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ANALYSIS OF SYSTEMS OF TEACHERS' INITIAL EDUCATION AS A PREREQUISITES FOR SUCCESSFUL ORGANIZATION AND LEADERSHIP OF EXTRACURRICULAR ACTIVITIES

Sažetak

Besides regular classes in elementary school, an important part of educational work are extracurricular activities. Thanks to their flexible approach, unlike the regular classes, extracurricular activities can reach the students' personalities more easily, responding to the individual needs and interests of each of them. Being an area of independent and free choice of children, the organization of those activities represents a very important part of the school's educational activities. The aim of this paper is to gain insight into how much teachers, as holders of educational activities, have been trained for adequate organization and conducting of extracurricular activities during their initial education. A method of comparative analysis of contents, i.e. existing curricula for primary school education at the Pedagogical faculties in Sombor, Maribor, Timisoara, Banja Luka and Osijek is used in this research. The analysis of the curriculum of initial teacher education was done from the perspective of the elective and compulsory courses offered. The comparison of initial teacher education systems in different countries provides insight into the contextual framework, as well as getting to know solutions that are applied elsewhere. The given results show a significant difference in the number of elective and obligatory courses, which suggests that the primary education system in this region is still more focused on the organization of regular teaching as a central part of the educational work in the school, leaving little room for developing creativity and other teachers' com-

petencies necessary for qualitative management of extracurricular activities. The results of the research could serve as a basis for considering possible changes in study programs at pedagogical faculties, so that within the methodology of teaching individual subjects, topics include organizing and conducting the extracurricular activities..

Keywords: *competences, curriculum, extracurricular activities, initial teacher's education*

INTRODUCTION

One of the important functions of a modern school is the provision of leisure opportunities for students. In the context of school, student leisure is usually related to extracurricular activities. The coordinators and authors of the program of these activities in the school are mostly teachers. Therefore, it is a very important question how much, through initial education, teacher competences are developed for quality design, planning and organization, as well as for the conduct of students' leisure activities. Therefore, the first part of the paper discusses models and approaches of initial teacher education from the perspective of different authors. The importance of extracurricular activities and the role of teachers in adequate performance have been highlighted in the paper. Modern society is looking for a teacher who will be able to work in an informal environment, to socialize, to respect students, and also work with parents, classmates and others in their child's environment. In order for a teacher to be able to respond to these demands, he or she must be motivated for his or her job, which necessarily implies that during formal education he or she has the opportunity to choose according to individual interests and abilities. Jurčić (2008) states that a teacher/manager of leisure activities could be the initiator, organizer, creator inclined to research and experiment, he or she must choose leisure activities according to his or her own experience, personal interests, affinities and abilities. In this way, future teachers build professional autonomy and develop the necessary pedagogical, social, professional, and creative competences.

Furthermore, a comparative analysis of study programs in different countries has been made in the paper, so as to reflect on the experience and examples of good practice applied in other systems when designing possible changes. On the other hand, the differences between the countries are not large, so they do not allow comparisons and conclusions to be drawn.

The reason for opting for this topic was to recognize the great educational opportunities extracurricular activities have on the personality of students. First of all, since extracurricular activities are voluntary, students are highly motivated, interested in them, and the knowledge they acquire will be longer lasting and on a much larger scale. In this way, students will "learn to learn" through teamwork, through discovery and research, they learn to organize time and responsibilities and develop a sense of responsibility. Recognizing the multifacet-

ed importance of well-managed and organized extracurricular activities, educational policy must focus on the systems of initial teacher education, and consider the possibilities of improving them.

INITIAL TEACHER EDUCATION - MODELS AND APPROACHES

The issue of initial teacher education is of paramount importance, because through it the education authorities carry out a review of teachers' competences and plan and manage their development and progression.

In order to talk about teacher education, it is important to point out the difference between education and schooling. Specifically, education is a broader term than schooling. Education is only one form of education (Pastuović, 2009). The authors define education in different ways. Strugar (2014: 267) defines education as: "the general organized and systematic development of cognitive abilities, the acquisition of knowledge, skills and habits". (translated by V. Markasović).

