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To the readers of “The Modern Higher Education Review” international journal

The development of the European Higher Education Area and the European Research Area is becoming increasingly important for Ukraine. Higher education becomes a field for complex research and systematic analysis. The international scientific community unites efforts in higher education studies as one of the most powerful means of problems solving of globalization, migration, labour market mobility, intercultural education. Educational policy in Ukraine sets a goal to reform national higher education system in accordance with the European Higher Education Area and European Research Area standards. Ukrainian scientists together with European colleagues are investigating the problems of modern higher education development in the context of European integration and trends in preserving national traditions.

“The Modern Higher Education Review” journal aims to promote joint research and information exchange by scientists from different countries. We hope that this journal will facilitate cooperation between Ukrainian, European and scientists of the world.

*Sincerely,
Editor in Chief*

CONTINUOUS PROFESSIONAL EDUCATION: THEORY AND PRATICE

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QUALITY OF BASIC, TERTIARY EDUCATION AND ADULT LEARNING IN THE EUROPEAN UNION: THE KEY TRENDS

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ABSTRACT

The quality of education and training is considered in the European Union (EU) as a subject of the highest political priority. In all member states high levels of professional skills, social competencies and knowledge are considered to be the very basic conditions for active citizenship, social cohesion and employment. High quality of education and lifelong learning are the most important means of shaping one's future on a professional and personal level — they are essential in the light of labour market strategies, and the free movement of workers within the European Union. The EU has already achieved one of its six 2019/2020 benchmarks for education and training and is close to meeting three others. The target of raising the share of the population aged 30 to 34 that has completed tertiary or equivalent education to at least 40 % was met in 2019. In addition, the EU is well on track to meeting its 2019/2020 benchmarks for early leavers from education and training and for early childhood education and care. The share of employed recent graduates has also increased over the past five years. However, the situation is less favourable as regards the remaining two others benchmarks: education outcomes — as measured by pupil's performance in the Programme for International Student Assessment (PISA) study for reading, maths and science — are moving away from the respective EU target. Moreover,

due to the stagnation in the proportion of adults participating in the learning process, the benchmark of raising this share to 15 % in the years to come will likely be missed.

Key words: *education; competences; participation; sustainable development; training*

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INTRODUCTION

The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs), adopted by the United Nations General Assembly in 2015, have given a new impetus to global efforts to achieve sustainable development. The EU has fully committed itself to delivering on the 2030 Agenda, as outlined in the reflection paper: *Towards a Sustainable Europe by 2030* (European Commission, 2019a).

Sustainable Development Goal 4 (SDG 4) seeks to ensure access to equitable and quality education through all stages of life. In addition to formal qualifications, SDG 4 aims to increase the number of youths and adults having relevant skills for employment, decent jobs and entrepreneurship. Furthermore, SDG 4 envisions the elimination of gender and income inequalities in access to full education. The achievement of universal literacy and numeracy, and the acquisition of knowledge and skills to promote sustainable development are also considered crucial for empowering people to live independent, healthy, and sustainable lives. To accelerate progress with all these objectives, SDG 4 calls for building and upgrading educational facilities, expanding the number of higher education scholarships available to developing countries and increasing the supply of the most qualified teachers.

Monitoring SDG 4 in an European Union context focuses on basic education, tertiary education and adult learning. The collected data suggests that the EU has made significant progress in increasing participation in basic and tertiary education. However, over the past few years, progress in adult learning has been much slower, and the percentage of underachievers in the Programme for International Student Assessment (PISA) tests has further deteriorated.

PROBLEM STATEMENT

Taking into account methodological point of view let us say that sustainable development — and a quality education, training and learning as its core elements — are firmly anchored in the European Treaties and are at the heart of European policy for a long time. The EU is fully committed to playing an active role to maximise progress towards the Sustainable Development Goals. That's why this publication is based on Eurostat's regular reports

monitoring progress towards the SDGs in a quality of education and learning contexts. The analysis in this publication builds on the EU SDG indicator set, developed in cooperation with a large number of stakeholders and summarized in Eurostat's regular reports. The indicator set — including the quality of education and learning processes understood as SDG 4 — comprises around 20 different indicators focused on aspects that are especially relevant from an EU perspective. The monitoring regular reports provide a statistical presentation of key trends relating to the quality of basic, tertiary education and adult learning in the European Union over the past five years (short — term) and sometimes, when sufficient data are available, even over the past fifteen years (long — term). The indicator trends are described on the basis of a set of specific quantitative rules.

BASIC EDUCATION

Basic education covers the earliest stages in a child's educational pathway, ranging from early childhood education to primary and secondary education. An inclusive and quality education for all that eliminates school segregation is an essential element of sustainable development. Because leaving school early has a big impact on a personal life SDG 4 calls not only for all girls and boys to have full access to primary and secondary education, but also to be able to complete their schooling. People with low levels of education may face greater difficulties in the labour market and are more likely to live in poverty and social exclusion (European Commission, 2018, p. 18).

Furthermore, SDG 4 mainly focuses on granting greater and more equitable access to education and training and ensuring its high quality. An important objective of this goal is that education systems deliver high levels of numeracy and literacy and enable other basic skills to be successfully acquired. The indicators selected for monitoring these topics show that while participation rates in basic education have improved across the EU over the past few years but learning outcomes have developed less favourably.

The European Pillar of Social Rights is about delivering new and more effective rights for citizens in the field of education, particularly via its principles on education, training and life-long learning and on childcare and support to children.

Education and training 2020 (European Commission, 2019, p. 12) is the strategic framework for European cooperation in education and training. It is a forum for exchanging best practices, reciprocal learning, gathering and disseminating information and evidence of what works, as well as advice and support for policy reforms. The framework takes into consideration the whole spectrum of education and training systems from a lifelong perspective, covering all levels and contexts (including non-formal and informal learning). Education and training 2020 defines several benchmarks that guide the analysis of this chapter.

Early childhood education and care is usually the first step in a child's educational pathway. Quality early childhood education and care provides an essential foundation for future educational achievements and effective adult learning. It also lays the foundations for later success in life in terms well-being, employability and social integration, especially for children from disadvantaged backgrounds. Investment in pre-primary education also has a beneficial medium to long-term impact, as it is more likely to help children from low socio-economic backgrounds than investment at later educational stages (European Commission, 2014, p. 19).

As a consequence, the education and training 2020 framework has set a benchmark at EU level (there are no national targets) to ensure that 95 % of children aged between four and the starting age of compulsory education participate in early childhood education and care programs. In the EU, the degree of participation in early childhood education has steadily increased since 2003, and the education and training 2020 benchmark of 95 % had already been reached in 2017, with a rate of 95.4 %, although cross-country differences still persist.

Early leaving from education and training has reduced significantly since 2002, but progress has stagnated over the past few years.

