

IN COMMUNICATIVE CIRCLE TOWARDS THE FUTURE OF EDUCATION

U KOMUNIKATIVNOM KRUGU PREMA BUDUĆNOSTI OBRAZOVANJA

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Abstract

Education is the branch, which shapes the design and functioning of the other members of society. From the level of education, quality of teachers depends the development of our country and its competitiveness. Globalization processes necessitate the preparation of an entirely different citizen, of another man, who will be able to adapt to social, cultural, economic changes. We do not live in the vacuum and modern education should prepare the individual, being a citizen of the world, not just Europe.

Sažetak

Obrazovanje je grana koja oblikuje dizajn i funkcioniranje ostalih članova društva. Od razine obrazovanja, kvalitete nastavnika ovisi razvoj naše zemlje i konkurentnosti. Globalizacijski procesi zahtijevaju pripremu posve drugačijeg građanina, drugog čovjeka, koji će biti u mogućnosti prilagoditi se društvenim, kulturnim, ekonomskim promjenama. Mi ne živimo u vakuumu i moderno obrazovanje treba pripremiti pojedinca da bude građanin svijeta, ne samo Europa.

Introduction

The contemporary world, particularly education, pose many challenges and demands on today's teacher educator as the creator of the future society. In the current hierarchy of objectives of education and upbringing a strong emphasis is put on the formation of personality and attitudes, and then on the development of necessary skills and equipment in knowledge. Without a doubt, this order has an impact on creation of individual creative units, open and yet independent, and thus corresponding to the ideal of the times in which we live. Federic'o Mayor in the report "Future of the world" writes "many challenges will bear the future of education in the next twenty years. The first challenge is the availability and continuous updating of skills of teachers at all levels. Today, the quality of education depends on the quality of the teaching staff and the generosity." /1/ Dynamic socio-economic changes taking place in the world today are not without significance to the impact on education. Educator as a profession has many meanings. He or she is particularly a specialist appropriately trained to carry out teaching and educational work in schools at various levels of education. A characteristic feature of the times in which we live are increasing demands on teachers in particular

relating to their professionalism, which is determined by such by acquiring new skills. /2/ There is no need to convince anyone about the fact that one of the most basic conditions necessary for achieving the appropriate level of public education is to have a properly prepared team of educators at all levels. These people should be aware that their pupils have to become active members of an enlightened society, they have to co-create this future society, and it must involve not only equipping them with knowledge, but also suitable shaping of the characters /3/. Education and what we are able to gain from it is an important factor in building the foundations for the evolution of what is being done in society. Globalization trends affect the pace of the education development. It is expected that the twenty-first century will be characterized by the following challenges:

- rapidly increasing globalization in various spheres of life;
- continuous acceleration of population growth;
- increasing amount of leisure time;
- shift in employment to service sector;
- particular societies will become more pluralistic and secular, turned to the universal values, cultivating ethnic and cultural identity;

- increasing role of women in the development of human civilization;
- development of a common artistic and creative interests;
- transition to participatory democracy. /4/

Education in times of changes

Teaching is no longer an education of a contemporary European, it is a development of a global man, who both understands the world and directs himself. It cannot be achieved by educating in an encyclopaedic way. The important role have intellectual values, creating opinions allowing a rational dialogue and sensitivity to what is new. It is important to perceive what is between the traditional knowledge, the processes taking place before our eyes. Education, young people need to understand the shape of modern civilization and its tensions. Versatility, controlling own development – this is what is missing at the moment in Polish schools, and it is necessary to cope with the impending revolutions, both in the world economy and social life.

