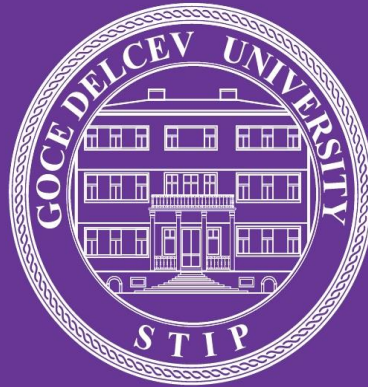


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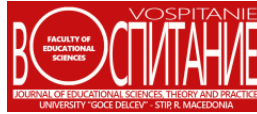
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CRISIS OF UPBRINGING AND EDUCATION: HOW TO BECOME A PART OF THE SOLUTION RATHER THAN BEING PART OF THE PROBLEM

Tonca Jukic, Anita Mandaric Vukusic

Abstract: For decades people have been talking about the crisis of upbringing and education as a permanent phenomenon which in different times appears with different intensity. Modern age is also marked by rapid development of science and technology, posing new challenges to education that pedagogy should answer to. Pedagogues are crucial in this process, and for their quality work, it is important to think critically about upbringing and education, as fundamental pedagogical categories, and perceive them in a wider social, as well as in a narrow personal, context of responsibility. The paper presents the results of research opinions of future pedagogues about whether upbringing and education are in crisis. The study was conducted among the 1st year undergraduate students at the Department of Pedagogy, University of Humanities and Social Sciences in Split, in academic year 2009/2010, as well as in academic year 2014/2015. Both generations of students agreed that upbringing and education are in crisis. Explanations of such an attitude, by analyzing the contents, are classified into seven categories four of which were related to crisis in education, and three were related to crisis of upbringing. Out of 154 valid responses by the students, 110 were related to crisis of education and 44 were related to crisis of upbringing. This paper wants to emphasize the importance of raising awareness of fundamental pedagogical questions during educational and pedagogical studies, in order to sensitize future teachers and pedagogues for their responsibilities and their role of agents of change in the process of transformation from traditional school into a developing and learning community, suitable for learning and development.

Keywords: education; parents; traditional; teachers; values.

Introduction

School, as an educational institution, from its very beginning, has gone through constant changes striving to meet the requirements of new age. As an integral part of society, the school cannot be viewed separately. By changing the society needs, the needs of the school are changing as well, and both are exposed to the current challenges such as globalization and rapid technological progress. The school is striving to become a community that develops and learns, suitable for learning and development, however, the changes are slow and it is still somewhere between what it used to be and what it wants to be. The transition from the reproductive-imitative character of school "as the legacy of the past" to the school of creative and innovative characteristics we are striving to (Pivac, 2009, p. 34) still requires conceptual, teleological and organizational upheavals that many are not yet ready for. It is not surprising that many authors see that education and upbringing, as two mutually inseparable processes, have been experiencing crisis for decades (Šimleša 1980; Vukasović, 1989; Čehok, 1996; Strugar, 2001; Simonić, 2006; Razum, 2007; Jukić, 2013). Crisis "can be generally defined as an occurring risk. It is already recognized and valued, or was not noticed at all, causing a sudden appearance" (Töpfer, 2006, in Tomić and Milas, 2007, p. 140). Education crisis is a permanent phenomenon that occurs at different times with various intensity due to mutually conflicting functions of the educational process. On one side, education has a conservative role to preserve the tradition, and on the other side, a revolutionary role to train for an uncertain future (Šimleša, 1980). It is possible to talk about three crises of education (Mijatović, 2002). The first crisis occurred in the 1950s and was reflected in the crisis of

authoritarian and conservative school, which was overcome with the democratic reorganization of education. The second crisis occurred at the end of the 1960s and was characterized by the crisis of teleological certainty of school, and was overcome by the re-constitution of meaningless and useless contents into useful contents from real life, and the third crisis of education in the 20th century began in the late 1980s due to the impossibility of monitoring of all technological and scientific changes, causing "schools to lose the monopoly in the acquisition of knowledge" (Mijatović, 2002, p. 30). The third crisis has led to the questioning of teleological and epistemological basis of the school and to redirection of the school to the student, his/her uniqueness, needs and interests and to lifelong learning, as well as "the new profile of teachers who in the best possible way have the answers, knowledge, work routine and contemporary methodical and technological preconditions to work in such school" (Mijatović, 2002, p.30).