In modern society, upper secondary education is considered the necessary minimum for full participation in society, and a condition for lifelong learning and for finding a job with sufficient income (European Commission, 2017, p. 56). The education and training 2020 framework has consequently set a benchmark for the EU to reduce the share of early leavers from education and training programs — referring to persons aged 18 to 24 who have completed at most lower secondary education and who are not involved in any further education or training projects — to below 10 % by 2020. Since 2002, the early leavers from education and training rate has fallen almost continuously in the EU, albeit more slowly in recent years. The stagnation from 2017 to 2018, however, has put the European Union slightly off its path to meeting the education and training 2020 benchmark.

Across the EU, The European Social Fund is financing initiatives to improve education and training and ensure young people complete their education and gain the skills to make them more competitive in the job market. Reducing early school leaving is a major priority here, along with improving vocational training and tertiary education opportunities.

Despite improved participation rates, education outcomes in reading, maths and science have deteriorated.

Besides educational attainment in general, achieving a certain level of proficiency in basic skills is a key objective of all educational systems. Basic skills, such as reading a simple text or performing simple calculations, provide the foundations for learning, gaining specialized skills and personal development. People need these skills to complete basic tasks and to participate fully in and contribute to society. The consequences of underachievement,

if it is not tackled successfully, will be costly in the long run, both for individuals and for society as a whole (European Commission, 2016, p. 3). Various factors contribute to underachievement, such as an unfavorable school climate, violence in schools, insufficient learning support or poor teacher-pupil relationship.

The indicator on underachievement in reading, maths and science provides key insights into the performance of school systems and pupil's basic skill attainment. The education and training 2020 framework acknowledges the increasing importance of these individual skills and has set a target to reduce the share of 15-year olds achieving low levels of reading, maths and science to less than 15 %. In 2015, for each of these skills, about every fifth 15-year old pupil showed insufficient abilities. Test results were best for reading, with a 19.7 % share of low achievers, followed by science with 20.6 % and maths with 22.2 %. Compared with 2012, this is a step backward, indicating that the EU is facing significant challenges in all three domains when it comes to reaching the 2020/2021 benchmark.

Generally speaking, young women stay longer in education and training and show better reading skills — the aggregated figures presented in above mentioned materials mask considerable gender differences in some of these areas. While there are no differences between boys and girls in early childhood education and care, there is significant disparity when it comes to early leavers from education and training. With a rate of 12.2 % in 2018, more young men had left education and training early than young women, whose rate was 8.9 %. Although this gap narrowed between 2004 and 2016, it widened again in the last three years and remained substantial, at 3.3 percentage points in 2018. Gender differences can also be observed for reading skills, with girls clearly outperforming boys. While 15.9 % of 15-year-old girls scored low in this domain in 2015, the share of low-achieving boys was 23.5 %. In contrast, gender gaps in maths and science remained negligible.

The New Skills Agenda for Europe (European Commission, 2020) adopted by the European Commission on 10 June 2016, launched ten actions to make the right training, skills and support available to people in the EU. The goals and actions on the Agenda are set out in the Commission Communication: A New Skills Agenda for Europe (European Commission, 2016).

All EU countries have committed to the implementation of the Youth Guarantee (The European Commission, 2020) in a Council Recommendation of April 2013 (European Commission, 2013). The Youth Guarantee aims to ensure that all young people under the age of 25 years receive a good quality offer of employment, continued education, apprenticeship and traineeship within four months of becoming unemployed or leaving formal education.

Young people with disabilities or from a migrant background show significantly lower educational attainment. People with disabilities — those who are limited in work activity because of a long-standing health problem or a basic activity difficulty (such as sight, hearing, walking or communicating difficulties) — appear extremely disadvantaged as far as early leavers

from education and training is concerned. In 2016, 23.6 % of people with disabilities had left education and training early, compared with 11.0 % of young people without disabilities (Grammenos, 2018). Also, young people from a migrant background — those either born outside the country or with foreign-born parents — face difficulties in their schooling. As far as early leavers from education and training is concerned, there is a clear evidence that young people from a migrant background tend to find it more difficult to complete their education than the native population.

In 2018, the share of early school leavers was twice as high for people born outside the EU than for people studying in their country of birth. Most at risk are foreign-born men, with early leavers from education and training rate of 22.8 % (European Commission, 2019, p. 99). Young people from a migrant background also have a higher risk of underperforming at school. In almost all EU Member States, the difference in the share of low achievers between first-generation immigrant students and their non-immigrant counterparts was substantial in 2015, in some countries amounting to as much as 25 to 33 percentage points (European Commission, 2016, p.20).

Early leavers and low-educated young people face particularly severe problems in the labour market. In general — young people (aged 15-29 years) are among the most vulnerable groups, facing low employment rates and being generally less well attached to the labour market (for example, due to temporary contracts). Yet, jobs for young people are not only important for social, economic and political inclusion. A person's lifelong earnings are influenced by his or her first job, and people with poor job prospects risk falling into "low-pay traps". Young people who are neither in employment nor in education and training might lack skills and suffer from erosion of competences.

Therefore, they are at an even higher risk of labour market and social exclusion and are more likely to depend on social benefits. In the EU, the neither in employment nor in education and training rate for 15 to 29-year-olds improved between 2002 and 2008, falling from 15.6 % to 13.1 %. It went back up due to the economic crisis, to 15.9 % in 2012 and 2013, but has been falling again since 2014, reaching 12.9 % in 2018.

Early leavers and low-educated young people face particularly severe problems in the labour market. About 52.8 % of 18 to 24-year-olds with at most lower secondary education and who were not in any education or training were either unemployed or inactive in 2018. Moreover, the situation for early leavers has worsened over time. Between 2008 and 2018, the share of 18 to 24-year-olds early leavers who were not employed but wanted to work grew rapidly from 30.6 % to 33.0 % (European Commission, 2019, p. 100).

TERTIARY EDUCATION

Continuing education after the basic level is important because people with higher qualifications are more likely to be employed and less likely to face

poverty in a knowledge — based economy. Therefore, investing efficiently in education and training systems that deliver high-quality and up-to-date services lays the foundations for a country's prosperity. Moreover, employment rates are generally higher for highly educated people. Conversely, low levels of tertiary educational attainment can hinder competitiveness, innovation and productivity, and undermine growth potential. The two indicators selected for this sub-theme show that EU has already met its target for tertiary education and is well on track to meet its target for placing recent graduates in the labour market.

The share of the population with tertiary education has reached the education and training 2020 benchmark.

The Europe 2020 strategy and the education and training 2020 framework aim to raise the share of the population aged 30 to 34 that has completed tertiary or equivalent education to at least 40 %. In the European Union as a whole, this share has increased considerably since 2002, by 17.1 percentage points. With a rate of 40.7 % in 2018, the EU has already met the target two years in advance. The share of 30 to 34 year-olds with tertiary education has been growing steadily since 2002 in all Member States, which — to some extent — reflects their investment in higher education to meet demand for a more skilled labour force. Moreover, some countries shifted to shorter degree programs following the implementation of the Bologna process reforms¹.

