 130 - for the teachers of music. Of the returned 536 questionnaires (return quota - 92%), after exclusion of the very carelessly filled ones, 528 questionnaires were statistically processed (93% of the total number of distributed questionnaires).

***The fourth part of the dissertation, “Analysis of the results of the study of the manifestation of European identity as a dimension of education in the educational content”,*** presents the results of the content analysis of the guidelines of the “General programs” (1997, 2003) and the textbook topics on geography, biology, and music for grades 5-10, as well as the results of the written inquiry of pedagogues. In the first section, ***“Results of the analysis of the content of the “General programs” (1997, 2003) guidelines for comprehensive schools of Lithuania” (1997, 2003) (4.1)***, the results of the content analysis of the guidelines for teaching geography, biology, and music to grades 5-10 are presented.

On the basis of the list of topics recommended in the European Union documents on education (Resolution of the Council and the Ministers of Education meeting within the Council on the European dimension in education of 24 May 1988; Stobart, M. (1996). *The European Dimension in Secondary Education: Challenges and Opportunities – a Council of Europe Perspective*; White Paper on Education and Training. *Teaching and Learning - Towards the Learning Society* (the White paper), 1996; Key competencies in Europe, 1996; Barthelemy, D., Ryba, R., Birzea, C., Leclerq J. M., 1997), it can be stated that within the content of the subject of geography, there manifest the recommended European topics conditioning the manifestation of European identity as a dimension of education. Within the content of the guidelines for the teaching of geography, there are topics related to common culture (“Festivals, feasts, traditions”); geopolitical aspects (“Conflicts, cooperation; democracy-dictatorship, invasion-conquest, monarchy-republic, European integration process; colonialism”); and peculiarities of nature (“Geographic diversity, landscape and environment”). This shows that the educational content of the subject of geography on the state level does ensure the

premises for the manifestation of European identity as a dimension of education, and provides geographical knowledge about Europe, as well as forms schoolchildren's understanding. Still, the results of the analysis of the *content* of the guidelines for the subject of geography for grades 5-10 (General programs (GP), 1997, 2003) show that these premises are not sufficient. For the manifestation of European identity as a dimension of education in the educational content of a comprehensive school, the knowledge about Europe from various fields of geographical knowledge is necessary. Meanwhile, the guidelines on the content of the subject of geography presented in documents (BP, 1997, 2003) usually fail to systematically disclose knowledge on the *general, natural, or geopolitical geography of Europe*, while social and economic geography as unifying communities in general is not given much significance. Significant differences are also seen in the content of the guidelines for the subject of geography (GP, 1997, 2003) of different periods. In the "General programs" of 1997, geographical knowledge on Lithuania and Europe predominated. Meanwhile, in the "General programs" of 2003, there are changes in the fields of geographical knowledge, conditioning consecutive rendering of geographical knowledge on at least three levels: the global, the regional, and the local ones. Knowledge of Lithuania is treated as an indispensable part of the geographical knowledge of the world, and therefore geographical knowledge of Europe is disclosed only in the regional context. In the content of the guidelines for the subject of geography in the "General programs" of 1997, the manifestation of the categories of the *general and geopolitical geography* predominates, manifesting itself through the following subcategories: *the development of the geographical cognition, geographical location, states, geopolitical situation, and institutions*. In the "General programs" of 2003, the manifestation of the categories of *general and natural geography* predominates, manifesting itself through the following subcategories: *geographical cognition, waters, surface, climate, natural resources, soil, and protection of the environment*. The essential difference between the guideline content in the documents of different periods (1997, 2003) manifests itself through the manifestation of the categories of *social and regional geography*. In the "General programs" (1997), the manifestation of the categories of *social and regional geography* was quite clear and was associated with the following subcategories: *population, national composition, culture, traditions, and region*. In the guideline content of the "General programs" of 2003, only a slight manifestation of the category of *social or public geography* is seen, manifesting itself through the following subcategories: *states, population, and national composition*; meanwhile, the manifestation of the category of *regional geography* is not emphasized at all. The example of the summary of categories and subcategories that emerged in the content of the guidelines for the subject of geography for grades 5-10 in the "General programs" (1997, 2003) is presented in Table 4.

Table 4

Summary of the categories and sub-categories that emerged in the content of the geography subject in the “General programs” (1997, 2003) for grades 5-10 (<sup>1</sup>-category, <sup>2</sup>-subcategory)

“General programs” (1997)											
Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
C <sup>1</sup>	S <sup>2</sup>	C	S	C	S	C	S	C	S	C	S
-	-	<b>General geography</b>	Development of geographical knowledge	-	-	<b>General geography</b>	Geographical location	<b>General geography</b>	Geographical location	-	-
-	-	-	-	-	-	<b>Social geography</b>	Population National composition Culture and traditions	<b>Social geography</b>	Culture	-	-
-	-	-	-	-	-	<b>Geopolitical geography</b>	States Development of economics	<b>Geopolitical geography</b>	Geopolitical situation States	<b>Geopolitical geography</b>	States Political institutions
-	-	-	-	-	-	<b>Natural geography</b>	Earth surface Waters Landscapes	-	-	-	-
-	-	-	-	-	-	-	-	<b>Economic geography</b>	Development of economics	-	-
-	-	-	-	-	-	-	-	<b>Regional geography</b>	Region	<b>Regional geography</b>	Region
“General programs” (2003)											
Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
-	-	<b>General geography</b>	Development of geographical knowledge	<b>General geography</b>		Development of geographical knowledge		-	-	-	-
-	-	<b>Civic geography</b>	States	<b>Civic geography</b>		Population National composition		-	-	-	-
-	-	<b>General geography</b>	Continents	<b>General geography</b>		Waters Surface Natural resources Climate Soil Environmental protection Landscapes		-	-	-	-
-	-	-	-	<b>Geopolitical geography</b>		States		-	-	-	-
-	-	-	-	<b>Economic geography</b>		Economy		-	-	-	-

***In the second section, “Content analysis of the manifestation of European identity as a dimension of education in the textbooks on geography, biology, and music for grades 5-10” (4.2.),*** the results of the analysis of the content of textbooks on geography, biology, and music are presented. The most prominently the knowledge of natural sciences on Europe is reflected in the *human biology* category that dominates in the biology textbook for grades 9-10 and is realized through the following subcategories: *diseases, nutrition, historical development, human and nature, and way of life.*

The manifestation of the category *investigations of nature* is seen in the content of the topics of the “Human and nature” textbook for grade 6, although the whole course is associated with disciplinary knowledge of natural sciences.

In the content of textbooks for grades 5, 7, and 8 (as in the guidelines of the “General programs” (1997, 2003)), there is no manifestation of the knowledge of natural sciences on Europe. The content of the topics of the textbooks is designed to render disciplinary knowledge in order to form the understanding of the subjects of natural sciences.