In analyzing the initial teacher education system, it is of particular importance to point out its approaches and models, as well as the ways in which this education can be conceptualized.

Radulović (2011) identifies three main approaches to teacher education: academic type education, practical skills training, and the teacher as a reflective practitioner. According to the first, academic approach, the goal of teacher professional education is to acquire knowledge derived from scientific research and organized into individual scientific disciplines that may not necessarily be in the field of educational sciences. The basic weakness of the academic approach is that it does not respect the learning experience of the learner, the needs of his or her job, nor the contextual factors that affect learning and work, and neglects to create a favourable environment for learning and supporting students. The second approach is to acquire the practical skills necessary for successful teaching. The downside of this approach is that it involves giving ready solutions, that is, the teacher does not always have to understand the reasons why he or she performs an activity. The reflexive practitioner approach is paramount in the context of teacher professional development, as it relates to training teachers to research their own practice, manage their own development, and make their own decisions about their work. This approach involves acquiring theoretical knowledge and developing practical skills through critical review of theories. Although the third approach most closely meets the requirements of modern society, most teacher professional development programs in European countries are a combination of the first two.

When analyzing the initial teacher education system, different models are observed. These are the deficit model and the development model. The metaphor of deficits rests on the understanding of teacher education as a compensation for gaps in knowledge and skills.

The definition of the field goes from top to bottom, that is, the goals of training are chosen by the educational authorities or institutions, while the needs of the individual are not taken into account. This conceptual model is dominated by an academic approach, theoretical knowledge, of a general character, while neglecting to link theory and practice. Another disadvantage of this model is that it does not respect the role of context and treats all teachers as being the same – it supposes that one method of work will be effective for all. In response to the ineffectiveness of this traditional model, a development model emerges. This model is aimed at changing the implicit theories of teachers on which their work in the classroom is based. The power relations are also different, that is, the teacher is seen as an active subject who participates in the design of goals, the choice of content and the directions of his/her professional development. The development model is adapted to the individual needs of teachers and their specific problems and situations in professional practice (Stanković and Pavlović, 2010).

In the context of later quality leadership of extracurricular activities, the development model in teacher education is particularly significant, as the teacher develops self-awareness of his/her own work and is trained to work in partnerships in an informal environment.

Based on the review of the mentioned approaches and models, we can conclude that different authors recognize the importance of practical and theoretical competences required for teaching, as well as pedagogical and didactic skills. But, nevertheless, the study programs of initial teacher education in European countries emphasize the scientific-theoretical settings of a particular subject, while the development of creative competences necessary for conducting and organizing leisure activities is hardly discussed.

LEISURE AND LEISURE ACTIVITIES

Technical and technological advances have led to major social changes. The family is becoming nuclear, and the care for the upbringing of children is increasingly taken over by the school. Thus, there is a need for leisure activities in school, which initially played the role of caring for children in their free time; that is, providing a safe environment after regular school. However, the multiple benefits of proper organization of leisure were soon noticed, reflected in the enrichment of children's experiences, the development of interest, and the socialization of students' personalities (Šiljković, Rajić, & Bertić, 2007).

In the school context, student leisure refers to leisure activities. Free activities include educational activities organized by students with teachers in or outside school and which serve for the more comprehensive development of students because they are previously carried out independently (Kruļj, Kačapor, Kulić, 2002). Leisure activities are qualitatively different from teaching. Teaching is managed in a determined way by the teacher, who designs, organizes and evaluates it, while the student performs this role in leisure activities.