The Europe 2020 strategy was adopted as a strategy for jobs and smart, sustainable and inclusive growth. Both benchmarks on early school leaving and tertiary educational attainment are included as two of its headline targets (European Commission, 2010).

In addition to increasing tertiary education, the education and training 2020 framework acknowledges the important role of education and training in raising employability. It has set a benchmark that at least 82 % of recent graduates aged 20 to 34 years should have found employment within three years of leaving education and training. In the EU, the employment rate of recent graduates from at least upper secondary education and not in any education or training has increased steadily since 2013, reaching 81.6 % in 2018. Although the rate has not yet regained the pre-economic crisis peak of 82 % in 2008, the EU was well on track to meeting the 2020 target of 82 % even taking in consideration the outbreak of COVID-19.

Overall, employment rates rise with educational level, indicating that a person with higher educational attainment has a comparative advantage on the labour market. In 2018, the employment rate of recent graduates with tertiary education (International standard classification of education — ISCED 2011, levels 5-8) was 8.7 percentage points higher than for people from the same

¹ The Bologna process put in motion a series reforms to make European higher education more compatible, comparable, competitive and attractive for students. Its main objectives were: the introduction of a three-cycle degree system (bachelor, master and doctorate); quality assurance and recognition of qualifications and periods of study.

age group with only medium educational attainment (ISCED 2011, levels 3 and 4). This gap has narrowed since 2011, when it amounted to 11.3 percentage points.

There is also a clear difference between the program orientation of ISCED level 3 and 4. While the employment rate of recent graduates for the general orientation stood at 66.3 % in 2018, it was at 79.5 % for the vocational orientation in the same year. Some of the difference between the lower educated cohort and the tertiary graduates may be linked to the latter deciding to take jobs for which they were over-qualified in order to get into the labour market. Thereby, they are boosting the employment rate for tertiary graduates while at the same time lowering the rate for other graduates. This may be especially important in those cases where labour market demand is still subdued due to the economic crises caused by the actual outbreak of COVID-19 (Eurostat, 2021).

Generally speaking, women achieve higher tertiary education attainment rates, but male graduates are more likely to find employment.

Despite the overall positive trend in tertiary educational attainment, the gender gap had unsurprisingly widened significantly across the EU. While in 2002 the share of 30-to-34- year-olds who had completed tertiary education was similar for women (24.5 %) and men (22.6 %), the increase up to 2018 almost doubled for women. In 2018, women had already clearly exceeded the education and training 2020 benchmark, with a rate of 45.8 %. In contrast, the share among 30-to-34-year-old men was 10.1 percentage points lower at 35.7 %.

On the other hand, men were likely to find employment within three years after their graduation than their female counterparts. In 2018, the employment rate for recent male graduates (83.3 %) was higher than the rate recorded among women (80.0 %). The pattern has been apparent since 2006, but its intensity has changed over time. The largest gender gap was recorded in 2007. This gap shrank significantly with the onset of the economic crisis, but widened in 2010 and remained within the 3.3 to 4.7 percentage point range in favour of male graduates between 2010 and 2018. Some of these gender differences may be explained by the nature of the different fields typically studied by women and men (for example, a higher proportion of science and technology students tend to be male) and by differences in labour market demand for graduates with different skills (Eurostat, 2021).

People with disabilities find it harder to complete tertiary education. According to a study using the EU statistics in income and living conditions survey (EU-SILC), 29.7 % of people aged 30 to 34 with disabilities had completed tertiary or equivalent education in 2016. This is more than 10 percentage points lower than the rate for people without disabilities (Grammenos, 2018).

Foreign-born residents achieve lower tertiary attainment rates and lower recent graduate employment rates. For tertiary educational attainment there is not only a significant gender gap what was already mentioned, but also

a difference related to migrant status. In 2018, the attainment rate was 5.5 percentage points higher for native-born residents than for the foreign-born population. Within the foreign-born group, the rate was considerably lower for people from outside the EU than for those from another Member States. No clear patterns can be observed at individual country level, however. While some Member States showed gaps of more than 30 percentage points between native and foreign-born residents, others showed a reverse pattern, with the foreign-born population having higher attainment rates (European Commission, 2019, p.102).

This may reflect differences in migration patterns across Europe (both-out and in-flows), with some Member States attracting and retaining people with high skill levels and others attracting a lower-skilled population (European Commission, 2018). The foreign-born population is also disadvantaged as far as the employment status of recent graduates is concerned. In 2018, the proportion of employed recent graduates varied between the native-born and the foreign-born population by 2.6 percentage points (European Commission, 2019, p.102).

ADULT EDUCATION

Underpinning the ongoing quest for a high-quality labour force with up-to-date skills is one of the goals of adult learning. Adult education and training covers the longest time span in the process of learning throughout a person's life (data refer to people aged 25 to 64). It is crucial for maintaining good health, remaining active in the community and being fully included in all aspects of society. Moreover, it helps to improve and develop skills, adapt to technological developments, advance a career or return to the labour market (upskilling and reskilling).

Adult participation in learning remains far from the target set for 2020. The education and training 2020 framework includes a target to increase the share of 25-to-64-year-old adults participating in learning to 15 %. In 2018, this rate stood at the level of 11.1 %, having increased only slowly over the preceding five years. Pronounced increases were only observable between 2002 and 2005 and from 2012 to 2013. However, this most recent growth can mainly be attributed to a methodological change in the French Labour Force Survey in 2013². Due to the slow increase in the share of 25-to-64-year-olds participating in learning over the past five years, the EU appears unlikely to meet the 15 % benchmark by 2020. This is particularly worrisome in light of the results of the Programme for the International Assessment of Adult Competencies (PIAAC), which show that a significant number of EU adults struggle with

² INSEE, the French Statistical Office, carried out an extensive revision of the questionnaire of the Labour Force Survey. The new questionnaire was used from 1 January 2013 onwards. It has a significant effect on the level of various French LFS-indicators.

literacy, numeracy and digital skills (OECD, 2017). Available data on people's digital skills support the importance of adult learning by showing a clear relation between age and the level of digital skills. While 82 % of 16-to-24-year-olds had basic or above-basic overall digital skills in 2017, this was only the case for 65 % of 25-to-54-year-olds. In particular older people struggle with the use of digital media, with only 34 % of people aged 55 to 74 having basic or above-basic digital skills (Eurostat cit. per: European Commission, 2019c: p. 102).

Adult learning is the key subject of The Council Resolution on a renewed European agenda for adult learning (Council of The European Union, 2011). The Recommendation *Upskilling Pathways: new opportunities for adults* aims to improve adult learning provision specifically to address the needs of low-skilled/low-qualified adults (Council of The European Union, 2016). Moreover, the renewed Council Recommendation on Key Competences for Lifelong Learning, adopted in May 2018, explicitly recommends that Member States should mainstream the ambitions of the United Nations Sustainable Development Goals (SDG), in particular SDG 4.7, into education, training and learning, including by fostering the acquisition of knowledge about limiting the multifaceted nature of climate change and using natural resources in a sustainable way.