The most suitable textbook content for rendering knowledge on Europe is that of the textbook for grade 10, since it presents several scientific aspects related to Europe. This tendency can also be explained by the fact that the textbook is translated, and scientific knowledge in it is illustrated in the global or European context.

No significant differences were found between the topic content of the textbooks “Human and nature” and “Biology” for grades 5-10, and the content of the guidelines of the “General programs”. In the topic content of the textbooks, as well as in the content of the “General programs” (1997, 2003) guidelines, disciplinary knowledge predominates, forming the understanding of the subjects of natural sciences instead of the natural sciences-based understanding of Europe or another part of the world.

**Table 5**

**Summary of categories and subcategories that emerged in the content of textbooks on biology for grades 5-10** (<sup>1</sup>-category, <sup>2</sup>-subcategory)

Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
C <sup>1</sup>	S <sup>2</sup>	C	S	C	S	C	S	C	S	C	S
-	-	<b>Investigations of nature</b>	Application of scientific knowledge investigations of natural phenomena	-	-	-	-	<b>Investigations of nature</b>	Application of scientific knowledge investigations of natural phenomena	-	-
-	-	-	-	-	-	-	-	<b>Human biology</b>	Diseases Nutrition Historical development	<b>Human biology</b>	Lifestyle Human and nature Diseases

***In the third section of the fourth part (4.3.),*** the results of the written survey of the teachers of geography, biology, and music are presented.

Teachers of music, when evaluating the significance of European topics, emphasize the topics that present a clear manifestation of the criterion *listening to and analysis of music*, manifesting itself through the following indicators: *sorts of music, evolution of instruments, genres of music, portraits of composers, and creations of composers*. In the manifestation of the *playing music* criterion, the *songs* indicator predominates, elucidating the creation of various nations of Europe. It is noteworthy that the manifestation of the criteria identified in the evaluations of the teachers of music is not uniform, since the manifestation of a concrete criterion is difficult to single out from the presented formulations of topics. Teachers of music, when evaluating the music topics for each grade (5-10), with similar ratios emphasize the topics in which the criterion *listening to and analysis of music* is manifested. The results of the study allow for stating that the pedagogues' opinion when evaluating European topics is not uniform or systematic. In the topic rating, European topics interchange with the national ones and present a very similar significance/insignificance ratio (see table 6).

**Table 6**

**Rating of topics in the textbook 'Music' (6<sup>th</sup> form)**

R/No.	Topics	N	M	Mo	SD
1	Lithuanian folk songs	122	2,53	3	0,61
2	Opera 'Pilenai' by Klova	122	2,26	3	0,90
3	Lithuanian folk dances	117	2,26	2	0,67
4	Lithuanian music folklore	122	2,25	3	0,75
5	'Animal carnival' by Saint-Saens	122	2,25	3	0,96
6	'Swan' by Saint-Saens	122	2,22	3	0,97
7	Lithuanian folk games	122	2,17	2	0,80
8	'Children's symphony' by Haydn	122	2,10	3	0,89
10	DO-RE-MI by Rodgers	122	2,07	2	0,84
12	A piece of music and its tone: comic, lyric and tragic episodes of composers' life and the music inspired (e.g. Bach)	122	1,93	2	0,73
13	Lithuanian folk plays	122	1,78	2	0,62
14	'Little shepherds' by Dvarionas	122	1,76	2	1,01
15	English song 'Joyous St. Christmas'	122	1,73	1	0,85
16	Folk march (Lithuanian folk melody)	122	1,68	1	0,87
18	The 2 <sup>nd</sup> symphony by Juzeliunas	122	1,62	1	0,81
23	Folk song from Upper Lithuania 'Harvest time'	122	1,38	1	0,85
24	'Fantastic symphony' by Berlioz	122	1,31	1	0,88
25	'Welcome from the music players' by Petrošius	119	1,16	2	0,86

With respect to demographic factors, the music teachers' evaluations of European topics showed that the evaluation of European topics is most dependent on the teachers' qualification category and their place of residence. Greatest paradoxes emerged in the evaluations of European topics presented by teachers of

music who had a teacher's or a senior teacher's qualification category. Teachers of music who had a teacher's or a senior teacher's qualification category in one case negated the significance of European topics, for instance, when evaluating music topics for grade 8, and, in another case, especially emphasized their significance, for instance, when evaluating music topics for grade 6. Discrepancies in the evaluation of topics were also seen between teachers of music residing in the district centrum and those living in the county centrum. Teachers of music living in the county centrum emphasized topics that reflect ethnic creation of the Lithuanian nation, while teachers living in the district centrum gave the highest evaluation to European topics presenting the manifestation of such indicators as *cultural epochs, and a composer's portrait and creations*.

## CONCLUSIONS

### **1. The disclosure of the problematic aspects of the origin and the concept of the European dimensions of education showed that:**

1.1. The main criteria of the origin of the European dimensions of education are the geographical, cultural, socio-economic, historical, and the educational ones, although the greatest influence on the formation of the European dimensions of education was exerted by the political criteria that conditioned not only the usage of the concept of the European dimensions of education, but also their implementation in education.

1.2. European dimensions of education do not present an indiscrete concept. On the one hand, European dimensions of education are treated as the development strategy of the European Union, contributing to the understanding of Europe, the public spirit, and the provision of assistance in the development of common labor market. On the other hand, European dimensions of education make a dynamic reality based on democracy and respect for an individual, emphasizing the quality of education, and directly influencing the educational content and the whole school life. Third, European dimensions of education are the development of knowledge, understanding, skills, and relationships that empower a young person to effectively live and work, feeling a competent member of the European community.

1.3. There are no clear margins in the definition of the European dimensions of education, since the *object* of European dimensions of education may be treated as a stimulus for changes in education, a factor, a value that is indispensable from cooperation and the protection of national and ethnic heritage. *On the realization level*, the implementation of the European dimensions of education is aimed at the policy of education, concrete processes in the legal basis of the school, the educational content, and different subjects. *On the level of the segments of realization*, the implementation of the European dimensions of education is aimed at the pedagogue's and the schoolchildren's knowledge, skills, attitudes, standpoints, and values in the development of a wider understanding of Europe as well as the European public spirit.



## **2. When identifying the constituents of the European dimensions of education and when elucidating their changes and relation with the global dimensions, it can be stated that:**

2.1. European dimensions of education consist of the following constituents: *the teaching and learning of languages, the development of social integration, the development of intercultural education, the development of Europe's openness and dynamism, the development of flexibility, the development of information literacy, the development of the multicultural character, the realization of the life-long learning concept, the development of cooperation, the development of mobility, the aspiration for high-quality education, the development of the European identity and the European public spirit, the implementation of innovations, and the realization of the concepts "an individual is above all" and "an individual is an active subject"*.