Branković and Mikanović (2017) talk about the primary goal of leisure activities, which is to enable each the student to affirm and develop self-esteem, satisfy existing ones, and discover new individual interests, regardless of the differences between students. From this it can be seen that leisure activities are a space for expanding knowledge, developing abilities, fostering and developing social consciousness, collectivism, and experiencing a sense of moral values, respect for diversity, others' views, attitudes and needs. Unlike the compulsory part of the school curriculum, which is strictly defined and where teaching is focused on the implementation of the curriculum (Mikanović, 2017), leisure activities are the freer and more flexible part, that is, the space of free choice of students (Rosić, 2005). The student-teacher ratio in these activities is significantly different. Students are initiators and leaders, and teachers are associates. This kind of work involves a more flexible approach for teachers, but they are not just passive observers. They assist students in their work, encourage them, and have an obligation to involve extracurricular factors with each student in some form of these activities. By organizing leisure activities, the school becomes more of an educational institution because they have more educational significance (Grandić and Letić, 2008). Because of the mentioned differences in organization and implementation, as well as the relationship between students and teachers in leisure activities, it is important to point out how capable of this type of work the teachers in our offices during their formal education really are.

TEACHERS' COMPETENCES FOR ORGANIZING AND CONDUCTING LEISURE ACTIVITIES

In European pedagogical research, the term "competence" is a value term and denotes the ability of a teacher to use his or her knowledge and skills in practical and professional activities. Competences in pedagogical education should provide a range of important knowledge, abilities and skills for the teaching profession and provide guidance and content for educational programs for their development, mastery, and application in practical activities (Ogienko & Roylak, 2010).

It is the teacher who has the most important influence on how leisure activities will take place and how students will feel while working. In this sense, some of the roles of teachers are: to involve children in all phases of work, to provide clear guidance and help children to know their exact duties, deadlines, way of reporting, to choose activities that are tailored to students' interest, age and background, to foster creativity in children, and to encourage them to try something new without fear of error (Group of Authors, 2016).

Numerous researches conducted in our region show that our teachers, despite their efforts to emphasize extracurricular and informal environment, are mostly preparing for the subject teaching. In the process of education of our teachers, other forms of educational work (leisure activities, work with gifted children, children with disabilities) have been largely neglected (Šiljković et al., 2007). These activities require more flexibility, creativity,

and freedom than teaching, and therefore a different approach. In order to be able to respond to these demands, the teachers, during their initial education, as well as through professional development, must develop some basic competences necessary for working in leisure activities. Some of these competences are statutory, that is, anyone involved in the teaching profession must have them, and some depend on the individual.

Teachers' competences are determined in relation to learning goals and outcomes and should provide professional standards regarding what kind of teaching is considered successful. Outcomes can be defined as "the results of a teaching program planned in the framework of the development of a student / person learning in all fields" (Lungulov, 2011: 616). (translated by V. Markasović). The development of the necessary competences of teachers is achieved through the following educational policy instruments:

1. Legal definition of required competences (National Teacher Education Strategy and National Teacher Education Standard),
2. Quality assurance system for teacher education (public oversight of acquired competences and establishment of external and internal evaluation system),
3. Infrastructural support for the construction and development of competences (guided internships, professional development and lifelong learning opportunities),
4. Review and evaluation of the mentioned educational policy instruments (European Commission, 2013).

The authors list several competence groups necessary for 21st century teachers to respond to the demands of contemporary education. Through leisure activities, the creativity, talents and interests of children can be fostered while respecting their individual characteristics (Pejić, Tuhtan-Maras, Arrigoni, 2007). Some theorists believe that the creativity of teachers is crucial in developing these traits in children and in organizing leisure activities. Simplicio (2000) defines teacher creativity as the ability to give up established teaching methods and to create new forms of activity. Teacher creativity is a prerequisite for the development of creativity in students. The ways in which future teachers are educated, as well as their professional development, greatly influence the choice of strategies and methods that they will use to stimulate students' creativity. Some authors also emphasize the importance of personal characteristics, family influence, and intrinsic motivation as crucial factors in the creative work of teachers (Horng et al., 2005). As formal education is more focused on stifling creativity rather than stimulating it, teacher development, both during and after initial education, is very important. Through creatively organized teaching by a teacher who truly believes in what he or she is advocating, students also adopt specific creative strategies, develop critical thinking, and are encouraged to share creative ideas not only with the teacher, but with one another. Therefore, the overall education of future teachers should be exemplary and a model that students will develop through their own practice (Bognar & Bognar, 2007).