Women are more likely to participate in adult learning. In 2018, the share of 25-to-64-year-old women engaged in adult learning was two percentage points higher than of men (12.1 % compared with 10.1 %). The rate for women was not only clearly above the men's rate, it had also been improving faster, gaining 4 gradient.4 % percentage points since 2002, compared with 3.5 % percentage points for men. Younger people are more likely to participate in adult learning. While the participation rate of 25-to-34-year-olds stood at 17.8 % in 2018, it was much lower for 55-to-64-year-olds, at 6.4 % (European Commission, 2019 p. 103).

CONCLUSIONS

There is also a difference in terms of labour status, although this is less pronounced. In 2018, 11.8 % of employed people aged 25 to 64 participated in adult learning, whereas this was only the case for 10.7 % of those who were unemployed (European Commission, 2019, p. 103). This is especially worrisome as older and the unemployed are the two groups who would need adult learning the most in order to upskill/reskill and reintegrate into the labour market.

There is a clear gradient of adult participation in learning in terms of the different educational attainment levels. In 2018, adults aged 25 to 64 with at most lower secondary education were less engaged in learning (4.3 %) than those with upper secondary (8.8 %) or tertiary education (19.0 %) (European Commission, 2019, p. 103).

To sum up abovementioned considerations, we can say that the EU has already achieved one of its six 2019/2020 benchmarks for education

and training and is close to meeting three others. The target of raising the share of the population aged 30 to 34 that has completed tertiary or equivalent education to at least 40 % was met in 2019. In addition, the EU is well on track to meeting its 2019/2020 benchmarks for early leavers from education and training and for early childhood education and care. The share of employed recent graduates has also increased over the past five years. However, the situation is less favourable as regards the remaining two others benchmarks: education outcomes — as measured by pupil's performance in the PISA study for reading, maths and science — are moving away from the respective EU target. Moreover, due to the stagnation in the proportion of adults participating in the learning process, the benchmark of raising this share to 15 % in the years to come will likely be missed.

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ЯКІСТЬ БАЗОВОЇ, ВИЩОЇ ОСВІТИ ТА НАВЧАННЯ ДОРΟΣЛИХ В ЄВРОПЕЙСЬКОМУ СОЮЗІ: КЛЮЧОВІ ТЕНДЕНЦІЇ

Міхал Ціхорацький, кандидат соціології, викладач кафедри суспільних наук Університету економіки, вул. Гарбари, 2, 85-229, м. Бидгощ, Республіка Польща. michal.cichoracki@byd.pl

Якість освіти та навчання розглядається в Європейському Союзі (ЄС) як предмет найвищого політичного пріоритету. У всіх державах-членах Європейського Союзу високий рівень професійних навичок, соціальних компетенцій та знань вважаються основними умовами активної громадянської позиції, соціальної згуртованості та зайнятості. Висока якість освіти та навчання протягом усього життя є найважливішим засобом формування майбутнього на професійному та особистому рівні — вони є важливими для стратегій ринку праці та вільного пересування працівників у межах Європейського Союзу.

ЄС уже досяг одного з шести контрольних показників на 2019/2020 роки для освіти та навчання та близький до виконання трьох інших. За останні п'ять років також зросла частка працевлаштованих випускників. Однак ситуація стала менш сприятливою щодо інших двох контрольних показників: результати освіти, виміряні результатами навчання учнів у програмі міжнародного оцінювання учнів (PISA) з читання, математики та природничих наук, віддаляються від відповідної цілі ЄС. Більше того, через стагнацію частки дорослих, які беруть участь у процесі навчання, орієнтир підвищення цієї частки до 15% у найближчі роки буде пропущений.

Ключові слова: освіта; навчання; компетенції; сталий розвиток; участь.

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KAZIMIERZ MARCINIAK'S VIEWS ON SCIENCE TASKS

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ABSTRACT

This article is devoted to the person and his views on the role of scientific activity in the life of the university and its significance for the social life. Kazimierz Marciniak represented geography and he specialized in climatology and bioclimatology. His extensive academic experience, gained through studies and scientific work at several Polish universities and in the Institute of Balneology in Poznań, made him not only an excellent researcher, but also a scholar whose views on the role of science in the life of the university and in social life were influencing the generation of representatives of many sciences who worked at the WSG University in Bydgoszcz. The convictions of the scholar in question, his broad vision of science not only as an enterprise calculated on commercial values, place him among the outstanding Polish scientists and philosophers. He shared with them not only the conviction about the cognitive function of science, which was engaged in economic activity, but also noticed its highly humanistic and ennobling role in relation to the researcher, in which the creative aspects of his work are present. Scientific work also contributes to the improvement of the educational process. Participation of a student, in any form of scientific activity, shapes his intellectual and even moral skills, educates in the spirit of the culture of the word, especially the written one. In the opinion of the discussed author, the main function of science for the entire social life is to forecast phenomena. Exploratory and exploratory functions are important, however, they are subordinated to the former. His methodological and philosophical views on the structure and dynamics of scientific theories were characterised by inductivism and probabilism. Some of his views on the questions of the nature of phenomena, the structure of reality and the relation between scientific theory and reality, were not presented in an unambiguous way; it also seems that they evolved towards anti-phenomenalism, anti-foundationalism and essentialism, which distanced him from scientism, as a worldview quite characteristic of representatives of the natural sciences of the 20th century.

Keywords: *scientific research; higher education institution; educational function of science; prognostic function of science; inductivism; scientism.*

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INTRODUCTION

Kazimierz Marciniak, whose views are the subject of this article, was a scientist and a scholar, representing geography and specializing in climatology and bioclimatology, an academic teacher, but first of all the Rector and the Rector's Deputy for Education of the WSG University in Bydgoszcz. Due to the latter two functions which he held at the University, he was able not only to present his convictions concerning science, its role in higher education and in social life, but above all to assess to what extent they contribute to the intensification of scientific activity. The Professor left a permanent mark of his presence at the WSG University, not so much through permanent solutions in the area of infrastructure, but rather in the form of a specific set of ideas and convictions concerning the scientific dimension of the school's activities. The views expressed in the form of publications or verbal communication involved the academic community thus contributing both to the integration of scientific staff around certain main ideas, as well as providing justification for choosing specific directions of its development. Moreover, they provided practical guidance on how to implement specific goals arising from the University's mission. This mainly concerns opinions on improving the educational process and increasing the organisational efficiency of scientific activities (Marciniak, 2000, p. 7). At this point it is worth noting that a special place in this respect was occupied by the so-called academic imponderabilia, i.e. norms, values, symbols and academic traditions, etc., which in the literature related to management are regarded as elements of organisational culture. The author in question attached great significance to them, as they created an appropriate atmosphere for scientific activity, served the purpose of openness and the ability to listen to others, and cemented research teams (Marciniak, 2000, p. 19).