2.2. There have been historical changes in the constituents of the European dimensions of education. During 1974-1992, the disclosure of *cooperation* was the most prominent; it was influenced by increased *openness* of Europe and the *mobility* of the population, and became a premise for the emergence of the common ground between European countries. During 1993-1997, the emphasis on the *multicultural character and linguistic variety* became more prominent; it was based on tolerance and respect for the cultures of all countries. With respect to rapid changes, the problem of *high-quality education and implementation of innovations*, and the topicality of *the development of the public spirit and European identity* are raised. During 1998-2002, the realization of the aspiration for high-quality education was continued; it was indispensable from the realization of modern means of teaching (information technologies) and the concepts of *life-long learning and "an individual is above all"*. These changes were followed by the European integration processes and the preservation of the distinction and the diversity of separate European countries.

2.3. In relation with the global dimensions of education, the majority of the European dimensions of education - *the teaching and learning of languages, the development of social integration, the development of the multicultural character, the development of information literacy, the development of intercultural education, the development of openness and dynamism, the development of cooperation, the development of mobility, the implementation of innovations in education, and the realization of the life-long learning concept* – overlap, but there emerged dimensions typical only of Europe – namely, *the implementation of the European public spirit and the European identity in the educational process*.

## **3. The substantiation of the characteristics of the European identity as a dimension of education revealed that:**

3.1. On the basis of the constituents of the European identity – *common territory, common culture, common responsibilities, common cultural heritage, and common decision*, European identity as a dimension of education within the educational content in the aspect of knowledge manifests itself through the following characteristics: *knowledge on the common geographical space of*

*Europe, knowledge on the culture and the value system of European nations, knowledge on common responsibilities, the historical heritage and its preservation, knowledge on common European institutions, and common foreign and security policy.*

**4. The disclosure of the possibilities for the implementation of the European identity as a dimension of education in the educational content of a comprehensive school showed that:**

4.1. The manifestation of the European identity as a dimension of education in the educational content is possible through 2 levels: the direct and the indirect implementation. The direct implementation of European identity as a dimension of education is associated with the mobility of pedagogues and schoolchildren, exchange, and project activity. The indirect implementation of European identity as a dimension of education is realized through the educational content of compulsory and optional subjects. The manifestation of the European identity as a dimension of education is possible in the content of practically all subjects, and knowledge on Europe can be rendered in parallel with the national educational content.

**5. The methodology of the study of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school** is based on the system of criteria and indicators of this studied phenomenon; this system includes the educational content of the subjects of geography, biology, and music. The characteristic *knowledge on the aspects of the common European geographical space* manifests itself in the aforementioned subjects through the following categories; *general geography, natural geography, regional geography; live nature* (biology), and *listening to and analysis of music*. The characteristic *knowledge on the aspects of the common European culture and system of values* manifests itself through the following categories: *general geography, natural geography, regional, social geography, live nature* (biology), and *listening to and analysis of music*. The characteristic *knowledge on the aspect of common responsibilities, and the historical European heritage and its preservation* manifests itself through the following categories: *general geography, regional geography, social geography, investigations of nature, human biology, playing music, experiencing the musical language, and listening to and analysis of music*. The characteristic *knowledge on the aspects of common European institutions, and common foreign and security policy* manifests itself through the following categories: *geopolitical geography, regional and economic geography, live nature, human biology, and listening to and analysis of music*. The original methodology of the study of the manifestation of European identity as a dimension of education in the educational content of a comprehensive school allowed for the investigation of the possibilities and limitations of the manifestation of European identity as a dimension of education.

**6. The study of the manifestation of the European identity as a dimension of education in the educational content of a comprehensive school of Lithuania showed that:**

6.1. The content analysis of the guidelines of the “General programs” (1997, 2003) for the subjects of geography, biology, and music revealed that:

6.1.1. The predominant characteristic in the content of the guidelines of the “General programs” (1997) for the subject of geography for grades 5-10 was *knowledge on the aspects of the common European geographical space*, manifesting itself through the category of *general geography*, that manifested itself in the content of the guidelines on geography for grades 6, 8, and 9. The characteristics *knowledge on the aspects of the European culture and the system of values, and knowledge on the aspect of common responsibilities and European historical heritage and its preservation* manifested themselves through the category *social geography* that emerged in the content of the guidelines on geography for grades 8 and 9. The characteristic *knowledge on the aspects of common European institutions and common foreign and security policy* was realized through the *geopolitical geography* category, whose manifestation was most prominent in the content of the guidelines on geography for grades 8, 9, and 10. The predominant characteristic in the content of the guidelines of the “General programs” (2003) for the subject of geography for grades 5-10 was *knowledge on the aspects of common European geographical space*, manifesting itself through the *natural geography* category. The characteristics *knowledge on the aspects of common European geographical space, European culture and the system of values, and common responsibilities, and European historical heritage and its preservation* manifested themselves through the categories of *general and public geography* that were especially prominent in the content of the guidelines on the subject of geography for grades 7-8.

6.1.2. In the content of the guidelines of the “General programs” (1997) for the subject of biology for grades 5-10, the manifestation of neither of the characteristics substantiated in the methodology of the study (*investigations of nature, live nature, physical phenomena, and human biology*) was emphasized. In the content of the guidelines of the “General programs” (2003) for the subject of biology for grades 5-10, only one characteristic – *knowledge on common responsibilities, historical heritage and its preservation* – is realized through the category *physical phenomena*.

6.1.3. In the content of the guidelines of the “General programs” (1997) for the subject of music for grades 5-10, all four characteristics are manifested, and are realized through the predominant category *listening to and analysis of music*. In the content of the guidelines of the “General programs” (2003) for the subject of music for grades 5-10, none of the characteristics of the European identity as a dimension of education are emphasized.

6.1.4. Within the relation between the content of the guidelines of the “General programs” (1997) for the subjects of geography, biology, and music for grades 5-10, and the respective content of the “General programs” of 2003, different intensity of the manifestation of European identity as a dimension of education emerged.

## **6.2. The results of the content analysis of the topics of the textbooks on geography, biology, and music allow for stating that:**

6.2.1. The predominant manifestation in the topic contents of textbooks on geography is that of the characteristics of *knowledge on common European*

*geographical space, knowledge on common responsibilities, historical heritage and its preservation, and knowledge on common European institutions and common foreign and security policy*, realized through the categories of *natural and regional geography*, and especially prominent in the topic content of the textbooks on geography for grade 8.

6.2.2. Within the topic content of textbooks on biology for grades 6 and 9, the manifestation of the characteristics *knowledge on common responsibilities, historical heritage and its preservation, and knowledge on common European institutions and common foreign and security policy* is realized through the category *investigations of nature*, while within the topic content of the respective textbooks for grades 5, 7-8, and 10 the manifestation of these categories is not emphasized, and the whole subject reflects specific disciplinary knowledge.