When crisis of upbringing is discussed, it is in the last 30 years problematized as crisis of values (Previšić, 1986) and Vukasović (1989, 1991). Values represent a cognitive structure superior to attitudes and behaviors that defines and directs them (Schwartz, 1992). Despite the current belief in the existence of a stable system of values which acts as a guiding principle in the life of an individual, there is a possibility of situational context value dependence. Under the influence of a context, it is possible to have an increase in assessment of the importance of specific values in terms of awareness of personal values (more in Ferić and Kamenov, 2006). When such cognitions are regarded within the context of today and the current educational, political and social situation in Croatia, it is noticeable that it is more often talked about the loss of traditional values, and the present values prevalent in people's lives are seen as being failed and wrong. There is a gap between declarative and actual living values which must be overcome (Baloban, 2007). In the last few decades in Croatia, Europe and the world, the gap can be seen through declarative emphasis on values such as human dignity, freedom, human rights, peace, solidarity, gender equality and so on, while the features of contemporary reality such as superficiality, entertainment, virtual reality, television and the Internet, uncontrolled purchasing and consumption (Baloban, 2007; Miliša and Tolić, 2010), being surrounded by violence, pornography and offensive reality shows, relativism, blurred boundaries, lack or poverty of the role of parents, the crisis of traditional educational institutions (Razum, 2007), materialization and individualism (Jukić, 2013).

Along with crisis of values, crisis of the educational influence of school, family and society is noticeable as well. This crisis, as the consequences has, on one side in more frequent application of repressive pedagogical measures, on the other in youth behavior such as drug use, violence in schools, avoiding classes, etc. (Strugar, 2001). Practice points out that significant number of teachers in the educational system is focused on educational tasks while upbringing is neglected (Mijatović, 2002). Loss of the role of upbringing is present at universities, although teaching at the university should be in function of "the adoption of a system of values of the profession for which they are trained and supported in the process of their own socialization and self-actualization" Bognar (2011, p. 165). Continuous shift of responsibility for the upbringing from family to school or from school to family further hinders the efficiency of the upbringing segment in family and school. Many parents do not have an adequate pedagogical basis needed for parental activities (Maleš and Kušević, 2011), and the teachers are not trained enough for pedagogical activities with parents, even though it represents an essential part of their work (Ljubetić and Zadro, 2009). This additionally widens the gap between pedagogical reality as it is and as it should be even more. An equal responsibility of both institutions, marked by competence and mutual trust is required, or a partnership between families and educational institutions aimed at the welfare of the child is essential (Souto-Manning and Swick, 2006; Ljubetić and Zadro, 2009). This means that school and family partnership relations should create a responsible and self-aware individuals acting alone and with others (Hentig, 1997; Delors, 1998). Moreover, their indispensable role is the one of socialization and self-realization which presupposes respect for the uniqueness of each child and his/her integral development (Previšić, 1999; Milat, 2005). In order to achieve a complete development of an individual, the function of pedagogic action, clearly, can not only be the upbringing or just education, it has to be the training of an individual for life and change - job training, the quality of social relationships, leisure and self-training (Milat, 2005). That kind of approach refers to pedagogical actions based on competences and skills needed in order to lead an active life in 21st century (Fountain 1999, according to Vizek Vidović et al., 2003).