In addition to creativity, the social competences of teachers are of great importance. Heiddman states that extracurricular activities are a space of upbringing in which the teacher's social intelligence and his ability to activate students are fully emphasized. Teachers' social competences are based on the ability to cooperate and on team work, kindness, the ability to overcome conflict, on tolerance, authority, solving common problems, etc., or on the socially responsible behaviour required by the school, which is about respecting and accepting rules (Heiddman, 2003: according to Grandić and Letić, 2008).

From the pedagogical-didactic aspect, the teacher or the leader of leisure activities is expected to define goals, methods, forms of work, as well as the selection of appropriate material resources needed for the implementation of a particular program of leisure activities. Teachers' pedagogical training for these types of tasks and activities of young people's leisure is being carried out systematically through various forms of professional development: seminars, courses, as an integral part of initial teacher education, and pedagogy studies. Theorists offer solutions to enrich the curriculum for teacher education through leisure issues. Some of them are: supplementing the general course of pedagogy with the basic pedagogical problems of leisure, and within the methodology of teaching certain subjects also cover topics on the organization and spending of leisure time; to equip pedagogy students to organize and conduct leisure activities within the framework of a full-day school stay; to prepare personnel for the theoretical, but also the research study of this field; in addition to the professional staff in the schools, it is necessary to provide adequate resources within various social organizations, because they should, by their nature, take over most of the care about the realization of leisure tasks. One of the basic tasks of systematic work in the field of leisure requires the education of future teachers in the broad field and for a variety of roles, beginning with leaders, organizers, pedagogical experts, and scientific and research staff (Grandić and Letić, 2008).

In spite of the fact that nowadays the problems of leisure time are being researched more and that different solutions are offered, we can say that the future teachers at the faculties are not very prepared for these forms of activity. This is why the need arises for this research, that is, for analyzing available curricula for the education of future teachers.

METHODOLOGY

The aim of the research was to gain insight into the extent to which teachers, as providers of educational activities, are offered, during the initial education, courses necessary for later quality organization and management of leisure activities. The study used a method of comparative content analysis, that is, comparing the existing study programs for teacher education at the Pedagogical Faculties in Sombor, Maribor, Timisoara, Banja Luka and Osijek. It began with an analysis of the curriculum of initial teacher education, from the perspective of the elective and compulsory courses offered. For the purposes of the research, a method of comparative content analysis was used to gain insight into the number and type

of courses they have during their education that may be relevant to leisure. The analysis included future teacher education programs at colleges in Sombor, Timisoara, Maribor, Banja Luka and Osijek. It has been hypothesized that elective courses are under-represented in the formal education curricula of prospective teachers. It began with the assumption that it is precisely through elective activities that future teachers develop those competences that are considered relevant for the subsequent adequate organization and conduct of leisure activities. The basis for this assumption is found in the fact that elective courses are based on voluntariness and are driven by their students' own interests and are more suitable for the development of creativity, talents and socially responsible behaviour.

RESEARCH RESULTS AND DISCUSSION

The study covered five faculties for formal teacher education in Maribor (Slovenia), Sombor (Serbia), Timisoara (Romania), Banja Luka (Bosnia and Herzegovina) and Osijek (Croatia).

The Faculty of Education of the University of Maribor (Table 1) offers students a total of 54 courses over eight semesters, 48 of which are compulsory and 6 elective. Practical training related subjects are assigned to the compulsory subject group. Students receive the first choice of courses only in the fifth semester or in the third year of study. In this case, the contents of formal teacher education are mostly related to didactic-methodological training of teachers for the organization of regular teaching (forms of work, methods of work, and means of work for particular fields). It should not be overlooked that there are those within the compulsory courses that can be significant for the development of leisure management competencies. Some of them at this college appear in the fourth semester and continue until the eighth. These are vocal-instrumental, visual-pedagogical, sports, literature, and nature classes. Although these courses also relate to the development of didactic-methodological competences of teachers to manage the aforementioned subjects, we believe that if students are allowed to participate in curriculum design, choice of forms and methods of work, they can significantly influence the stimulation of creativity, creativity, and development of specific talents in future teachers.