Melosik Z., writes that the task of global education is "(...) equipping a young generation in the" global consciousness" or more broadly - the global human community, whose creation is to serve:

- Transmission of the belief that people worldwide are joint by biological "status", history, psychological needs and problems of existential (this is why the task is to teach teachers to recognise the universal elements of culture).
- Shaping own perception and the humanity as part of the Earth's ecosystem.
- Developing skills of seeing oneself and own social group as participants in the international life.
- Creating the ability to recognise civilization in the perspective of a "global bank of culture" - as a product of the entire human species.
- Realising that people living in different cultures perceive and value world's problems basing on different assumptions. /5/

These analyses perfectly fits the definition of education, which was formulated at the Conference of the UNESCO-BIE, in Geneva called: "Participation of education in the cultural development". The recommendation included a statement that "education – is a realization of the program of evolution of human beings in the course of a lifetime with the aim of integral development in the mental, physical, affective, moral, spiritual scope; a process involving not only

transferring knowledge and skills, broad cultural values, but also attitude to inspire creative attitude, open, self-thinking, the ability to self-education. It also promotes the integration of individuals with social life (...)" /6/ It is more often noted that a man, often called the human factor, is responsible for the development and future of the world. Only thanks to the presence, education of a thinking, sensitive, active man, caring both for their interests, and issues across the community, we are able to meet the challenges of globalization. The world is torn by various types of conflicts that affect almost every sphere of life. Man existing in a constant threat, must have appropriate level of knowledge to be able to normally exist. It should be noted that modern education also have to learn to understand others, is to form good relations and cooperation with people of different nations, cultures, religions, value systems - without losing its own identity, is to prepare for their existence in a world without conflict, tension and terrorism. Therefore, education must change to help in outlining a new shape the future. Globalization and how it creates reality is a kind of an opportunity to be exploited. And this can be only done by well-educated individuals, able to create the world respectively. According to I. Wojnar, "New thinking about education requires a vision of education in the broad context of the challenges of the modern world, and so at the macro level, on the same time putting careful attention to subjective aspects, or focusing on a micro scale. Education is also a social and individual matter, driving force and effect of the on-going transformations". /7/

Culture and education give direction to human thought and action, inspire to acquire knowledge and skills necessary for human activity. Reflecting on the shape of modern education, Miroslaw J. Szymanski writes: "The realization even the correctly set up objectives of education, which in a more complex and changeable world is without a doubt one of the main ways of building a successful individual and social perspectives, requires a stronger appeal to a sense of responsibility of the current and future politicians, entrepreneurs, people holding senior positions in government, local government, associations, organisations and private institutions. This also applies to intellectuals and other influential people in positions". /8/ People responsible for the look and action of the education system must be aware of the acceleration which our country has entered. Only by ensuring all children and young people comparable, standard conditions of schooling and above all, fit the

forms and methods of education to the challenges of contemporary reality, we are able to create a unit that will be able to find oneself in this "global village" that we are now. Education should prepare people not only to enjoy the modern civilization, but also to creatively participate in the process of its further existence and development. /9/ Modern society forces somehow "creation" of a new type of man. Entrepreneurship, relevant qualifications and skills, willingness to risk - all of these features should be inculcated in a young man from the earliest years of education. The school has a huge impact on the personality of its students, but only the proper conduct of the student from the very beginning may develop appropriate patterns. The pace of life is getting faster, leading to the obsolescence of knowledge. The school must prepare a way to cope with the changing reality, to minimize uncertainty, as is well put by M. Mead - "There is a culture in which adults and children feel confused. Children - because - they are not certain whether there are still adults from which they could learn what they should do next in life". /10/ A European Commission report "White Paper on Education and Development" is a document which proposes a model of the learning society - lifelong education and training. Education - we read - is the foundation of personal development and social integration and the challenges in the scope of education are:

- beginning of the information society; new technologies for information were developed that change people's working style and style of management;
- development of scientific and technological civilization, which means creating a new model of learning throughout life. Combining expertise with creativity;
- globalization of the economy, meaning creating the global market. /11/

Education should be organized around four aspects of education, which throughout life will be for each individual a pillar of her knowledge. The report by Jacques Delors "Education. It has a treasure within" refers to the four pillars around which education should be organized:

1. learn to know (to give back the autotelic nature of knowledge, rehabilitation of education - general, broad, humanistic);
2. learn to act (acceptance for the effective action based on competencies, such as autonomy, resis-

tance to stress, rational decisions, communication);

3. learn to live together (commitment to building social solidarity by engaging in conflicts resolution, the acceptance of pluralism, tolerance and understanding of the "other" and "otherness");
4. learn to be (assumes a development that is aimed at full flowering of man).