The education is continuously neglected in national priorities and a vision of the development of the Croatian educational system has been lacking for decades (Strugar, 2001; Mijatović, 2002). Although some measures have been taken on this issue and the Croatian Government in 2014 adopted the Strategy of Education, Science and Technology, the question remains when and how its implementation will affect the actual position of education in national priorities. Neglecting the educational process has contributed to a rather unrewarding

conditions for achieving high-quality educational process, but also the unrewarding status of teachers profession. Teachers are underestimated by status and materially for a long time (Marinković, 2004; Kadum i sur., 2007; Maršić, 2007), which is deleterious for contemporary school and society as a whole (Radeka, 2007). One of the reasons for that kind of status can be found in long-year neglect of the quality of qualification and training system for teachers (Mijatović, 2002) which has negative repercussions on many segments of their work, and the reputation of profession. A part of elementary and highschool teachers have been left without professional and pedagogical competences, had a low level of autonomy in teaching and had no chance to sistematically improve their knowledge (Mijatović, 2002). As today's possibilities for professional training are bigger, and a bigger number of teachers are involved in processes of lifelong learning, it could be assumptioned that the situation is different. However in the practice is showed that, when the permanent professional training is the right and obligation for every teacher, available models very often do not meet their needs and interests, nor they are in sync with the initial education of a teacher (Šagud, 2010; 2011; Domović and Godler, 2003, according to Radeka, 2011; Selinger, 2013), and do not satisfy the needs of modern teaching (Gobo, 2008; Bilač and Tavas, 2011).

The issue of upbringing and education cannot be resolved without the willingness and vision of current and future main factors of pedagogical action and agents of change. These are educators, teachers and pedagogues who must be trained for pedagogical actions that will be directed to the benefit of every individual and society as a whole. The foundations for this thinking and acting are built during the initial education, and teaching studies have a special obligation to enable a quality process of training of pedagogical staff for professional, responsible, and reflexive action in educational practice and everyday life. This process requires critical thinking about upbringing and education, as fundamental pedagogical categories, and their perception in the wider social context, and in a narrower, personal context. Accordingly, the *problem of this research* was to compare the opinions of students from Pedagogy Studies on University of Humanities and Social Sciences in Split on whether and why the upbringing and education are in crisis. The aim of this study was to compare the opinions of two generations of the 1st year undergraduate students of Pedagogy Studies - generation 2009/2010 and in 2014/2015.

Methodology

Participants, process and survey instrument

The study was conducted on a sample of 27 students of the first year of Undergraduate Pedagogy Studies, academic year 2009/2010 and 21 students of the first year of Undergraduate Pedagogy Studies from academic year 2014/2015. During the process of the survey, the students were asked an open question "Do you think that upbringing and education are in crisis? Please explain why.

Results

Almost all respondents (N = 48), in both generations, replied in the affirmative way when asked whether they believe upbringing and education are in crisis, while in each generation one respondent answered yes and no. When asked why they thought so, the students gave a total of 161 responses.

Responses that were too general and did not directly respond to the question were excluded from further analysis and the survey analysed 154 responses, 110 of which were related to the crisis in education, and 44 to the crisis of upbringing. In terms of contents, the students' responses are grouped in four categories for the crisis of education (Table 1), and in three categories for the crisis of upbringing (Table 2).

The most represented category, by the students' responses on the crisis of education (Table 1) related to the *traditionalism of school* (f=38). The students have noticed that today's schools are still showing certain features of traditional schools that do not keep pace with technical and technological development and the development of pedagogical knowledge. They had objections to the incompetence of a number of teachers (f_{gen.1.}=12, f_{gen.2.}=3) as a result of teachers' lack of interest in their own work and improving themselves, which can have a negative impact on the quality of teaching and the motivation and attitude of students towards work. According to the students' statements, an old fashioned approach to teaching is still present in schools, which is reflected in the application of traditional methods, forms of work and technology (f_{gen.1.}=5, f_{gen.2.}=7), lack of creativity and encouraging the development of critical thinking (f_{gen.1.}=5, f_{gen.2.}=3) and inconsistent evaluation criteria (f_{gen.1.}=1, f_{gen.2.}=2).

The second category related to the frequency of responses is *unpurposefulness of school* (f= 33). Students of both generations stressed a vaguely set goal of education ($f_{\text{gen.1.}}=1$, $f_{\text{gen.2.}} = 1$) and an inadequate implementation of changes in the educational system, in the form of "forced" introduction of the Bologna system and the implementation of various "experiments" in the process of education ($f_{\text{gen.1.}}=1$, $f_{\text{gen.2.}}=5$). According to the students' views, the contents in today's schools are too extensive ($f_{\text{gen.1.}}=7$, $f_{\text{gen.2.}}=3$) and there is a disconnection of contents with real life of the students ($f_{\text{gen.1.}}=3$, $f_{\text{gen.2.}}=8$), as well as focus on content reproduction ($f_{\text{gen.1.}}=2$, $f_{\text{gen.2.}}=2$) where students do not see the point of learning certain subjects or do not understand how they can use certain programs in further education.