Table 1. *Curriculum Review of the Faculty of Education, University of Maribor*

Semester	I	II	III	IV	V	VI	VII	VIII
Obligatory Courses	6	6	6	7	5	4	6	2
Non-Obligatory Courses	0	0	0	0	2	1	0	3
Practicum	1	1	1	0	0	1	1	1

The studies at the Faculty of Education in Sombor, University of Novi Sad (Table 2) last four years, that is, eight semesters. During this period, 56 courses are available to students,

45 of which are compulsory and 11 elective. Practicum at this faculty belongs to compulsory subjects. Already in the second semester, students are given the opportunity to choose a course, which can have a positive effect on the development of motivation and interest, since it is based on voluntariness. The concept of compulsory subjects at this faculty is significantly different from the previous one. Namely, in the first and second year of study, future teachers are introduced to certain disciplines (e.g. the basics of physical education, the basics of visual art, etc.), while the methods of these disciplines are addressed only in the later years of study. Such a compulsory course schedule can be significant because, in addition to teaching staff developing didactic and methodological competences, they have the opportunity to enrich their knowledge of different disciplines and become more competent to lead a variety of leisure activities. Furthermore, through such a course organization, teachers can develop their talents and interests, but also learn how to appropriately present them to others.

Table 2. *Curriculum Review of the Faculty of Education in Sombor*

Semester	I	II	III	IV	V	VI	VII	VIII
Obligatory Courses	8	5	7	3	6	4	4	6
Non-Obligatory Courses	0	1	1	2	0	2	2	1
Practicum	0	1	0	1	0	1	0	1

Formal student education for the teaching profession is one of the departments at the Faculty of Sociology and Psychology of the Western University of Timisoara. At this faculty (Table 3), the basic studies leading to the title of graduate teacher last three years, or six semesters. A total of 54 courses were offered to students, 39 of which are compulsory (practicum included) and 15 elective. According to the data in the table, we can conclude that elective courses have been available to students at this faculty since the first semester. However, one should not neglect the fact that the studies at this faculty last six semesters, or one year, shorter than in the previous two cases. When analyzing elective and compulsory courses, this information is important because the shorter duration of the studies makes the schedule of individual courses different. For example, the teaching of foreign languages is in the group of elective subjects, while at the previous two faculties it was part of the compulsory ones. In addition, this type of elective course is two-semester and lasts for the first two years of the study. In the second year, future teachers can choose one more course per semester, in addition to this elective. Considering the above, it is concluded that students still have little choice. A major advantage of this curriculum when it comes to leisure activities is the elective courses Psychopedagogy of Creativity and Alternative Pedagogy, which are available to students in the second year.

Table 3. *Teacher Education Curriculum Review at the Faculty of Sociology and Psychology of the Western University of Timisoara*

Semester	I	II	III	IV	V	VI
Obligatory Courses	7	6	4	5	6	4
Non-Obligatory Courses	3	3	1+4+1*		2	2
Prakticum	0	1	11		2	2

* In the third and fourth semesters, students have four two-semester electives and two one-semester electives.

The Faculty of Philosophy of the University of Banja Luka offers a total of 54 courses in its teacher training course that lasts 4 years, of which 43 are compulsory subjects and 11 elective courses (Table 4).

When looking at the curriculum, it is observed that compulsory subjects are designed as didactic-methodical and theoretical teaching of students, and there are very few practical courses and practicums in general. Student work as a separate subject is foreseen only in the final, VIII, semester. Within certain subjects, according to the personal experience of students, it is learned that certain practices are envisaged within individual subjects at II, III and IV years. This applies most to the methodologies of particular school subjects. However, according to the curriculum, a very modest number of hours and time is given to the implementation of the practice.