6.2.3. Within the topic content of the textbooks on music, the manifestation of all four characteristics is seen and is realized through the predominant category of *listening to and analysis of music*, which was the most intensive in the topic content of textbooks for grade 9, and the most fragmented – in the topic content of textbooks on music for grade 5. The manifestation of the following characteristics emerged in the topic content of textbooks on music for grades 5-8: *knowledge on common responsibilities, and historical heritage and its preservation*; it was realized through the category *playing of music*.

### **6.3. The written inquiry of pedagogues showed that:**

6.3.1. Teachers of geography, when evaluating geography topics for grade 5, give highest evaluation to the topics that contain the manifestation of the criteria of *natural and social geography*; the predominant emphasis in the evaluation of the geography topics for grade 6 lies on the criterion of *general geography*, and in the evaluation of the geography topics for grade 7 – on the criterion of *natural geography*. European topics are most emphasized in the evaluation of geography topics for grade 8, manifesting the criteria of *natural, social, geopolitical, and general geography*.

6.3.2. When relating the evaluation of European topics by teachers of geography with demographic factors, the most prominent differences are seen between pedagogues with the qualification categories of a teacher or a senior teacher, and between teachers with shorter or longer pedagogical experience. Pedagogues with lower qualification category and shorter experience place more emphasis on the European topics, while teachers of geography with a supervisor's qualification and longer experience (15 years and more) tend to emphasize topics that reflect the national educational content.

6.3.3. Teachers of biology, when evaluating topics, emphasize those where predominate the manifestation of the characteristics *knowledge on the common European geographical space, and knowledge on common responsibilities, historical heritage and its preservation*, manifesting themselves through the criteria of *live nature, investigations of nature, and human biology*, whose emphasis emerged in the evaluation of topics for grades 5-6 and 9-10. When evaluating topics for grades 5-6, teachers of biology emphasized those that illustrated the criterion of *live nature*. When evaluating topics of the biology

subject for grades 9-10, pedagogues emphasized those that illustrated the *human biology* criterion reflecting the manifestation of the characteristic *knowledge on common responsibilities, and historical heritage and its preservation*.

6.3.4. The association of the evaluation of the topics by teachers of biology with the demographic factors showed that the most prominent discrepancies were noticed among pedagogues with qualification categories of a senior teacher or a teacher-supervisor. Pedagogues with the qualification category of a senior teacher of biology attribute higher evaluation to European topics that illustrate the criteria of *investigations of nature, human biology, physical phenomena, or live nature*. Teachers of biology with the qualification category of a teacher-supervisor place more emphasis on European topics that illustrate the *live nature* category.

6.3.5. Teachers of music, when evaluating the topics of this subject, mostly emphasize topics that reflect the manifestation of the characteristics *knowledge on the culture and the system of values of European nations, and knowledge on common responsibilities, and historical heritage and its preservation*, manifesting themselves through the indicators *sorts of music, evolution of instruments, genres of music, portraits of composers, and creations of composers*.

6.3.6. The association of the evaluation of the topics by teachers of music with the demographic factors showed that the most prominent discrepancies were noticed in the evaluations by pedagogues with qualification categories of a teacher of music and senior teacher, and in the evaluations by pedagogues with qualification categories of a teacher-supervisor or an expert. Teachers of with qualification categories of an expert mostly emphasized topics that reflected ethnic creation of the Lithuanian folk. Teachers of music and senior teachers of music emphasized European topics reflecting the manifestation of the characteristics of *knowledge in the aspects of European culture and system of values*. Discrepancies in the evaluations of European topics were also noticed between pedagogues living in the district centrum and those living in the county centrum. Teachers who live in the county centrum emphasized topics that reflected ethnic creation of the Lithuanian folk, while teachers living in the district centrum placed the greatest emphasis on European topics that demonstrated the manifestation of the characteristic *knowledge in the aspects of European culture and system of values*.

**6.4. The clarification of the relationship between the state and the educational practice levels in the aspect of pedagogue's standpoints showed that:**

6.4.1. The manifestation of the European identity as a dimension of education was most intensive in the content of the guidelines of the "General programs" (1997) for the subject of geography. The manifestation of the European identity as a dimension of education was most fragmented in the content of the guidelines of the "General programs" (1997, 2003) for the subject of biology.

6.4.2. The most prominent associations were revealed between the content of the guidelines of the "General programs" (1997) on geography and music, and the topic content of textbooks on geography and music for grades 5-10. The absence of concord was most prominent between the content of the guidelines of

the “General programs” (1997, 2003) on biology, and the topic content of textbooks on biology for grades 5-10.

6.4.3. The most favorable medium for the manifestation of the European identity as a dimension of education concerning pedagogues’ attitudes is in the content of the guidelines of the “General programs” (1997, 2003) for the realization of the topics of the subjects of geography and music

## PUBLICATIONS

*The main statements of the dissertation are presented in the following publications in the research journals recognised by the Science Council of Lithuania:*

1. Adaškevičienė V., Janiūnaitė B. (2004). European Identity as a Dimension in Education and its Reflection in the Curriculum. *Socialiniai mokslai*, 3(45), p. 53-69.
2. Adaškevičienė V. (2003). Europinių švietimo dimensijų diegimo prielaidos Lietuvos švietimo sistemoje: pedagogų ir moksleivių nuostatų tyrimas. *Ugdymas.Kūno kultūra. Sportas*. Nr.1, p. 5-12.
3. Adaškevičienė V., Janiūnaitė B. (2001). Europinių švietimo dimensijų kilmės ir sampratos erdvės problemos. *Socialiniai mokslai*, 3(29), p. 17-27.

### *Other publications:*

1. Adaškevičienė V. (2002). Europinės švietimo dimensijos kaip veiksnys inovacijoms bendrojo lavinimo vidurinės mokyklos mokymo procese. Mokslinės – praktinės konferencijos „Edukologija: raida, aktualijos, perspektyvos” tezės, Klaipėda. 2002 m. P. 26-28.
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3. Adaškevičienė V. (2002). Teachers Professionalism and Change in the Context of the European dimensions in Education. Teacher Education in XXI Century: Changing and Perspectives. International Scientific Conference Šiauliai University, Lithuania. P. 6-10.
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## REZIUOMĖ

Spartėjant Europos integracijos procesui, intensyvėjant laisvam prekių, darbo ir kapitalo judėjimui vis aktualesnis tampa ne tik visapusiškas kitų kultūrų mentaliteto ir elgesio ypatumų pažinimas, bet ir pokyčiai švietimo srityje. Viena vertus, kiekviena Europos valstybė turi savitą, nacionalinę švietimo sistemą, pagrįstą tam tikromis vertybėmis, kultūros paveldu, tautiniu identitetu, ugdymo turinio formavimo principais, tačiau, kita vertus, integraciniai procesai sąlygoja ir bendrumų paiešką bei realizavimą. Europinių švietimo dimensijų diegimas tapo reikšmingu veiksmu, įtakojančiu švietimo procesą naujoje ekonominėje, socialinėje ir kultūrinėje aplinkoje.