PROBLEM STATEMENT

The Professor's views became an important part of the collective awareness of the University's internal stakeholders, which affected the rapid adaptation of the University to the changing legal conditions for the functioning of higher education institutions in Poland and the progress of civilisation, which necessitated greater involvement of academic communities in the life of local communities. Thus, it is worth recalling and assessing some of the views, among others, in the context of the implementation of the reform of the higher education system in Poland, whose legal basis is the Act — Law on Higher Education of 20 July 2018, known as the 'Constitution for Science'. Apparently

the views of the author in question on science and its significance in the life of a higher education institution and in the life of society consolidate the approach contained in the aforementioned Act.

The views related to Professor Marciniak's research and scientific work were the result of his own scientific activity, including scientific expeditions to Spitzbergen, work at a scientific institute, i.e. the Balneological Institute in Poznań, and then at universities as an academic teacher (Marciniak, 2001, p. 12). Such undertakings not only served the purpose of acquiring empirical research material, but also contributed to the improvement of his own research technique. The several-month visits provided an opportunity for personal reflection on the conducted research and enabled discussions on issues related to this activity and science as such. Due to the scientific expeditions, there was a chance to confront his own views on scientific work with the views of other researchers, including those from other countries. All that taken together, i.e. his studies, Marciniak's own research work, international research experience, the high culture of scientific work at three Polish universities (the Adam Mickiewicz University, the University of Gdańsk and the University of Łódź), as well as the scientific work carried out at three colleges (the Nicolaus Copernicus University, the Kazimierz Wielki University and the WSG University), provided a comprehensive picture of what scientific work is and what it should be. Particular significance should be attributed here to the Rector's function, which required from him not only direct participation in scientific life, but above all activities of an organisational nature, issuing orders and other internal acts of law important for regulating scientific activity and forming, aptly called, the appropriate climate (organisational culture), which would favour scientific activity at the University.

The purpose of this article is to present and analyze the views of prof. Kazimierz Marciniak on the role of scientific activity, including research and scientific creativity, on the entire academic life, and in particular on the organization of the university, the implementation of educational tasks, including the development of intellectual skills, which are necessary both in research and professional work outside the university.

BACKGROUND

The analysis of the author's views on the above issues is justified as much as he was a complete scientist, i.e. he had significant scientific achievements in the field of the represented scientific discipline, he had extremely extensive knowledge in the field of university didactics and extensive experience in this field, he had well-established views on the topic of the praxeological dimension of the functioning of universities, i.e. effective management of research and educational processes. A deep humanistic dimension, extensive teaching experience and extraordinary organizational talent are the best recommendation for the presentation and analysis of his views on the above-outlined topic.

SOURCE MATERIAL

The presentation of Professor Marciniak's views on issues related to science and higher education is a kind of reconstruction. The professor did not leave behind any scientific texts relating directly to the subject matter of this article. It is difficult to ascribe to him the authorship of any concept of the legitimacy of science or, even more, having an original philosophy of science. There is no doubt, however, that he held certain views on what science is, how it has changed over time, what is its social significance, what is its role in the organisation of higher education, in shaping the minds of students, etc. He addressed the above issues in his different speeches, more or less officially, but he did so rather occasionally and spontaneously, usually during the inauguration of the academic year, jubilee celebrations of the University, meetings of the University's bodies. He referred to these topics during discussions held at meetings organised by institutions representing vocational and/or non-public universities, accompanied by state authorities. He held disputes with the author of this article during private conversations related to the subject of the tasks of the University, especially the implementation of teaching tasks and their connection with science. This does not mean, however, that he did not publish his views on science and its functions. A number of issues concerning his scientific activities can be found in materials of a journalistic nature, e.g. in interviews which were published in the university's quarterly magazine "Kurier Uczelniany". The source material constituting the basis for the article should be divided into four groups:

- 1) works of a reporting or chronicling nature, presenting the scientific and teaching activities of the organisational units in which the professor worked as a research and teaching employee,
- 2) occasional papers, prepared to commemorate the jubilee of scientific work of his masters, colleagues and co-workers, which he undertook — and this should be particularly emphasised — always with the greatest pleasure,
- 3) works of a popular science nature, printed in the university and community continuous publications, some in the form of interviews,
- 4) geography textbooks or chapters in geography textbooks on climate.

However, not all of the views of the author on science and higher education have been documented in the form of a scientific publication or even in writing. Some were presented in oral interpretation. Taking the above into account, it can be concluded that the overall source material for the study of the subject under consideration should be divided into five categories:

- 1) the above-mentioned types of works, which are relatively easy to access, as they were written in the later period of scientific and teaching work of the author in question and were published in journals or publications that reached a wider audience,

- 2) works offered to Professor Marciniak on the occasion of his 70th birthday jubilee, including articles discussing and documenting his scientific, teaching and organisational achievements,
- 3) university documents, in the form of studies, elaborations or other official documents, remaining in the University archives, the creation of which was influenced by Professor Marciniak's views on science and didactics of higher education,
- 4) unpublished and unedited notes, collected in notebooks kept by Professor Marciniak, covering almost the entire period of his employment at the WSG University, i.e. from 2000 to 2015 inclusive,
- 5) verbal testimonies obtained by the author of this text from Professor Marciniak, due to 15 years of close cooperation with him at the WSG University.

Finally, it should be said that the adopted research methodology refers to the philological analysis and the biographical analysis of the documents mentioned above. In a sense, the methods used here refer to the research traditions of Florian Znaniecki¹, who applied them in the field of sociology, and not as usual in historical or cultural studies. The methods used allow the author of this text to go beyond the so-called research intuition and interpretation, more or less referring to the principles of the hermeneutic method.

This article, although based on mainly written sources supplemented by oral testimony, is not a scientific biography and does not provide a basis for a complete description of the Professor's profile as an academic teacher, scientist or scholar. The bibliography of his scientific works includes around 250 items. It is not even sufficient to assess the contribution he made to the development of research at the WSG University in Bydgoszcz. In a sense, the work published in 2015 on the occasion of the jubilee of the establishment of the University, entitled *WSG University. 25 years of implementation of the idea of the university of entrepreneurship*, under his editorship, which is a record of 15 years of the history of the WSG University, as well as the preceding 10 years of experience and preparations for the establishment of the University, gives a more complete picture of Marciniak's achievements.

KAZIMIERZ MARCINIAK AS A SCIENTIST

The description of Professor Marciniak's views on science should started by recalling his scientific and research interests. The discussed author graduated from the faculty of geography and obtained a scientific degree in geography,

¹ Florian Wiktor Znaniecki (1882-1958) — Polish philosopher and sociologist, founder of the Polish school of sociology. co-creator of the so-called biographical method in sociology, a representative of the humanistic sociology that he created in the USA, where he lived and worked from 1939 until his death. It is worth noting that Znaniecki was for many years a professor at the University of Poznań, where Kazimierz Marciniak studied.

and his scientific speciality was climatology. This places Professor Marciniak among the representatives of:

- a) theoretical sciences, ideographic in nature²,
- b) natural sciences, as climatology deals with nature³,
- c) empirical sciences, as the research process is based on collected empirical data.

