

<https://doi.org/10.28925/2518-7635.2021.65>

PRACTICAL TRAINING OF STUDENTS AT POLISH UNIVERSITIES USING WSG UNIVERSITY IN BYDGOSZCZ AS AN EXAMPLE

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ABSTRACT

Reflections about strategic development of vocational education require not only a reliable diagnosis of selected socioeconomic conditions, but all the above forecasts based on this diagnosis. Modern education is a symbiosis of relations with its socioeconomic environment. In recent years these relations have been generally one-sided, the so called environment has tried to influence the directions and programs of vocational education. As a result, educational institutions have been under pressure from the labor market. Nowadays, there is the two-side connection in which institutions of vocational education begin to affect — through their graduates — the labor market.

Keywords: *students; universities; practical training; educational offer; qualification system; higher education.*

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INTRODUCTION

Since 1990, higher education in Poland had undergone significant changes. Giving to universities full independence, legal norms had caused significant expansion of the educational offer. However, in the era of demographic decline, the question remains, which universities will remain on the market — those who have the most original offer, the largest, the longest or, perhaps, the most respectable one?

There are changes that came into force on September 1, 2012 the main goals of which are: adaptation of vocational education to needs of changing Polish and European labor market, more opportunities to change professions and gain new qualifications, opening to the new forms of education.

ANALYSIS OF RELEVANT RESEARCH

From the 2019/2020 academic year, an amendment to the Law on Higher Education adopted by the Sejm in 2019 will be implemented in Poland, which continues to develop the implementation of the qualification system in higher education, which has been introduced in Poland since 2006. The qualifications system was initiated by the Working Group and since 2009 has been implemented within the framework of the project “National Qualifications Framework in Higher Education as an Instrument for Improving the Quality of Education”, implemented by the Ministry of Science and Higher Education. Thanks to the amendment, universities have gained more autonomy in creating curricula. Universities can now plan their own areas of study — to determine their name and program, however, taking into consideration the relevant principles of the National and European Qualifications Framework for higher education.

The aim of the article is to analyze and identify the main aspects of training of students in Polish universities.

From the above considerations regarding the relationship between universities and labor markets, it is necessary to highlight the missionary activities of universities that teach students of the humanities, arts, etc., which are significant for the preservation and development of national culture and preservation of national identity. However, a specific number of the best departments working in these areas should be selected and funded under a separate system.

BACKGROUND

Polish technical universities are little adapted to the changes in the world economy. They still offer specialized engineering researches, when in many fields changes in technology occur so quickly that, as a result, the university graduate has an outdated program of knowledge at the time of graduation. The structure of the program is developed by the researchers interested in the implementation of the full curriculum, which significantly limits the possibility of action to adapt technical training programs to the needs of the economy, and especially industries. In the near future, less specialized training programs will become increasingly important, which will allow graduates to easily adapt to the specific needs of manufacturing companies and to control current production processes. There will be less need for highly specialized master degree's programs, preparing graduates to work in research or production research laboratories (Moravian, 2009, p. 61).

It is well-known that “thanks to the organization works and for the environment.” The environment of the organization is understood as a set of entities and factors that affect it, especially in the long prospective. It is necessary to take into consideration their impact on achieving the goals

of the organization. In the process of analyzing its environment, the organization recognizes the specific subjects and structures which it must deal with and which it must take into account — these are stakeholders who must have a real impact, among others, to form a learning proposal. The stakeholders of the modern universities are, among others, regional companies and institutions, specialists and practitioners, university graduates, higher secondary schools, university workers, and other universities (generally outside the region) (Novatchyk, Sobolevskiy, 2011, p. 58).

METHODOLOGY

Preparing students for the requirements of the labor market prevents its opacity. Universities have relied largely on “their own intuition.” The imperfection of existing sources and forecasts was manifested in very large differences in the expected growth in demand for work, even among very popular specialists in information technology and health care. Also, researches conducted by university career offices have shown that the structure of requirements for employees with higher education is likely to be different from the structure of education. It is possible that the announced changes will improve the situation in this regard.