Pradžią europinių švietimo dimensijų moksliniams tyrinėjimams davė Europos Tarybos ir Europos Sąjungos parengti dokumentai švietimui<sup>1</sup>. Teoriniu lygmeniu europinės švietimo dimensijos nagrinėtos daugelio mokslininkų. Europos švietimo perspektyvos ir problemos gvildentos Kallen (1997), Brock, Tulasiewicz (2000), analizuotos Lawn, Coulby, Ferrarotti, Soysal, Sultana („Fabricating Europe“, 2002). Perucca (1996) pristato Europos jaunimo mokymo ateityje viziją, Alkan (1996) apžvelgia ugdymą multietninėje visuomenėje, Alexpoulou (1996) išsako savo požiūrį į europines dimensijas pradiniam ugdyme, Foster (1996) analizuoja

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<sup>1</sup> Rezoliucija „Bendradarbiavimas Bendrijos švietime“ (1974); rezoliucija ir veiklos švietime programa (1976), Europos Tarybos direktyva migrantų vaikų mokymui (1977), pranešimas „Europos žmonės“ (1985); rezoliucija „Europinės dimensijos švietime“ (1988), rezoliucija „Bendradarbiavimas ir švietimo politika Bendrijoje“ (1989), Žalioji knyga „Europinės dimensijos švietime“ (1993); „Europinės dimensijos pedagogų rengime“ (1993); Tarybos sprendimas „Dėl lingvistinės įvairovės ir daugiakalbiškumo Europos Sąjungoje“ (1995); Baltoji knyga „Mokymas ir mokymasis pasitinkant XXI a.“ (1996); „Mokymosi per visą gyvenimą“ strategija (1996); „Raktinės kompetencijos Europai (1997), Tarybos išvados „Dėl kokybės vystymo mokykliniame ugdyme“ (1997, rezoliucija „Į žinių Europą“ (1997), rekomendacija R(98)6 „Dėl šiuolaikinių kalbų“ (1998); „Mokymosi visą gyvenimą memorandumas“ (2000); „e-Europa – informacinėje visuomenėje“ (2000); pranešimas „Inovacijų diegimas taikant naujas technologijas“ (2000), pranešimas „Mokymosi visą gyvenimą kokybės indikatoriai“ (2002), pranešimas „Kalbų mokymo ir lingvistinės įvairovės skatinimas“ (2003), pranešimas „Ugdymas ir švietimas 2010“ (2003), kuriuose fiksuojami politiniai sprendimai, siekiant vis aktyvesnio bendradarbiavimo bei vieningos švietimo politikos, akcentuojami bendri iššūkiai švietimui; pranešimas „Švietimo ir pilietiškumo politikos ateitis: Komisijos gairės perspektyvinei programai po 2006 metų“.

pedagogų rengimą Europoje, Convey (1995) diskutuoja apie europiečių mobilumą, išryškindamas kokybiško švietimo svarbą, Audigier (1995) europines švietimo dimensijas traktuoja kaip tam tikrus Europos šalims būdingus bendrumus, kuriuos išskiria ir Ferry (1995), akcentuodamas komunikacijos, bendradarbiavimo svarbą mokymo procese.

Europinės švietimo dimensijos ar atskiros jų charakteristikos analizuotos ir Lietuvos mokslininkų. Jucevičienė (1998, 2003, 2004) europines švietimo dimensijas analizuoja kaip Lietuvos aukštojo mokslo reformos pagrindą bei kaip europinių švietimo dimensijų atspindį Lietuvos švietimo politikoje. Mokyklų situaciją ir perspektyvas multikultūriškumo aspektu analizavo Saugėnienė, Jakavičius (2000); edukacinį kryptingumą įvairiautėje aplinkoje disertacijoje nagrinėjo Tamošiūnas (2000), Tumėnienė, Janiūnaitė (2000) atskleidžia pedagogų veiklos pokyčius pasaulinių ir europinių švietimo dimensijų kontekste; Katiliūtė (2001) atskleidė Lietuvos mokyklos švietimo kaitos tendencijas XXI a. pasaulinių ir europinių švietimo dimensijų kontekste. Matuzevičiūtė (2003) disertacijoje nagrinėjo europinių švietimo dimensijų realizavimą mokant geografijos. Nemaža tyrimų, susijusių su Europos integracijos procesais, jų atspindžiais švietime, yra atlikta Lietuvos sociologų: Šutinienė (1999, 2000) tyrė jaunimo vertybes ir nuostatas Europos integracijos požiūriu; apsisprendimo dėl stojimo į ES nuostatas ir jaunimo savęs vertinimą analizavo Krukauskienė (2000); Lietuvos gyventojų požiūrių analizę dėl stojimo į Europos Sąjungą pateikė Gaidys (2000), europinių vertybių sociologinė analizė pristatyta kolektyvinėje monografijoje „Europa ir mes“ (2001).

Europinės švietimo dimensijos apibrėžiamos daugeliu charakteristikų (Barthélémy, Ryba, Barzėa, Leclercq, 1997; Jucevičienė, 1998, 2003, 2004). Viena jų yra europinis identitetas kaip švietimo dimensija ir jo diegimas (Railienė, 1998; Brague, 1999; Crawley, 2000).

Europinio identiteto specifiskumas, jo segmentai yra aktualus socialinių tyrimų objektas Europos šalyse nuo aštuntojo XXa. dešimtmečio (Bernal, 1987, Barzini, 1984, Enzenberger, 1989, Kramer, 1980, 1988, Nooteboom, 1993, Philips, 1987, McLaughlin, 1997, Brague, 1999, Crawley, 2000). Lietuvoje stokoja tokio pobūdžio mokslinių tyrimų. Ryškiausios diskusijos europinio identiteto tema pastebimos politologų (Bielskis, 2002; Vareikis, 2002), sociologų (Grigas, 1991, 1993, 1995, 2001; Krukauskienė, 2000; Šutinienė, 2000; Maniukaitė, 2000; Matulionis ir kt., 2001) ar kultūrologų (Rindzevičiūtė, 2004) darbuose, kuriuose diskutuojama europinio identiteto pagrįstumo tema ar akcentuojamas jo santykis su tautiniu identitetu.

*Europinio identiteto kaip švietimo dimensijos diegimui gali būti įvairios prielaidos, viena jų (ir pagrindinė) – raiška atskirų mokomųjų dalykų ugdymo turinyje.*

Ugdymo turinio kaitos aspektus atskleidė Rabinoe, Sullivan (1987), Denzin (1989), Smith (1989), Schwandt (1993), Sotto (1994), Young (1998), Watkins ir Mortimore (1999), Hallam ir Ireson (1999).