At the same time, as a climatologist, he was familiar not only with physical geography, but also with social and economic geography in its different forms, e.g. the geography of tourism, as well as with humanistic geography. The scientific discipline represented by him (geography) can be regarded as methodologically peculiar. It uses two research paradigms, which can be called respectively:

- 1) naturalistic, as it arises from the positivist spirit and is specific to the natural sciences, and
- 2) interpretative, as it arises from hermeneutic historicism, specific to the humanities.

The Professor's scientific interests evolved from his initial interest in climatology and partly also in meteorology, through bioclimatology to health tourism, which shows that the focus of his interest shifted from theoretical issues towards the applicability of the results of science in social practice, mainly related to health and the use of natural resources for health purposes. He was interested in health prevention, rehabilitation and spa treatment. Due to this, he had to extend his original interest in the climate, i.e. nature, to the man himself, considered not only in his physical dimension, but also in his psychological and spiritual dimension. The last several years of Professor Marciniak's scientific work were connected with tourism, especially health tourism and spa tourism. His first publication already, from 1971, entitled *Sightseeing near and far*, as well as organizing sightseeing trips for school children when he worked as a teacher in schools, confirm that tourism was an important area of his interest for practical reasons, and later became an area of scientific interest. This episode of several years in the field of his scientific and research interests related to tourism also opened him up to the area of social phenomena, and combined with his knowledge of the man as a bodily-spiritual being, to an anti-naturalistic research paradigm.

Discussing Professor Marciniak's views on science, it must be admitted that his extensive research interests and orientation towards tourism led him to become interested in research conducted in multidisciplinary teams. Although he never abandoned his interest in monodisciplinary research, as he always perceived himself to be a geographer and climatologist, he noticed a great role of multi- or interdisciplinary research. It is also impossible to ignore

² The distinction between ideographic (descriptive) and nomothetic (law-forming) sciences in contemporary scientific methodology and philosophy of science is being questioned, due to discrepancies and ambiguities about what scientific law is.

³ Nowadays it is believed that the climate, and more precisely its changes are influenced not only by natural but also anthropogenic factors.

the fact that he repeatedly formed research teams and led the teams many times⁴. He twice led expeditions to the Arctic, where teams from the Institute of Geography of the Nicolaus Copernicus University conducted climatological and glaciological research using the research station established there. He was, however, a representative of the old research school, which strove for scientific generalisations through inductive reasoning rather than making bold hypotheses and verifying them with research data.

His extensive scientific interests, exceeding the framework of disciplines or even fields of science, made Professor Marciniak a generalist rather than a specialist, which was conducive to addressing issues of significant importance for the life of local communities. He was interested in the issues related to the development of the metropolitan area of Bydgoszcz and Toruń, especially the development of health tourism in the Kuyavian-Pomeranian Voivodship, the development of public transport, the use of natural resources, alternative sources of energy such as wind, geothermal waters, etc. He freely discussed issues beyond his purely scientific interests. He was particularly interested and opened towards the development of information technology, as well as the computerisation of different areas of life. He was very impressed by the dynamics of the development of this discipline of science, as well as by the scope of its practical applications in all areas of life, including science.

THE ROLE OF SCIENCE IN HIGHER EDUCATION INSTITUTIONS

Nowadays, higher education and science are sectors with a high impact on the whole of economic life. Economic and social innovation are significantly dependent on contemporary science, and the labour market is looking for people with modern and versatile competencies, which only university graduates possess. Science gives birth to scientific discoveries that contribute to the emergence of groundbreaking economic and social innovations. Due to cooperation between science and business, people of science get involved in solving problems of the socio-economic environment, which in turn fosters innovation. The growing expectations of the economy and, importantly, of the state's social policy towards higher education perceive higher education as a factor which will contribute to balancing the labour market through the inflow of appropriately educated staff to build a knowledge-based economy.

Undoubtedly, Professor Marciniak's views were shaped by his experience gained at classical universities, i.e. modelled on the concept (model) of Wilhelm von Humboldt. He was certainly familiar with other models, e.g. the model of the elite university (the so-called Oxbridge model) or the French model

⁴ The author personally took part in four expeditions to Spitsbergen, conducting research on the Arctic climate. During the expedition in 1978, he was one of the initiators of biometeorological and topoclimatic research in the area of the Waldemar Glacier.

(e.g. *grandes écoles*) of highly specialised universities, partly implemented in Poland in the form of, for example, medical or agricultural academies. The former model treated scientific research as the foundation and main task of a university, and the educational process took place in conjunction with the scientific research of the university staff. In a word, the strength and position of a university lies in the strength and position of the scientific achievements of its staff. Particular significance should be attributed to the model of the so-called university of entrepreneurship, also called the third generation university. The latter, in spite of the fact that it basically only supplemented the classical model with broadly understood academic entrepreneurship, in fact led to a different profiling of the place of science and scientific activity at the university. In the opinion of the discussed author under, these activities were integrally connected with higher education, regardless of whether it was of a university, academic or so-called vocational nature. «Academisation» was one of the key terms frequently used by Professor Marciniak, which had a number of various contents, but the most important one concerned the need for scientific activity, which in general is a distinctive feature of a university among the whole spectrum of education, including schools belonging to the sector called, according to the Polish tradition, «education». The statements of the author were formed through the prism of natural research, which does not mean that he was not familiar with the most important achievements and peculiarities of the methodology of other sciences, especially social and legal ones.

Higher education institutions are increasingly required to provide up-to-date knowledge, preferably of a practical nature, and to develop unique skills which will provide staff for the most developing sectors such as IT, telecommunications, robotics, biotechnology etc. The vision of science being absorbed by technology and the increasingly visible symptoms of the formation of a conglomerate called technoscience was probably not the dream of the author in question. Apparently in his opinion, it destroys the autonomy of science, makes science dependent on technology, limits it and, in a way, distorts it. The emergence of technoscience will consequently lead science beyond the walls of the university, to international corporations.

Although the Professor was not a supporter of the classical view that a scientist seeks scientific knowledge for its own sake, i.e. knowledge for knowledge's sake, as the Latin maxim *scire propter scire* states, he perceived the subjective dimension of scientific work, which not only serves to form and enhance research skills, but also to form intellectual and moral skills that ennoble a person as a human being. Therefore, science practised within the walls of a university, considered from the subjective point of view, constitutes an educational tool. Students learning to carry out scientific research, getting to know the so-called 'scientist's kitchen', through imitation acquire not only research skills, but also attitudes typical for scientists, which are also characteristic for an enlightened and cultured man. It may seem slightly strange, but in the end, practising science in a university has a deeply rooted humanistic dimension. This aspect of scientific

activity is indicated by Stanisław Kamiński in his important, from the point of view of the philosophy and history of science, work «The concept of science and the classification of sciences». He points out that the inclination to carry out scientific research is, in a way, inscribed in the human genotype, and therefore, it stems not only, or at least not exclusively, from man's existential needs but also from his rational nature. The human being wants to understand the natural world and strives to understand his being, also as a being that has cognitive abilities (Kamiński, 1981, p. 210).