Neglect of education in society is the third category according to the frequency of students' responses (f=30). The students think there is not enough time and money invested in education ($f_{\text{gen.1.}}=7$, $f_{\text{gen.2.}}=3$), that education has lost its value ($f_{\text{gen.1.}}=10$, $f_{\text{gen.2.}}=5$) and the teaching profession is underestimated in the society ($f_{\text{gen.1.}}=3$, $f_{\text{gen.2.}}=2$). From their point of view, teachers as well as the knowledge itself, were once more respected, but today they do not have priority in society.

The last category of the crisis of education is *authoritarianism and conservatism* of school (f=9). In this category, the responses of students from academic year 2009/2010 were focused on the authoritarian style of teachers ($f_{\text{gen.1.}}=3$) and the lack of cooperation between all stakeholders in the educational process ($f_{\text{gen.1.}}=3$), while the responses to the second generation from academic year 2014/2015 related to the passivity of students in class ($f_{\text{gen.2.}}=3$). The students have noted that a number of teachers show inappropriate treatment of students by imposing their authority instead of developing cooperation with students and parents through democratic atmosphere.

Table 1. Frequency and examples of students' responses on the crisis of education

category	2009/2010 examples of responses	f	2014/2015 examples of responses	f	total
traditionalism of school	"the old methods of work are being used" "there is a lack of creativity and innovation" "the teachers are not interested in introducing changes in their work" "the criteria in evaluating are unequal"	23	"we use the same methods in teaching for years, and, although there are some changes, they are not of great importance" "the technology is outdated" "the creativity is not encouraged" "there is no consistency in evaluation"	15	38
unpurposefulness of school	"the goals, the means and methods of education are not sufficiently clarified " "the emphasis is on reproduction" "the contents are unrelated to life" "there is no sense in learning certain subjects" "accumulation of facts"	14	"certain basic goals of pedagogy are not precisely determined" "the emphasis is on learning by heart" "children learn a lot of unnecessary facts, without understanding them or using them in further education, and they are not applicable in life" "impractical knowledge is being insisted on"	19	33
neglecting education in society	"it is not invested enough in resources for education"	20	"more resources should be invested in education"	10	30

	"the teachers were important once, now they are very underrated and should be the cream of society" "there is no aspiration for knowledge"		"teachers and their role in a child's life are very often underestimated" "knowledge lost its value, is no longer valued and has become goods for sale"		
authoritarianism and conservatism of school	"teachers act like bosses, but should be different" "there is no stress on cooperation of all stakeholders, which is crucial for the operation of schools as educational institutions"	6	"students are passive" "there is no encouragement for participating in class"	3	9
total		63		47	110

In the analysis of the crisis of upbringing (Table 2), the most common category is *the loss of the role of upbringing in the family and school* (N=25). The responses in this category relate to the behaviour of parents, teachers and children. According to the students' views, parents and teachers are not sufficiently engaged with each other and transfer the responsibility for raising children ($f_{gen.1.} = 6, f_{gen.2.} = 4$). The media take on the role of upbringing more and more ($f_{gen.1.} = 2, f_{gen.2.} = 3$) and the behaviours of children become less appropriate ($f_{gen.1.}=7, f_{gen.2.}=3$), which is an indicator of a reduced role of upbringing in the family and school.

The second category of *neglect of upbringing in society* ($f_{gen.1.}=5, f_{gen.2.}=4$) refers to giving inadequate importance to upbringing, while the third category *crisis of values* ($f_{gen.1.}=8, f_{gen.2.}=2$) consists of responses in which the students highlighted the loss of core values, above all humanity and moral values.