As a rule, it is believed that only universities that develop their own development strategy according to the regional policy will have a strong position in the region. This approach has many advantages, but there are circumstances that prevent it:

- different and dynamically differentiating time range of the university’s influence in the territorial context;
- competition in the education market, which has a supraregional sphere, as well as an international;
- globalization of the economy and the need to cooperate with enterprises regardless to their location;
- increasing labor mobility in the labor market, even in a cross-sectoral context.

To restore the university’s contacts with local business it is necessary:

- disseminate regional, interactive portals of scientific and technical proposals managed by universities in cooperation with local governments;
- appoint innovative intermediaries in universities to help entrepreneurs recognize the opportunities of the science sector, in particular research projects implemented in universities, the results of which can be used in companies;
- to introduce integrations of existing research laboratories at faculties with industrial ones in order to solve interdisciplinary problems;
- to implement systemic solutions to support the employment of young researchers (graduate students) in enterprises and experienced representatives of the industry — in universities;

- to regulate by the relevant normative act the possibility of including research and development activities in the costs of the entrepreneur (Moravian, 2009, p. 60).

Vacancy fairs have been a constant element of the university's cooperation with employers for several years now. They are usually organized by student career offices and local authorities. They give students and graduates the opportunity to:

- get information about companies operating in this area of the region and throughout the country;
- get a place for study, internship, work;
- establish direct contact with the employer;
- establish contact with employment agencies that help, given the profile of the student's competence, find the best place to work.

They give companies the opportunity to:

- get free promotion of the companies and their products;
- acquisition of the best job candidates;
- establish contacts with the university and its employees;
- establish direct contact with other companies (Moravian, 2009, p. 60).

The universality of higher education means that the state ceases to be the recipient of the educational services, and it becomes a student-client (Learning organization). It is the choice of students who are aware of their decisions, seek in the open world the profile and the level of education that will determine the quantitative and qualitative nature of the higher education. For substantive and ideological reasons, the state will be able to reasonably support this new qualitative agreement by subsidizing the student-client, which will choose the direction of financing the educational service. Competition in finding the desired number of student-clients should lead to the creation of a comprehensive offer in which the course will be only a part, along with such other components, as accommodation, food, entertainment, individual development, etc., in addition to the educational service. "Academic culture" will begin to develop into the direction of a commercialized world of marketing. There will be a change in the value system of the academic environment, in which the student will be the central figure, not the university with its own system of strict rules. International competition, the economic independence of the university, the sovereignty of student decisions and the process of cultural change in the academic environment will turn universities into economic centers. Funds received by universities — including entities and material subsidies from the state — will have to be significantly complemented by the economic environment. If there is no feedback between universities and the economy, much of the training will go to the corporation. Higher education centers are increasingly appearing in business units. If the current system is not open to market conditions, higher education may lose an important link in its economic development. However, this does not mean that universities should become corporations with the ultimate goal

of creating material values and making a profit. An economically independent training unit should be prepared to accept tasks and resources for research from businesses. It requires far-reaching changes in the law on the protection of intangible assets and the ability to benefit from them in partnership with both legal entities and individuals.

MAIN RESULTS

All considerations regarding the participation of economic entities in the process of higher education, as well as the potential benefits that the economic sector will receive from the general education system, should be based on the assumption that education is paid. A separate issue that does not fall within the scope of these considerations is the system of state subsidies, which may partially or fully cover the costs of higher education. The method of financing and subsidizing the private sector must also be subject to the relevant rules. The main assumption for these considerations should be the principle of unlimited support, possibly based solely on commercial principles. The presence of the state and its departments in the higher education system should be systematically excluded. The presence of the state and its departments in the higher education system should be systematically excluded. The essence of the problem will remain the quality, efficiency and — finally — the usefulness of education. Managing universities in a competitive environment will undoubtedly require revolutionary and painful changes for the environment. However, there are no arguments to suggest that higher education and its environment do not have a market economy (Bogadzh, 2011, p. 282).