The human being as a researcher and creator is a phenomenon no less interesting than nature itself. The discovery not only blunted the clinging to facts, but opened the author to the peculiar artefact, which is a text, especially a scientific one. The spoken and written word became the area on which he focused his attention and criticism, searching for various interpretations and meanings. At the end of his life the style of scientific writing became his favourite area of interest. He was very sensitive to any mistakes in the verbal communication of ideas, meticulous and critical in his assessment of scientific creation, but also eager to help others. He believed that scientific work, like scientific inquiry, also has a humanistic dimension, which shapes young people in the culture of the word and teaches them reverence for the word, especially the written one.

SOCIAL SIGNIFICANCE OF SCIENCE

Kazimierz Marciniak, as befits a natural scientist and the main trends in the practice of science in the second half of the 20th century, matured scientifically in the cult of science and in the belief in its omnipotence. Kazimierz Marciniak, as befits a natural scientist and the main tendencies in the practice of science in the second half of the 20th century, matured scientifically in the cult of science and in the belief in its omnipotence. In a sense, this belief, rooted in positivism, is a natural drive for scientific activity. This conviction that science drives social progress and is an important factor in improving the quality of life accompanied him for the rest of his life. However, he broke with the (neo)positivist belief in the omnipotence of science and its ability to solve all human problems, not only social or material and existential ones, but also cognitive ones. Nevertheless, his vision of science was rather pragmatic; he perceived it as a tool for human action. He believed that science should not only investigate the truth about the world, i.e. state and describe facts, explain and establish regularities, but also create a scientific theory (mathematical models), due to which it is possible to predict (forecast) events. Science should not only have a cognitive value, but above all, it should serve people and bring them benefits. However, the Professor was not engrossed in the passion for finding applications of the achievements of science. He did not mind the commercialization of the results of scientific research, but it was not a challenge for him, which might be expected of him in the case of holding important academic functions.

Although he acknowledged the exploratory function of science, and in particular saw in scientific theory a kind of representation of a fragment of reality, allowing for a deeper insight into phenomena and interrelations between them, he did not overestimate its significance unless it led to practical applications, e.g. creation of technologies or forecasts that would serve man. The mere explanation of facts, including the search for cause-and-effect relations or correlations, was for him an important, but not the final stage of scientific work. In a word, in his view of the role of science for society, it was less important to explain phenomena and much more important to make predictions about how things would turn out.

In the field of philosophical issues, i.e. those included in the philosophy of natural sciences, it is worth paying attention to the question of functions attributed to those sciences. In this matter Professor Marciniak was, as stated above, an heir of modern tendencies. In his opinion, the prognostic function is the main function of natural sciences, and even science as such. Predicting future events constitutes basically the most important task facing science. He did not question the exploratory function, but understood it as a stage of research work. It is difficult to state on the basis of the remaining scientific legacy whether the preference for the prognostic function of science was a tribute to applied science or the application of the results of science in practice, particularly in economic practice and economic activity, or whether it was an intrinsic scientific objective. In a way, it was a tribute towards mathematical models describing states and dynamics of states of the atmosphere and meteorological forecasts built on their basis. Professor Marciniak was a climatologist and bioclimatologist, but he was impressed by the achievements of meteorology, especially he admired the atmospheric physicists and respected the prognostic methods which constantly improved the reliability of their forecasts confirmed by empirical data.

Emphasising the significance of the prognostic function of science and its elevation above the exploratory function did not go hand in hand with questioning the validity of the principle of causality in science, which became common in contemporary times due to critics and sceptics of this principle. He did not question the need to establish cause and effect relations within science as the basis for making predictions. However, it is difficult to say whether he was a firm determinist, whether he allowed for chance as an epistemologically motivated exception to the rule, or as a manifestation of the absence of ontological dependencies between phenomena in the natural world. It is more likely that he allowed a breach in the validity of this principle in the field of social phenomena or in the world of culture in general. The new approach to the principle of causality, which gave birth to mathematical models based on chaos theory, attracted great interest in him, but apparently he considered their emergence only as an expression of the improvement of prognostic tools, and not as a reflection of the "chimeric" character of nature. A classical model of deterministic or probabilistic relations appealed to him more than a model based on deterministic chaos.

KAZIMIERZ MARCINIAK'S METHODOLOGY AND PHILOSOPHY OF SCIENCE

Transgressing positivistic conventions by Professor Marciniak was also revealed in the area of applied research methods. In the later period of his scientific activity, in research works that he was in charge of, different research methods were used, characteristic both for natural sciences and social sciences. In the latter case, the method of diagnostic survey was used particularly often, especially the questionnaire technique. Tourist attractiveness, motivation, consumer satisfaction or opinions on the destinations of tourist trips were examined. It must be admitted, however, that the author in question was closer to quantitative than qualitative methods. In general, the research was simple, i.e. it concerned all statistical units of the surveyed population, and the method of statistical analysis was applied in processing the data. Representative research based on random sampling and statistical inference was also carried out. This proves that the author in question did not adhere strictly to the naturalistic assumptions associated with positivism, i.e. methodological monism. The diversity of methods and techniques used was an expression of the conviction that the method should be adapted to the subject matter, and not the other way round. Through his own and guided research, he expressed methodological pluralism, which is in a way inscribed in the complex subject of geography.

Nevertheless, as a representative of natural sciences, he tended to stick to facts and make generalisations out of them. He used a typical, yet somewhat archaic research strategy based on inductive reasoning, according to the scheme of scientific and probabilistic induction, as long as he did not use statistical inference⁵. The hypothetical-deductive strategy, which, in the opinion of philosophers of science, is more effective and more frequently used nowadays, was familiar to him, as evidenced by his diploma theses of which he supervised. However, it should be stated that falsificationism was not the dominant methodological approach of his research. He personally attached a greater role to induction, as a more intuitive procedure (Wójcik, 2010, p. 24).

It must be admitted that the subject of philosophy of nature or philosophy of empirical science did not interest him enough to devote a separate study to the question of disproportion between cause and effect. He was focused on matters of his main speciality rather than on considerations of a philosophical nature, and on the other hand, as he was attached to facts, he had quite a distance from considerations of a speculative nature. He was not characterised by striving for abstract but for concrete concepts, and he valued the empirical and the actual rather than the a priori and the abstract. It would also be difficult to answer the question whether his views fit into the position of anti-essentialism, which is a rather characteristic view for the contemporary epigones of positivism.

⁵ Statistical inference is treated by some methodologists not as a separate type of inference than deductive and inductive, but by others as a type of inductive inference.