Each of these "pillars of knowledge" should be treated equally in a structured learning, for each education appeared as a global and lifelong experience, both in terms of cognitive and practical aspect, to every man as a person and a member of this society. /12/ P. Lengrand notes that continuity and regularity of the learning process, provides on the one hand, sustainable development, on the other hand, protects against obsolescence of acquired knowledge /13/, and also brings is closer to a success and master in the profession. At this point, the words of the great philosopher Seneca should be mentioned: "The least man acts with what is said, more what you is doing, and most of those who you are." And going forward, I will mention the Delors report: there is a "hidden treasure" in education, is this treasure not a "good teacher"? It is easy to notice that a huge impact on the effectiveness of educational interaction is just a teacher. Today's educator should rightly understand how material and social systems operate, should feel on what grounds and how the based messages are used as well as actions addressed to them, be able to help students to see meaning where others see only chaos, be able to interact with other people in teams and alone to decide how to do the job. They have to learn all the time, according to the acquired knowledge, cope with new responsibilities and what scientific and technical progress brings. The most desirable features include: openness and the ability to contact with young people, empathy, substantive and methodological competence, respect for human dignity and personal relationship with students and parents, fairness and objectivity in evaluating students for the results of their work and attitude, ability to dialogue and negotiate, democratic management style, conscious discipline and consistency in the requirements, as well as understanding students problems, tolerance, general and teaching culture, ability to plan, organize and evaluate own work, group and self-learning ability, improvement in own workshop, a sense of humour, optimism and joy of life.

At present, the teacher profession loses the authority. We are dealing with a crisis of authority, not only at school, educational institutions, but in the natural environment of children and young people and in family. Teacher is no longer treated as a partner. This is particularly worrying because it is the authority of the teacher what seems to be extremely important in shaping the personality of a young man. Crisis of the teacher's education is most closely connected with the crisis of the past, and this is especially difficult for teachers, since their formation of the personality was shaped in past time/era, and from them depends the mediation between what is "past" and what "current". Work of a teacher in the new system is intended to facilitate students the understanding of changing social reality, characteristics and trends of modern civilization, global and national challenges, learning the rights and obligations of citizens, to help in the search for meaning in life, the construction of educational and life plans - in short, to prepare students to meet the future /14/. Therefore, a teacher may not be prepared to work only by gaining a university degree or various forms of training, but should also observe the modern world to give students important opinions for their education. Thus, the true teacher must have a rich personality, rich not only in because of being equipped by nature, but also rich because of what itself has developed, accumulated and formed. In the report written by Jacques Delors "Education. There is a treasure within", we find that "lifelong education is the continuing evolution of human beings, knowledge and skills, but also its capacity for judgment and action. Education should enable a person being aware of own existence and environment as well as playing a social role in the world of work and local community. Theoretical and practical knowledge, social and behaviour skills are the four aspects of the closely related one and the same reality. Everyday life experiences with periods of intense effort to understand complex data and facts – lifelong education is the result of multidimensional dialectic". /15/

Conclusions

Today, education needs to adapt but also follow the instant changes taking place "here and now", changes that we witness and are perpetrators". /16/ Poland, like other European Union countries, is under strong pressure from world competition. These challenges require a focus of attention not only on strengthening the competitiveness of our economy,

but primarily on adjusting and improving the range and quality of education. Improving the quality of education and its popularisation is associated mainly with removing barriers limiting access to education at all stages of school, higher level and continuous education in each region. The education system should be open, both for society and the needs of the labour market as well as the education systems in other countries. Actions undertaken in the field of education will contribute not only to the personal development and fulfilment of citizens, but also to their participation in social life /17/.