Daugiausia mokslininkų dėmesio susilaukė europinių švietimo dimensijų realizavimo mokant geografijos problemos, kurias nagrinėjo Williams (1994),



Marsden (1994), Kirchberg (1995), Smith (1999), Halocha (1999, 2001), akcentuodami europinių švietimo dimensijų integravimą į pradinį geografijos mokymą, atskleisdami naujausias geografijos turinio kaitos sąlygas.

Iš lietuvių mokslininkų minėtina Railienės (1998) disertacija, kurioje nagrinėtos tautinės savimonės ir europinio identiteto ugdymo mokant geografijos 6 klasėje problemos, europinio identiteto formavimąsi susiejant su tradiciniu tautinių tapatybių ir savimonių likimu bei vieta Europoje. Europos dimensiją geografijos mokyme plačiai disertacijoje atskleidė Matuzevičiūtė (2003). Tačiau europinio identiteto kaip švietimo dimensijos diegimas ugdymo turinyje suponuoja dar daug neatsakytų klausimų.

Mokslininkai dažnai kelia švietimo sistemos, o ypač ugdymo turinio, inertiškumo, nelankstumo problemą. „Gyvenimas eina į priekį, keičiasi politinės, ekonominės, kultūrinės sąlygos, ir mokslinė pažanga jį pralenkia”,- teigia Šiaučiuikėnienė (1997). Viena vertus, ugdymo turinys yra vienas mažiausiai kintančių pedagoginės sistemos elementų, kita vertus, jis turi būti pritaikomas prie naujų realijų. Svarbu, ne tik, kad ugdymo turinys atitiktų šiandienos gyvenimą, bet ir ugdymo turinio įvertinimas vienu ar kitu aspektu.

Lietuvos švietimo sistemai, patyrusiai keletą ryškių vertybinių virsmų, išskyla naujas uždavinys – europinių švietimo dimensijų diegimas - sąlygotas integracinių procesų švietimo srityje ir sudarantis naujas galimybes bei keliantis ir tam tikrą atsargumą. Remiantis Lietuvos švietimo reformos apžvalga (1999-2000), galima teigti, kad egzistavo dvi švietimo pertvarką sąlygojusios veiksmų grupės: vidiniai, t.y. pačioje švietimo sistemoje susiformavę veiksniai, ir išoriniai veiksniai, kurie nulėmė ne tik struktūrines švietimo reformas, bet ir ugdymo turinio atnaujinimą. Sovietinis ideologizuotas ugdymo turinys buvo keičiamas tautiniu, o dar vėliau - savarankiškos demokratiškos Lietuvos valstybės, šalia to siekiančios integruotis į pasaulio ir Europos bendriją, ugdymo turiniu. Taigi vykstant įvairiems virsmams, išryškėja ir europinių švietimo dimensijų diegimo aktualija, kuri neabejotinai reikalauja mokslinio įvertinimo, atskleidžiant šio diegimo sąlygotas galimybes ir ribotumus.

Atlikus anksčiau minėtų mokslinių darbų analizę, nepavyko aptikti parengtos europinio identiteto kaip švietimo dimensijos raiškos apskritai ir ugdymo turinyje tyrimo metodologijos, kuri leistų išanalizuoti bei įvertinti galimas šio reiškimo raiškos ugdymo turinyje galimybes ir ribotumus. Nors europinio identiteto kaip švietimo dimensijos raiška galima ugdymo turinyje, tačiau svarbu surasti tokią metodologiją ir metodiką, kuri leistų aptikti europinio identiteto kaip švietimo dimensijos raišką bendrojo lavinimo mokyklos ugdymo turinyje.

Dažniausiai mokslinis pažinimas siekia apimti ir švietimo politiką, ir edukacinę praktiką. Švietimo politika, atsižvelgiant į kintančią situaciją, formuojama valstybiniu lygmeniu, o realizuojama edukacinėje praktikoje. Valstybiniame lygmenyje paprastai pateikiamos tik rekomendacinio pobūdžio ugdymo turinio gairės (Lietuvos atveju, tai „Bendrosios programos”, 1997, 2003), kurių pagrindu edukacinėje praktikoje papildant, praplečiant (o kartais ir susiaurinant) ugdymo institucijos vadovų, pedagogų savarankiškai formuojamas atskirų mokomųjų dalykų ugdymo turinys. Todėl didelė dalimi ugdymo turinio perdavimas priklauso

nuo pedagogo, kaip pagrindinio šio proceso vadovo, dalyvio, konsultanto, jo nuostatų. Nuostatos objektas veikia pačią nuostatą, kuri pasireiškia per jausmus, pažinimą bei elgesį, - teigia Ruškus (2000). Edukacinės praktikos lygmenyje gali iškilti pedagogų nuostatų į bendrumus tarp Europos šalių ir ugdymo turinio perdavimo problema, todėl europinio identiteto kaip švietimo dimensijos raišką edukacinės praktikos lygmenyje visų pirma tikslingiausia analizuoti pedagogų nuostatų aspektu. Europinio identiteto kaip švietimo dimensijos raiškos ugdymo turinyje kontekste reikšmingu aspektu tampa pats santykis tarp valstybinio ir edukacinės praktikos lygmens. Bendrojo lavinimo mokykla įgyvendina įvairias ugdymo programas, iš kurių svarbiausia - pagrindinis ugdymas, suteikiantis moksleiviams įvairių gyvenimo sričių pagrindus ir, tikėtina, yra palankiausia terpė europinio identiteto kaip švietimo dimensijos diegimui ugdymo turinyje. Atsižvelgiant į tai, kad pagrindiniame ugdyme suteikiami įvairių gyvenimo ir mokslo sričių pagrindai, europinio identiteto kaip švietimo dimensijos diegimo vyksmas analizuojamas skirtingas mokslo sritis - socialinę, gamtamokslinę, humanitarinę – atstovaujамų dalykų (geografija, biologija, muzika) kontekste.

Anksčiau minėti aspektai sudaro šios disertacijos **mokslinio problemiško** pagrindą, detalizuojamą tokiais tyrimo klausimais: *kokia kriterijų ir indikatorių sistema leistų ištirti europinio identiteto kaip švietimo dimensijos raišką ugdymo turinyje? Kokia europinio identiteto kaip švietimo dimensijos raiška būdinga Lietuvos bendrojo lavinimo mokyklos<sup>2</sup> ugdymo turinyje valstybinio bei edukacinės praktikos lygmenyse<sup>3</sup>?*

**Tyrimo objektas** – europinis identitetas kaip švietimo dimensija.

**Tyrimo dalykas** – bendrojo lavinimo mokyklos<sup>2</sup> ugdymo turinys.

**Tyrimo tikslas** – pagrįsti ir atskleisti europinio identiteto kaip švietimo dimensijos raišką Lietuvos bendrojo lavinimo mokyklos ugdymo turinyje.