Table 2. Frequency and examples of students' answers on the crisis of upbringing

category	2009/2010 examples of responses	f	2014/2015 examples of responses	f	total
loss of the role of upbringing in the family and school	"parents do not have time for their children, are preoccupied with their own problems, neglecting their children" "there are a few people who would teach young people with their own example on how to treat others" "children ceased to respect the elderly"	15	"the primary role of upbringing is taken over by the technology" "parents raise their children less, expecting the school to do so, a school without the help of parents cannot do that and, therefore, every effort of professors and teachers fails" "children do not respect parents nor teachers anymore"	10	25
neglect of upbringing in society	"upbringing is completely forgotten" "not enough attention is paid to upbringing"	5	"there is no importance attached to upbringing" "activities of upbringing are more limited"	4	9
loss of core values	"the humanity is lost"	8	"the values in society, particularly moral, are lost"	2	10
total		28		16	44

Overall, students from academic year 2009/2010 and 2014/2015 similarly reflected on the crisis of upbringing and education. They found many of the same indicators that, mostly, have not changed in the past five years. Examples of similar thinking of students from academic year 2009/2010 and those of academic year 2014/2015 are visible in the same categories that are extracted from both generations and separate statements of students in Table 1 and Table 2. However, there were discrepancies in certain aspects of students' responses from two surveyed generations. On the issue of the crisis of education in the category of *traditionalism of school*, the first generation gave more comments than the second one regarding the lack of competences of a

number of teachers which is reflected in their under-development and improvement of attitudes towards work. In the category of *unpurposefulness of school*, the students from the second generation emphasized more than once the failure of the attempt to introduce changes, compared to the first generation where only one student provided such a comment. In the category of *authoritarianism and conservatism of school*, students from academic year 2009/2010 stressed the authoritarian role of teachers and the lack of cooperation among all stakeholders in the educational process. Students from academic year 2014/2015 did not mention such indicators, but pointed out the lack of interaction between teachers and students, as well as the passivity of students in class. In the category of *neglect of education in society*, the students from both generations gave similar responses.

The compliance of responses of students can be seen when it comes to the *neglect of upbringing in society*. In other categories related to the crisis of upbringing, certain differences between the generations surveyed can be noticed. Students from academic year 2009/2010 have identified several indicators of *crisis of values*, and in the category of *loss of role of upbringing in families and schools*, a great emphasis was put on disengagement of parents and teachers in education which, in their opinion, leads to inappropriate behaviour of children. Students from academic year 2014/2015 pointed out that an inappropriate behaviour of children is the result of permissiveness and shifting responsibility for raising children from family to school and vice versa, while the media are becoming educators of children more and more.

Discussion

The aim of this study was to compare the opinions of two generations of students from the first year of Undergraduate Pedagogy Studies: academic year 2009/2010 and academic year 2014/2015 on whether (and if so, why) the upbringing and education are in crisis. Both generations concluded that upbringing and education are in crisis, listing similar indicators. The results are consistent with local pedagogical literature in the last 30 years (Šimleša, 1980; Previšić, 1986; Vukasović, 1989; 1991; Strugar, 2001; Mijatović, 2002). Since the crisis in education is a permanent phenomenon (Šimleša, 1980), the opinions of students of both generations that education is in crisis, is not surprising. A great similarity of indicators of the crisis, which the students stated, confirms that changes in the educational system are slow and have not yet achieved the necessary prerequisites for the transition from a reproductive-imitative school into creative and innovative school, which is aspired (Pivac, 2009).

In the analysis of students' answers to the question *why is education in crisis*, three indicators of the crisis of education in the 20th century (Mijatović, 2002) are identified. The category *authoritarianism and conservatism of school* is the last according to the representation of responses, and associates responses related to the indicators of the first crisis of education that emerged in the 1950s. Among these, there are indicators of a lack of interaction with students and the lack of democratic and participatory approach to school. Singling out the lack of cooperation of all stakeholders of the educational system as one of the indicators of crisis in education, the students stressed the importance of parental involvement in the educational process of their children. Such reasoning is consistent with the modern view that cooperation between families and educational institutions can only contribute to their improvement (Souto-Manning, and Swick, 2006; Ljubetić and Zadro, 2009).