Currently, education in economic categories is often described by calling knowledge a commodity that operates in a particular education market. A characteristic feature of the market is the presence of competition. So there are different sources and different providers of knowledge. Universities and other colleges are the main, but not the only, providers of knowledge. Thus, in order to maintain their position, not necessarily dominant, but at least one that still attracts students, universities must adapt to the increased demands on them.

Fast-growing companies and services need an increasing number of highly qualified people, who could work in knowledge-based professions rather than manual skills. Hence the great interest of adults in studying at universities. However, not all universities seem to notice these needs. That is why recently, especially in the west, corporate universities are beginning to appear, becoming increasingly popular. These are universities created by the industry. For example, in the United States and the United Kingdom, corporations set up their own educational institutions, such as Disney or Motorola in the United States, British Aerospace, and British Telecom in the United Kingdom. These corporations have the knowledge, finances and workers to conduct specialized training. However, they do not only train their employees, but participate in the initial training of students, without any

guarantee that they will work in the company after graduation. This is a new idea, but in the history of universities there have been various founders — the Church, the state, leading politicians, and now large corporations. In addition, the growing popularity of distance learning, postgraduate, distance learning, combined with on-the-job training, etc. requires access to such forms of higher education. Adults are interested in such training because they will be able to study at a time and place convenient for them, which will allow them to perform daily activities that they cannot change or cancel, in addition, they will work in the company after graduation.

Higher education, in order to meet the educational needs of adults, must become a place of lifelong learning. The process of this change, however, is multi-stage and includes many elements of higher education. These changes mainly concern:

- a more flexible approach to the conditions of admission to study,
- development of distance education,
- development and modernization of teaching methods,
- creating a system that allows you to take the experience gained by adults in an informal context,
- bringing universities closer to local communities in the economic environment (Frąckowiak, 2011, p. 43).

CONCLUSIONS AND PROSPECTS

The Polish higher education system, if it is to meet the challenges of development, must consist of two permanently connected sectors: state and non-state. This is funding for higher education, both public and private, from public and private funds. Public and private universities must compete on an equal footing with public and private money. The principles of fair competition also require participation in the same accreditation procedure and fair informing of candidates about the success of graduates in the labor market. Thus, lifelong learning cannot be directed only at students, but first and foremost at the higher education system itself, which must be constantly evolving and improving.

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ПРАКТИЧНА ПІДГОТОВКА СТУДЕНТІВ: ДОСВІД ПОЛЬСЬКИХ УНІВЕРСИТЕТІВ

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Роздуми про стратегічний розвиток професійно-технічної освіти вимагають не лише достовірної діагностики окремих соціально-економічних умов, а й усіх прогнозів на основі цього діагнозу. Сучасна освіта є симбіозом відносин з її соціально-економічним середовищем. Останніми роками ці відносини загалом були односторонніми, так зване середовище намагалося вплинути на напрями та програми професійної освіти. Як наслідок, заклади вищої освіти зазнали тиску з боку ринку праці. Нині існує двосторонній зв'язок, у якому заклади професійної освіти через своїх випускників починають впливати на ринок праці. Польська система вищої освіти, щоб відповідати викликам розвитку, має складатися з двох постійно пов'язаних секторів: державного та недержавного. Це фінансування вищої освіти, як державної, так і приватної, з державних і приватних коштів. Державні та приватні університети повинні конкурувати на рівних з державними та приватними. Принципи чесної конкуренції також вимагають участі в тій самій процедурі акредитації та справедливого інформування кандидатів про успіхи випускників на ринку праці. Таким чином, навчання впродовж життя не може бути спрямоване лише на студентів, а насамперед на саму систему вищої освіти, яка має постійно розвиватися та вдосконалюватися.

Ключові слова: студенти; університети; практичний тренінг; освітня пропозиція; система кваліфікації; вища освіта.

Received: 05.11.2021

Accepted: 23.12.2021