Notes

- /1/ Mayor, F., *Przyszłość świata*. Warszawa: Fundacja studiów i badań edukacyjnych. Warsaw 2001, p.380
- /2/ Kukla, D, *Kształtowanie kompetencji komunikacyjnych przyszłych nauczycieli* [W:] *Kompetencja porozumiewaniu się nauczyciela akademickiego. Wielorakie perspektywy.*, Maliszewski J.W., (red.). Toruń: Adam Marszałek, Toruń 2007, p. 262
- /3/ Pelczar A., *Nauczyciel. Misja i zawód* [w:] www.rpo.gov.pl/pliki/1139859886.DOC stan na dzień 10. 07.2010
- /4/ Por. Kwieciński Z., *Edukacja wobec nadziei i zagrożeń współczesności*, Wyd. Rebis, Poznań 1998, p.14.
- /5/ Melosik Z., *Kultura instant – paradoksy pop-tożsamości*, [in:] *Pedagogika u progu trzeciego tysiąclecia. Materiały pokonferencyjne*, Nalaskowski A., Rubacha K., (red.), Wyd. BNR, Toruń 2001, p.33; pod. za. Kruk M., *Edukacja i wychowanie w dobie globalizacji*, [in:] *Edukacyjne zagrożenia i wyzwania młodego pokolenia*, Rondalska D., Zduniak A., (red.), Wyd. WSB, Poznań 2000, p.28
- /6/ Por. Wojnar I., *Światowa dekada rozwoju kulturalnego – nowe propozycje dla edukacji*, [in:] *Edukacja wobec wyzwań XXI wieku*, Kubin J., Wojnar I., (red.), Wyd. Elipsa, Warszawa 1998, p.141
- /7/ Cyt. Wojnar I., pod. za. Banach Cz., *Edukacja obywatelska wobec transformacji systemowej i globalnych wyzwań cywilizacyjnych*, [w:] *Edukacja wobec wyzwań XXI wieku*, Kubin J., Wojnar I., (red.), Wyd. Elipsa, Warszawa 1998, p.395
- /8/ Szymański M.J., *Edukacyjne wyzwania globalizacyjne*, [w:] *Edukacja*, nr4/ 2002, p.9
- /9/ Por. Leśniak M., *Edukacja na tle procesów globalizacyjnych*, artykuł opublikowany na stronie Małopolskiego Centrum Edukacji, www.malopolska.edu.pl, of 26.06.2009
- /10/ Mead M., *Kultura i tożsamość. Studium dystansu międzypokoleniowego*, Wyd. PWN, Warsaw 2000, p.121
- /11/ Por. Biała Księga. *Nauczanie i uczenie się na drodze do uczącego się społeczeństwa*, Wyd. TWP, Warsaw 1997, p. 45- 48

- /12/ Delors J., Edukacja. Jest w niej ukryty skarb. Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Stowarzyszenie Oświatowców Polskich Wydawnictwa UNESCO, Warszawa 1998, p. 85-86, por. też, Hejnicka-Bezwińska T, O zmianach w edukacji, Wyd. AB, Bydgoszcz 2000, p. 56-57.
- /13/ Za Półturzycki J., Edukacja ustawiczna a rozwój i przemiany dydaktyki, [w:] Edukacyjne dyskursy, <http://ip.univ.szczecin.pl/~edipp> – of 30.10. 2006
- /14/ Właźlik, B., Fischer, B. Kompetencje nauczyciela w zreformowanym systemie edukacji, In: *Kompetencje zawodowe nauczycieli i jakość kształcenia w dobie przemian edukacyjnych*. Opole:2005 Wyd.UO, . p.158-159
- /15/ Cyt.: Delors J., Edukacja. Jest w niej ukryty skarb. Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Stowarzyszenie Oświatowców Polskich Wydawnictwa UNESCO, Warsaw 1998, p. 102.
- /16/ Kukla, D. Kształtowanie kompetencji komunikacyjnych przyszłych nauczycieli. In: *Kompetencja w porozumiewaniu się nauczyciela akademickiego. Wielorakie perspektywy*. Toruń: 2007, Wyd. Adam Marszałek.. p.262, por. też Kukla D., Preorientacja i orientacja zawodowa w edukacji, Wyd. Oficyna Brzeska, Warszawa 2010, p.19
- /17/ Biuletyn Rady Społecznej, nr 2/2005, p.44
6. Kwieciński Z., Edukacja wobec nadziei i zagrożeń współczesności, Wyd. Rebis, Poznań 1998,
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