When it comes to leisure activities, students in this field are somewhat confronted with elective courses in Pedagogy of Leisure, Pedagogy of Recreational Sports Activities and possibly with compulsory subjects related to creative education (fine arts, vocal and instrumental arts, etc.). During the first and second year of the study the curriculum is directed towards general education of teachers in the subjects of mathematics, Serbian language, and introduction into pedagogy and psychology as a science of importance for future teachers. Methods of school subjects such as nature and society, mother tongue, mathematics, music education, and similar subjects are of crucial importance, since these subjects are prevalent in III and IV years.

Table 4. *Curriculum Review of the Faculty of Philosophy in Banja Luka*

Semester	I	II	III	IV	V	VI	VII	VIII
Obligatory Courses	5	5	5	4	5	6	7	5
Non-Obligatory Courses	1	1	1	2	2	2	1	1
Prakticum	0	0	0	0	0	0	0	1

The Faculty of Education of the Josip Juraj Strossmayer University of Osijek lasts a total of 5 years, or 10 semesters, during which 117 courses are offered to students, of which 106

courses are compulsory courses (including graduate work and practicums), and a group of elective courses, makes a total of 11 items. The faculty is specific in that students of the integrated undergraduate and graduate teacher studies, after the first semester, opt for one of the A, B, or C courses depending on their personal interests. This means that in addition to compulsory common subjects, students also have subjects that belong to the directions they have chosen.

The developmental direction (A) covers subjects in pedagogy, psychology and methodology and where students are trained in specific issues of upbringing and education and child development. There are a total of 19 courses in this direction, of which 1 are two-semester long. In the field of Informatics (B), students are trained in the use of information technologies in the educational process and informatics teaching of children in the first four grades of primary school, and this direction has a total of 15 compulsory subjects, 3 of which are two-semester, and one of them is the same two-semester course offered for course A. The third course is a foreign language (C) within which students are further trained in teaching a foreign language at a young school age. This course has a total of 17 compulsory subjects, of which 8 are two semesters. (Table 5).

The curriculum of the Faculty of Educational Sciences envisages a significant number of compulsory subjects where future educators are trained didactically-methodically and according to the curriculum of the direction for which they choose. It can be noted that a great deal of attention has been given to mathematics, foreign languages, and subjects related to computer literacy and the improvement of future teachers. However, in some compulsory subjects, it should be noted that there are contents that greatly contribute to the development of the teacher's personal competences and his/her training for the realization of leisure activities. Some of these subjects are Extracurricular and extracurricular sports activities, Extracurricular technical and informatics activities, and generally established subjects related to fine arts, vocal-instrumental literacy, drama workshops, and the like.

Students were also given the opportunity to find areas of their interest in a modest number of joint elective courses, but unfortunately sometimes they have to choose 1 course, and just as many were offered for choice (in the 4th semester). This practically means that the subject is only formally elective and actually imposed on students and as such can greatly influence students' motivation.

Table 5. *Curriculum Overview Faculty of Education in Osijek*

Semester		I	II	III	IV	V	VI	VII	VIII	IX	X
	Mo- dul										
Obligatory Courses	A	7+3	9+3*	5+5	3+5+1*	5+4	5+4*	4+4	2+4*	7	4
	B	8+3	8+3*	4+5	3+5+1*	5+4+1	3+4+1*	3+4+1	2+4+1*	6	4
	C	10+2	10+3*	5+5	2+5+2*	5+4+2	3+4+2*	2+4+2	2+4+2'	6+2*	3+2*
Non-Obli- gatory Courses	A								1	1	0
	B	1	1	1	1	1	1	0	1	2	
	C								0	0	
Practicum	A		0								
	B	0	1	3	3*		1*	1*	1	0	0
	C		0								

*The three courses are two-semester (I and II semester).