The category *unpurposefulness of school*, with its contents relates to the crisis "general orientation school" or "teleological distinctness of school", marked by theorizing and formal intellectualism, is a fact noted by students, as well as ineffective attempts to introduce so-called reforms "from above" (Mijatović, 2002, p. 29). Students criticized the forcible and inexpertly conducted reforms, which are in accordance with thinking that "education policy should be led by experts, not politicians, and innovations in education should be proposed by teachers and practitioners who participate in their design" (Previšić, 2007, pp. 183- 184).

The most represented category of *traditionalism of school* refers to the indicators of the third crisis of education, in the form of inability of school to follow all scientific changes. The crisis has stressed the need for reflection on the re-constitution of the school curriculum, as well as the need for competent teachers who will, in accordance with the new changes, optimally respond to the challenges and the aforementioned is the most difficult to overcome (Mijatović, 2002). Only free, autonomous teachers who engage themselves in lifelong learning and develop their professional competencies can live up to these challenges (Tischler, 2007). Students have noted that a number of teachers are still not yet ready to make changes and improvements in their work, which may negatively affect the quality of teaching and motivation of students.

In the context of these three categories of responses, the students are on the trail of thinking that we should devote ourselves to pedagogical analysis of the mechanisms of processes of education and learning, as well as relationships among the stakeholders of these processes, and we need to find ways to motivate and train students for independent thinking, work and lifelong learning in order to improve educational everyday life (Previšić, 2007). Although Mijatović (2002) speaks of overcoming the crisis of education from the 1950s and 1960s, referring to the authoritarianism and conservatism of school i.e. uselessness and inconvenience of contents that are taught, obviously these problems have their shortcomings in 2009/2010 and have not been overcome to this day. The same situation is with the third crisis, which is related to the exponential growth of knowledge and technical and technological development, to which today's schools and teachers cannot fully relate to. In theory, the aforementioned crises might have a solution, however, in practice, these solutions did not come to life because the school is still static and slow, and education reform is introduced from "the above" without sufficient readiness and competence of practitioners for its realization.

Such a condition can be associated with a long-term neglect of education in national priorities (Strugar, 2001) and teacher's training system (Mijatović, 2002), which had a negative impact on many aspects of teachers' work and reputation of the profession. A small number of Pedagogy students stated this situation as an indicator of education crisis, and their responses, which related to insufficient investment in education and the loss of value of education in society, are classified as a neglect of education in society. Although the 21st century is called the century of knowledge (Mijatović, 2002), several Pedagogy students noted that there is little importance attributed to knowledge and that education and teaching profession are not sufficiently appreciated by the society. The teacher's profession in Croatia is understated materially and in status (Marinković, 2004; Kadum et al., 2007; Maršić, 2007), but such an unfavourable status of the teaching profession in society can and should be changed by professional, responsible and dedicated work of all the teachers (Radeka, 2007).

By analysing the answers to question why upbringing is in crisis, it is determined that the most common category is *a loss of the role of upbringing in the family and school*. A great focus on teacher's educational tasks, rather than on tasks of upbringing (Mijatović 2002; Bognar, 2011) and a long-term transfer of responsibility for the upbringing from family to school and from school to family (Šimleša, 1980) represent the indicators of upbringing crisis in the 21st century. The students warned about an increasingly negative impact of the media since the media are assuming the role of educators, due to the reduced role of the family in raising children (Razum, 2007). As indicators of crisis in upbringing, students identified *the crisis of values and the neglect of upbringing in society*. Jukić (2013) also points out the loss of basic values including solidarity, tolerance, altruism and empathy, all of which are prevailed by systems of profit and power. The causes of moral crisis are identified in by greed, selfishness and disrespect for human dignity, all prevalent in today's society (Jukić, 2013). Such thinking is in agreement with the opinions of the authors, who warn that the superficiality and relativism are the characteristics of the last decade (Narayan, 2007; Razum, 2007; Miliša and Tolić, 2010).