**Tyrimo uždaviniai:**

1. Atskleisti europinių švietimo dimensijų kilmės ir sampratos probleminius aspektus.
2. Išskirti europinių švietimo dimensijų sudedamąsias, išryškinant jų kaitą bei santykį su pasaulinėmis dimensijomis.
3. Pagrįsti europinio identiteto kaip švietimo dimensijos charakteristikas.

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<sup>2</sup> Lietuvos Respublikos švietimo įstatyme ( 2003m. birželio 17 Nr. IX-1630) **bendrojo lavinimo mokykla** apibrėžiama kaip mokykla, vykdanči priešmokyklinio, pradinio, **pagrindinio**, vidurinio ar atitinkamas specialiojo ugdymo programas. Tyrimui pasirinktas pagrindinės mokyklos geografijos, gamtos ir biologijos, muzikos dalykų turinys, nes **pagrindinio ugdymo paskirtis** – suteikti asmeniui dorinės, sociokultūrinės ir pilietinės brandos pagrindus, bendrąjį raštingumą, technologinio raštingumo pradmenis, ugdyti tautinį sąmoningumą, išugdyti siekimą ir gebėjimą apsispręsti, pasirinkti ir mokytis toliau. Disertaciniam tyrimui pasirinktas pagrindinio ugdymo programos lygmuo, kuriame suteikiami įvairių gyvenimo sričių pagrindai, o bendrojo lavinimo pagrindinės mokyklos 5-10-ųjų klasių bazinių geografijos, biologijos bei muzikos dalykų ugdymo turinys išreiškia žinias iš įvairių mokslo sričių: socialinių, gamtamokslinių, kultūrinių.

<sup>3</sup> Edukacinės praktikos lygmenyje europinio identiteto kaip švietimo dimensijos raiška šiame disertaciniame tyrime tirama per pedagogo, kaip pagrindinio ugdymo proceso vadovo, organizatoriaus, interpretatoriaus, nuostatas.

4. Atskleisti europinio identiteto kaip švietimo dimensijos raiškos bendrojo lavinimo mokyklos ugdymo turinyje galimybes.
5. Suformuoti ir pagrįsti europinio identiteto kaip švietimo dimensijos raiškos bendrojo lavinimo mokyklos ugdymo turinyje tyrimo metodologiją.
6. Atskleisti ir išryškinti europinio identiteto kaip švietimo dimensijos raiškos ypatumus Lietuvos bendrojo lavinimo pagrindinės mokyklos ugdymo turinyje.

Disertacijos **metodologija** remiasi:

*Teorinėmis nuostatomis:*

- *Konvergencijos teorija* (Halls, 1990), akcentuojančia, kad modernizacijos proceso metu skirtingos visuomenės supanašėja, įgydamos bendrų bruožų bei *priklausomybės teorija*, akcentuojančia, kad tautos yra tokios savitos, jog jos galėtų rutuliotis tik joms būdingu keliu (Jucevičienė, 1997), išlaikant savo savitumą.

- *Socialinės interakcijos teorija* (Bauman, 1992; Castells, 1998), pabrėžiančia bendruomenės narių tarpusavio sąveiką, supratimą ir sinerginį efektą, „prijungiant naują vertybę“ prie savo turimos.

- *Konstruktivizmo teorija* (Tobin, 1992; Heylighen, 1993; Steffe ir Gale, 1995; Glasersfeld, 1995), kuria remiantis žinios nėra galutinės, nekintamos. Ugdymo turinys turi būti grindžiamas ne akademinėmis, o realų gyvenimą atspindinčiomis žiniomis, kurios perduodamos pedagogo, apgalvotai struktūrinant mokomąją medžiagą ir pateikiant ją koncentrais. Aktyvus interpretacinis moksleivio santykis su mokomąja medžiaga plėtoja jo galias, vertybių sistemą, intelektinės ir praktinės veiklos gebėjimus (Bendrosios programos, 2003).

- *Kognityvinės psichologijos teorijoje* (Gagne, 1985), išskiriamais dviem žinių tipais: *konstatuojamosios žinios* – tai žinios apie ką nors arba kad kas nors yra; *procedūrinės žinios* – tai žinojimas, kaip ką nors padaryti.

- *Curriculum koncepcija* (Jucevičius ir kt., 2003; Saugėnienė, 2003), kuri traktuojama kaip ugdymo programa, kurioje numatyti ugdymo tikslai, juos atitinkantis turinys, jo realizavimo formos, metodai, priemonės. Ugdymo turinys - *curriculum* dalis, per kurią formuojama vertybinių nuostatų, gebėjimų, įgūdžių ir žinių sistema.

- *Taksonomijos koncepcija* (Bloom, Engelhart, Furst, Hill, Krathwohl, 1956; Simpson, 1972), pagal kurią išskiriamos šešios pagrindinės sritys: žinios, supratimas, taikymas, analizė, sintezė, įvertinimas, kuriose klasifikuojami pažinimo tikslai.

- *Identiteto samprata*, akcentuojančia identitetą kaip rinkinį identifikuojančių požymių, kurių reikšmingumas priklauso nuo konkrečiai situacijai specifiško asmens santykio su kontekstu (Bosma, Kunnen, 1997).

- *Europinio identiteto samprata* (Aguyra, 1999; Delanty, 2002; Vareikis, 2002), kuri akcentuoja išsąmonintą asmens identifikavimąsi su Europos bendruomene, pagrįstą pilietiškumo ir europinio pilietiškumo raiška, pripažįstant „vienybę per įvairovę“ ir bendrus kolektyvinius ar politinius susitarimus.

### *Metodologinės nuostatomis:*

- *Koncepto analizės koncepcija* (Walker, Avant, 1995; Meleis, 1997): koncepto analizė yra procesas, apimantis nuoseklias studijas: konceptą sudarančių komponentų identifikavimą, koncepto palyginimą su kitais panašiais konceptais, išryškinant panašumus ir skirtumus, koncepto tikslų apibūdinimą.

- *Kokybinės turinio (content) analizės koncepcija* (Mayring, 2000): turinio (content) analizė remiasi sistemišku žingsnių vykdymu, kurį sudaro: 1) daugkartinis teksto skaitymas, 2) kategorijų bei subkategorijų išskyrimas, 3) kategorijų, apimančių subkategorijas, interpretavimas.

### Disertacijoje taikyti šie tyrimo metodai:

- *Mokslinės literatūros analizė*, kuri atlikta siekiant išanalizuoti europinių švietimo dimensijų sampratos kilmės ir apibrėžties probleminius aspektus, pagrįsti sudedamąsias, europinio identiteto sampratą ir charakteristikas, išryškinant europinio identiteto kaip švietimo dimensijos išskirtinumą bei siekiant išanalizuoti europinio identiteto raiškos galimybes ugdymo turinyje.