The five compulsory subjects and three practicum subjects are two-semester (III and IV semester), and one compulsory subject is the same for module A and B and is two-semester (III and IV semester).

Two Module C courses are two semesters (III and IV semester).

The four compulsory subjects and one practicum subject are two semesters (V and VI semester). One module B course is two semesters as well as two module C courses (V and VI semester).

The four compulsory subjects and one practicum subject are two semesters (VII and VIII semester). One module B course is two semesters and two module C courses (VII and VIII semester).

Two Module C courses are two semesters (IX and X semester).

CONCLUSION

A review of the available literature has revealed that there is a large gap between theory and practice when it comes to leisure activities. Thus, there is a great deal of research addressing this issue, which shows us that the importance of educational activities in leisure time has been recognized. However, in the curricula that deal with the preparation of future teaching staff, the concept of leisure activities is neglected because the emphasis is more on regular teaching.

This case is also noticeable in the faculties that prepare teachers for subject teaching in Serbia, so according to research, the programs of initial education of teachers of general education subjects to a greater extent cover academic disciplines, and to a much smaller extent pedagogical-psychological-didactic courses. For example, in the Department of Serbian Language and Literature at the Faculty of Philology in Belgrade, out of 32 compulsory subjects in basic studies, only five are related to psychological-pedagogical and methodological contents (Marušić, 2013). This information is particularly important in the context of our research, given that a large number of sections (journalistic, literary, recitative ...) were run by teachers of the Serbian language and literature.

The focus on mainstream teaching in teacher initial education systems can be viewed through the prism of globalization and social change. Namely, while the modern education system emphasizes on the one hand the importance of individualizing and adapting the curriculum to the needs of students, on the other, there is a need to focus on "major" subjects (linguistic, mathematical, and natural) in order to respond to the requirements of international PISA programs. Therefore, these three groups of subjects become the main criteria for the success of teachers, students and the education system as a whole (Paar and Šetić, 2015).

The results of the research confirmed the hypothesis that elective courses are insufficiently represented in the curricula of formal education of future teachers. Specifically, the percentage of compulsory subjects is approximately 85%, while future teachers are given the choice of 15% or less. Apparently, the largest number of elective courses is offered by the Timisoara faculty. However, it should not be overlooked that studies at this faculty are shorter than at other faculties (3 years) and that elective courses in the first year refer to languages and sports, which is a compulsory subject in the curricula of other faculties. The same situation is with the Faculty in Banja Luka, because elective courses in the first year are foreign languages, and a group consisting of History, Ethics, and Ecology courses from which students choose one. If we exclude languages, we can say that the offer of elective courses in the faculties of education is very modest and that the future teachers are given the first choice relatively late. If we start from the fact that teacher motivation is one of the main factors of quality and successful teaching, it is necessary to give students of pedagogical faculties a greater choice, and to continuously develop their interests and creativity.

By reviewing the documents governing the education system, we come to the conclusion that this requirement has been recognized, thus emphasizing in the Proposal of the National Curriculum Framework and teachers should be given greater autonomy in work and more creativity, which contributes to the strengthening of their professionalism (Expert Working Group, 2016). However, it is necessary to put this principle into practice.

Curricula of pedagogical faculties should be enriched with more practical work. Research shows that teachers prepare for programs that offer theoretical and scientific knowledge, that is, initial teacher education is reduced to specialization or content studies, while the importance of pedagogical application is insufficiently recognized (Marušić, 2013).

