

摘 要

本研究探討韓國中等學校職前師資培育制度內容並進一步展望未來發展。本研究所獲得之主要結論如下：

目前，韓國的師資培育課程，可大分為師範學院課程和非師範學院課程。師範院校的課程有國立和私立師範學院之分；非師範學院課程有普通大學的教職課程和教育系及教育研究所課程。透過這樣的多元和開放性的師資培育，來充足教師的來源。但是，在課程設置和管理上，只是讓學生能獲得教育職業科目的資格，就連師範校院也出現了與普通大學相似的傾向。引導學生研究教育和改善教學方法不夠，應須提高師資的品質。

因此韓國係以所修課程及學分數作為專業科目（即任教科目）的認定標準。另外韓國的中等學校教師的資格係採兩分級制，獲得一級正教師資格者為，基礎學歷需有碩士學位。二級正教師資格者為，基礎學歷獲有學士學位。

依據研究結論，本研究提出以下建議。

1. 建立完善的教師資格檢定制。
2. 建立師資培育機構、學校、社區密切合作的制度。
3. 在韓國中等學校職前師資培育階段中應需較長之教育實習時間。

基於以上的研究對於教育行政機關、大學校院、及中等學校、未來後續研究提出建議，俾供兩國建構師資培育制度之參考。

關鍵字： 師資培育制度、 職前師資培育 、 中等學校

A Study on Pre-service Education System for Korean Secondary School Teachers

Abstract

The purpose of this research was to study pre-service education system of Korean and secondary school Teachers.

The conclusions and implications of the present study are summarized below:

The training curricula for Korean teachers can be divided into two parts; One is the curricula for normal universities and the other is for non-normal universities. The courses for normal universities are separately designed for national normal universities and private normal universities. And those for non-normal universities are for general universities and the department of education and graduate institute of education. The diversity and open teacher educational system can suffice the need for teachers. However, as far as curriculum designing and curriculum management , it can only help students obtain teacher's certificates. This even happens to students in normal universities.

The problem arise because the system is lacking in guiding students how to study education and optimize teaching methods. The system should enhance the quality of teacher training. The number of credit points one obtains serves as criterion for professional curriculum. Moreover, teachers in secondary education can gain two kinds of certificates. Teachers who have a master degree can receive "The fifth grad teacher's license " and those who have a bachelor degree can obtain "The second grad teacher's license ".

Suggestion of some ideas to improve the teacher education areas

follows:

1. To establish complete certain of the teachers rating system.
2. To establish teacher education system, the secondary schools and community which are closely related to one another.
3. More time is needed for practicing teachers in Korea.

According to the conclusion of this study, I hope it will be some help to the construct of secondary school teachers education system. Moreover, the study gives some suggestions to the educational administration, universities , secondary schools, and the further study.

Keywords: teacher education system, teacher education in pre-service , secondary school