- *Dokumentų<sup>3</sup> analizė* buvo taikyta siekiant pagrįsti europinių švietimo dimensijų sudedamąsias bei atliekant europinio identiteto kaip švietimo dimensijos raiškos bendrojo lavinimo mokyklos ugdymo turinyje tyrimą.

- *Turinio (content) analizė* buvo taikyta siekiant ištirti europinio identiteto kaip švietimo dimensijos raišką „Lietuvos bendrojo lavinimo mokyklos bendrųjų programų“ (1997), „Bendrųjų programų ir išsilavinimo standartų: priešmokyklinis, pradinis ir pagrindinis ugdymas“ (2003), geografijos, gamtos ir biologijos, muzikos 5-10 klasei vadovėlių turinyje.

- *Apklausoje raštu metodas* buvo taikytas pedagogų, dėstančių geografiją, biologiją, muziką 5-10 klasėse, nuostatų į europines temas, per kurias galima europinio identiteto kaip švietimo dimensijos raiška, tyrimui. Šioje apklausoje dalyvavo gamtos ir žmogaus, biologijos, geografijos ir muzikos mokytojai – dalykų specialistai: 122 muzikos mokytojai, 177 geografijos, 229 – biologijos. Atlikta statistinė duomenų analizė, taikant aprašomosios statistikos metodus bei skaičiuojant respondentų nuomonių ekspertuotų ugdymo turinio temų reitingus, santykinę įvertintų konkrečių dalykų temų padėtį viso reitingo atžvilgiu, gauti

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<sup>3</sup> Rezoliucija „Bendradarbiavimas Bendrijos švietime“ (1974); rezoliucija ir veiklos švietime programa (1976), Europos Tarybos direktyva migrantų vaikų mokymui (1977), pranešimas „Europos žmonės“ (1985); rezoliucija „Europinės dimensijos švietime“ (1988), rezoliucija „Bendradarbiavimas ir švietimo politika Bendrijoje“ (1989), Žalioji knyga „Europinės dimensijos švietime“ (1993); „Europinės dimensijos pedagogų rengime“ (1993); Tarybos sprendimas „Dėl lingvistinės įvairovės ir daugiakalbiskumo Europos Sąjungoje“ (1995); Baltoji knyga „Mokymas ir mokymasis pasitinkant XXI a.“ (1996); „Mokymosi per visą gyvenimą“ strategija (1996); „Raktinės kompetencijos Europai (1997), Tarybos išsvados „Dėl kokybės vystymo mokykliniame ugdyme“ (1997, rezoliucija „Į žinių Europą“ (1997), rekomendacija R(98)6 „Dėl šiuolaikinių kalbų“ (1998); „Mokymosi visą gyvenimą memorandumas“ (2000); „e-Europa – informacinėje visuomenėje“ (2000); pranešimas „Inovacijų diegimas taikant naujas technologijas“ (2000), pranešimas „Mokymosi visą gyvenimą kokybės indikatoriai“ (2002), pranešimas „Kalbų mokyimo ir lingvistinės įvairovės skatinimas“ (2003), pranešimas „Ugdymas ir švietimas 2010“ (2003), Lietuvos bendrojo lavinimo mokyklos bendrosios programos (1997, 2003), LR Švietimo ir mokslo ministerijos patvirtinti geografijos, biologijos, muzikos dalykų vadovėliai 5-10 klasių moksleiviams.

įverčiai (M ir SN) suskirstyti pagal procentilių rangą (PR), aritmetinį vidurkį (M), rezultatų standartinį nuokrypį (SN), modos įverčius (Mo). Duomenys apdoroti naudojant *SPSS (Statistical Package for Social Sciences, 12.0 versija)* programinį paketą.

#### Šio disertacinio darbo *mokslinis naujumas bei teorinis reikšmingumas*

- Atskleisti europinių švietimo dimensijų kilmės ir sampratos probleminius aspektai.
- Išskirti europinių švietimo dimensijų sampratoje išryškėję objekto, realizavimo ir realizavimo segmentų lygmenys.
- Išskirtos europinių švietimo dimensijų sudedamosios, išryškinant jų kaitą bei įvertinant pasaulinių švietimo dimensijų kontekste.
- Pagrįstos europinio identiteto kaip švietimo dimensijos charakteristikos.
- Sukurta ir patikrinta europinio identiteto kaip švietimo dimensijos raiškos geografijos, gamtos ir biologijos, muzikos ugdymo turinyje originali tyrimo metodologija, besiremianti kriterijų ir indikatorių sistema.
- Atskleisti ir išryškinti europinio identiteto kaip švietimo dimensijos raiškos ypatumai bei barjerai Lietuvos bendrojo lavinimo mokyklos geografijos, biologijos ir muzikos ugdymo turinyje valstybiniame ir edukacinės praktikos lygmenyse.

#### *Praktinis darbo reikšmingumas*

- Parengtą europinio identiteto kaip švietimo dimensijos raiškos ugdymo turinyje tyrimo metodologiją gali naudoti kompleksškai bei modifikuoti konkrečiam dalykui ar atskiras europinio identiteto kaip švietimo dimensijos charakteristikas bei jų raišką ugdymo turinyje tyrinėjantys mokslininkai ir savo veiklą tiriantys pedagogai praktikai.
- Parengta originali europinio identiteto kaip švietimo dimensijos raiškos bendrojo lavinimo mokyklos geografijos, gamtos ir biologijos, muzikos ugdymo turinyje tyrimo metodologija gali būti taikytina mokslininkų, siekiant identifikuoti europinio identiteto kaip švietimo dimensijos raišką šių dalykų ugdymo turinyje skirtinguose lygmenyse: valstybiniame ir edukacinės praktikos; švietimo politikų, ugdymo institucijų vadovų vertinant ir formuojant valstybinio ar mokyklinio lygmens ugdymo turinį.
- Atsižvelgiant į europinio identiteto kaip švietimo dimensijos raiškos galimybes bei ribotumus, tyrimo rezultatai gali padėti švietimo politikams, ugdymo turinio reformatoriams, vadovėlių autoriams modernizuoti geografijos, biologijos ir muzikos dalykų ugdymo turinį, įvertinant pedagogų nuostatose į europines ar neeuropines temas vyraujančias tendencijas.
- Tyrimo rezultatai leidžia institucijų vadovams, pedagogams tobulinti europinio identiteto kaip švietimo dimensijos diegimą individo, instituciniame (mokyklos kaip organizacijos) lygmenyse. Tyrimo rezultatų sklaida gali paskatinti europinių švietimo dimensijų diegimo Lietuvos bendrojo lavinimo mokykloje procesus.

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