According to the results of the analysis of this research, the best didactic and methodological competence is offered to its students by the University of Maribor, where practical training as a compulsory subject exists in the first year of study. Also, at this faculty, students have the largest number of didactics and methodologies, which they not only study as theoretical disciplines but also include practical work in schools where students are first introduced to the organization of classes, choice of methods, forms of work, etc. For example, within Fine arts didactics, students prepare and take classes with students in school on a selected topic under the mentorship of a professor, followed by a critical review. Such experiences can encourage students to develop practical skills and the ability to think critically about positive and negative examples in teaching. This kind of teaching at the Faculty of Education in Maribor is an example of good organization of work, which certainly depends on the syllabus of the subject and the professor himself. In other faculties, we rarely encounter a critical review of school work because students generally observe how the lesson is implemented without much discussion of the observed observations (Organizations of practical work within individual subjects at the Faculty of Philosophy in Banja Luka). In other faculties, the emphasis is more on theory; for example, at the Faculty of Sombor students in the first and second year become acquainted with the basics of individual subjects (e.g. the basics of physical education), while in the third and fourth years they realize the methodical part. The same principle of curriculum implementation is applied at the Faculty of Philosophy in Banja Luka. The Faculty of Education and Educational Sciences in Osijek should be excluded because the faculty is specific in that the studies are integrated, last for 5 years and that there are 3 departments within the study, the most developmental of which relates to the training of future educators for the younger school age.

All faculties are offered compulsory courses of theoretical disciplines (general pedagogy, pedagogy, didactics...), so within these disciplines there is space to become familiar with the problems of pedagogy of leisure. On the other hand, it is noticed that only the Faculty of Philosophy of the University of Banja Luka and the Faculty of Education of the Josip Juraj Strossmayer University of Osijek offer students elective courses that are important for raising the awareness of future teachers about the power of educational activities in the field of leisure activities. Here we primarily refer to the courses Pedagogy of Leisure and Pedagogy of Recreational Sports Activities of Students (University of Banja Luka) and the Course Extracurricular Activities in the School Curriculum (University of Osijek). In addition, in the curriculum of the University of Osijek, we also find elective courses in Creativity in Teaching and Extracurricular IT and Technical Activities, as well as compulsory courses Extracurricular and Extracurricular Sport Activities and Research Teaching in Nature and Society which we believe can be significant for fostering relevant competences for later organizing and conducting leisure activities. Also important are the courses Psychopedagogy of Creativity and Alternative Pedagogy, which are available as elective courses at the Timisoara Faculty, where students have the opportunity to learn about different methods and forms of work and ways of developing creativity in children.

The problem of most of the analyzed faculties of education is the lack of elective subjects and their variety, since according to the curricula, most compulsory subjects concern the training of future teachers for full-time subjects, and elective courses largely cover foreign languages and certain theoretical subjects. Lack of pedagogical-didactic knowledge necessary for extracurricular activities can be reflected in the later teaching, since teachers who did not acquire and improve their own pedagogical knowledge and competences during the process of their own education are not likely to direct their students to their development (Marušić, 2013).

In addition to enriching study programs with pedagogical-psychological-didactic subjects that contribute to the development of competences relevant to organizing and conducting leisure activities, the organization of the courses available is very important. Thus, one way of fostering creativity and creative competences for future teachers may be to free up established teaching methods and give students greater freedom to choose methods, forms of work, engage in team and practical work, etc.

The analysis of different teacher education systems has taken into account their strengths and weaknesses, in terms of the quality of teacher preparation for working in a non-classroom setting.

Through the comparative methodology of this research, the similarities and differences between the five different systems of initial teacher education have been pointed out, which contributes to looking at solutions and examples of good practice in different countries. This is precisely what reflects the greatest importance of this paper. However, the greatest limitation of this paper is reflected in an underdeveloped research methodology, and the proposal for further research in this area certainly implies its enrichment. This implies the application of empirical research that would include the views of graduates, but also students of pedagogical faculties, the quality of study programs in terms of the offer of elective and compulsory courses, that is, which they consider as contributing to their ability to successfully pursue extracurricular activities.

Furthermore, the provision of this topic should certainly include consideration of each individual context in which teachers realize their professional role, employment opportunities, socio-economic developments in the analyzed countries, as all this can significantly influence the motivation to take up teaching, but also point to the importance of each system aiming to prepare future teachers for leading extracurricular activities.

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