The issues of crisis of upbringing and crisis of education were discussed through seven selected categories that are related to each other and we should not be superficial if we want to understand them and reflect on possibilities to overcome them. Students' statements indicate layered and perennial problems and the need for critical thinking about the strengths and weaknesses of pedagogical science and the basic tenets of educational policy. Since we cannot change others, only ourselves, everyone should take responsibility for the process of education. Accordingly, the aim of this study was to single out teachers' studies and pedagogy studies as important factors for overcoming the crisis as they have an obligation and responsibility to enable quality process of training future teaching staff for professional, responsible and reflective activities in educational practice and in everyday life.

The role of Teachers' Studies and Pedagogy Studies in Overcoming the Crisis of Upbringing and Education

Asking the students whether upbringing and education are in crisis and why - by implication, we got the answer to the question of how to respond to the crisis - by exercising the postulates of the modern pedagogy. The question of how to change the prejudices in society and in the educational system, as well as to make clear that for this change there is no need for any quantitative change, but a qualitative ones, still remains. This is because no extrinsic motivator can achieve a qualitative change as well as an intrinsic belief in its justification can. Opinions of students make it clear that there is a proper belief, the only thing they lack now is - an opportunity to exercise it and their training process plays a large role in it.

For quality work of teachers and pedagogues it is important to think critically about upbringing and education, as fundamental pedagogical categories, and that they perceive them in a wider social and in the narrower personal responsibility context. The future pedagogues, as experts on education, should be the initiators and agents of change in the institutions in which they work. They need to help teachers and parents, self-reflect to help themselves, spot gaps in the pedagogical activities, as well as find ways to improve their lives and work. Taking into account that the teacher is "the main support and the most important factor of the processes of upbringing and education, the starting point of explicit and implicit transfer of knowledge, attitudes, values, judgments, stereotypes, motives and positive or negative working, creative and life orientation" (Mijatović 2002, p. 57), it is clear that Teachers' Studies and Pedagogy Studies play an important role in the development of teaching staff who will be able to proactively and creatively think and act in the world of fast and overall changes."

To achieve this, it is recommended to encourage critical and creative thinking on current educational issues, as well as to consider their practical applicability in the process of teaching and training of future teachers and pedagogues. It is recommended to encourage students to use a goal-oriented approach to educational contents and to use various media. Before the introduction of new contents, students need to have the opportunity to express their attitudes and previous knowledge on educational issues in various forms of expression, in order to, eventually, connect the old and new knowledge, construct knowledge in the context of personal meaning, and all the aforementioned use during their studies and future practice in educational institutions. This approach can contribute to raising awareness of the complexity and responsibility of the teaching profession. Similarly, students of Teachers' and Pedagogy Studies can get a good basis for reflection on their own role in overcoming existing and preventing any new crisis of upbringing and education, as well as how to become a part of the solution rather than being part of the problem.

Conclusions

In this paper, the opinions of two generations of Pedagogy Studies students on whether the upbringing and education are in crisis were surveyed. Both generations gave affirmative answers, and pointed to the same indicators of the crisis of upbringing and education. From explicit comments in which the students explained why they considered that upbringing and education are in crisis, we can recognize valuable implicit messages about what should be done in order to overcome the crisis. By criticizing the way society refers to upbringing, education and teaching profession, students expressed what kind of society they want and what it should be like: a society based on real human values, one that supports and values upbringing, education and teachers, promotes lifelong learning and professional development of pedagogical workers. In the opinion of future teachers, the educational system should employ competent, motivated, adequately stimulated and valued educators who will educate students and train them for life, as well as lead them by example and in that way contribute to their motivation to learn and work. Students also clearly pointed out the need for teleological reflection on the teaching process, as well as the organization of educational process, which will, by using carefully selected and goal-oriented contemporary pedagogical approaches, teaching and learning strategies and different media, encourage critical and creative thinking, experiential learning, and independent and responsible acquisition of knowledge. In this system, the students recognized involved parents and children as important partners for the cooperation of all stakeholders of the educational system.

In this paper, a special emphasis is put on the role of Teachers' Studies and Pedagogy Studies in sensitizing future teachers and pedagogues for their responsibility and role of the agents of changes in educational work. In Teachers' and Pedagogy Studies students need to experience a quality educational process based on modern pedagogical postulates as basis for a deeper reflection on their own role in improving the quality of educational reality and future competent pedagogical actions.

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