Phenomenalism, i.e. the conviction that natural and social phenomena exist in reality, did not, in his view, cross out the conviction that there are some permanent ontic structures of natural and social reality, hidden behind the phenomena, which give constancy to our experience of the world. At the end of this part of the study, it is worth referring to the issues related to the position of foundationalism, i.e. the so-called epistemological fundamentalism which assumes hierarchy of judgements and their justifications in science in its collective approach. The Professor did not have a special affection for a particular type of sciences, e.g. exact sciences and, as it often happens among natural scientists, for physics; neither was he “obsessed” with the search for certainty or the Cartesian ultimate point of support for all knowledge. Although he perceived science as the most evident example of human rationality, he was aware that the predicate “true” could not be applied unambiguously to different scientific theories. These theories fluctuate, they arise, develop, and then are rejected and replaced by other, more accurate and fruitful ones. Newly discovered facts that turn out to be inconsistent with the predictions of a theory frequently lead to changes in the theory. The discovered so-called anomalies do not always contribute to the immediate rejection of accepted theories, but eventually foster the emergence of new, more general theories to explain the anomalies of that theory. It seems, however, that the author in question paid little attention to the ontological assumptions of scientific theories, as he was always more interested in the empirical component or its generalizations (scientific laws) than in the metaphysical conditions of created scientific theories and the ontological correlates of their language (Wójcik, 2010, p. 15).

CONCLUSIONS

Professor Kazimierz Marciniak's views on science and higher education were developing over a long period of time. Theoretical knowledge acquired during his studies was confronted with empirics and beliefs of his adversaries. Although it is not possible, on the basis of his works, published and unpublished, as well as his notes and oral testimonies, to confirm that he had an original concept of science and higher education, his convictions in this respect form a coherent whole that is worth recalling and analysing.

Among his most general beliefs in matters of science, it is worth emphasizing the inextricable relation between education and scientific research, the adherence to empirics and a common-sense approach to facts and cause-and-effect relations, a critical approach to generalisations and scientific theories, methodological pluralism, and the social significance of science for social and economic development.

Summarizing the views of the author on science, it should be emphasized that his view of science is characterized by: 1) rationalism, i.e. the conviction that science is the most rational human endeavour, regardless of the methodological and technical limitations pointed out by historians and philosophers of science and the imperfections of the rational nature of researchers, 2) pragmatism, i.e.

the conviction that science arises not so much from cognitive needs as from life practice and ultimately serves non-cognitive purposes, 3) collectivism, i.e. the conviction that science is a collective undertaking, forming by scientific discussions and confrontations of scientific views (theses), as well as (meta) beliefs about the practice of science, 4) holism, i.e. conviction that individual sciences are complementary and all are equal, although the use of measurement, mathematization, accuracy of statements, fundamentality and range of applications makes natural sciences unique and exemplary, 5) unity, i.e. conviction that individual sciences can and should cooperate with each other, therefore, the tribute to complementary and multi- and interdisciplinary research, especially in the case of research on the impact of natural environment on human life and health.

Concluding this study, it is worth emphasising once again that the personal scientific and teaching activities of the author in question confirmed his convictions and views on science and its significance for higher education and social life. As an advocate of solid and reliable scientific and teaching work, he did not succumb to the temptation of an easy academic career, even though he had an extensive scientific achievements, nor did he succumb to the various fashions and novelties that entered the walls of the university.

This article opens the field for further research that should go in several directions. It seems that they should concern:

- 1) a detailed analysis of the scientific heritage of prof. Kazimierz Marciniak, especially in terms of his views on the issues of the research process, structure and structure as well as the dynamics of scientific theories in relation to idiographic natural sciences
- 2) peculiarities in Kazimierz Marciniak's approach to the issue of the role of science for the overall functioning of modern universities by showing that they are not only a reflection of typical views of scientific schools and / or scientific communities in which he participated,
- 3) extending research and analysis to include the views of other authors on the role of science in university management, its organization, including the impact of the subject classifications of sciences on the organizational structure,
- 4) it is necessary to thoroughly investigate the influence of the science authorized in a higher education institution on its educational tasks, especially on educational functions and on the formation of a student, especially on the development of research work skills.

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ПОГЛЯДИ КАЗИМЕЖА МАРЦІНЯКА НА ЗАВДАННЯ НАУКИ

Рихард Маціолек, доктор філософії в галузі логіки у Люблінському католицькому університеті; проректор з наукової роботи та комунікацій в Університеті економіки у м. Бидгощ, вул. Гарбари, 2, 85-229, м. Бидгощ, Республіка Польща maciolek@byd.pl.

Стаття присвячена досліднику Казімежу Марціняку та його поглядам на роль наукової діяльності в житті університету та її значення для суспільного життя. Науковець спеціалізувався на географії, кліматології та біокліматології. Його великий академічний досвід, отриманий під час навчання та наукової роботи в кількох польських університетах та в Інституті курортології в Познані, зробив його не лише чудовим дослідником, а й науковцем, чий погляд на роль науки в житті університету

та у суспільному житті впливали на покоління представників багатьох наук, які працювали в Університеті WSG у Бидгощі. Переконання вченого, його широке бачення науки не лише як підприємства, розрахованого на комерційні цінності, ставлять його до числа видатних польських учених і філософів. Він поділився з ними не лише переконанням про пізнавальну функцію науки, яка займалася господарською діяльністю, а й помітив її високогуманістичну й облагороджуючу роль по відношенню до дослідника, в якому присутні творчі сторони його діяльності. Удосконаленню навчального процесу сприяє і наукова робота. Участь студента в будь-якій формі наукової діяльності формує його інтелектуальні і моральні здібності, виховує в душі культури слова, особливо писемного. На думку автора, головною функцією науки для всього суспільного життя є прогнозування явищ. Пошукова та дослідницька функції мають важливе значення, однак вони підпорядковані першим. Його методологічні та філософські погляди на структуру і динаміку наукових теорій характеризувались індуктивізмом і ймовірністю. Деякі його погляди на питання природи явищ, будови дійсності та співвідношення наукової теорії та реальності не були викладені однозначно; здається також, що вони еволюціонували до антифеноменалізму, антифундаменталізму та есенціалізму, що віддаляло його від сциєнтизму, як світогляду, цілком характерного для представників природничих наук ХХ ст.

Ключові слова: наукове дослідження; заклад вищої освіти; виховна функція науки; прогностична функція науки; індуктивізм; науковість.

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PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN SOCIAL SPHERE IN THE CONDITIONS OF MULTICULTURAL SOCIETY

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ABSTRACT

The article is devoted to the problem of professional training of future specialists in a multicultural society. The author analyzes researches and publications on this topic. The author notes that in the era of globalization, when the separate existence of different people and cultures becomes impossible, when there is a question of combining national values, there is a rethinking of goals and objectives of education and it becomes clear that the current content of education does not sufficiently fulfill the needs of society. New paradigms of education are discussed, and such concepts as multicultural education, culturological approach and intercultural competence are used. According to the National Doctrine of Education Development of Ukraine, the main goal of education is to form a high culture of interethnic relations of future specialist who is ready to intercultural interaction. The multinational society is an integral feature of the modern developing world. The growing awareness of the increasing social confrontation in the world between the growing level of the multinational society where people live and work, and their unpreparedness for these changes have led to the need for proper training. Today, it is important to establish positive relations between people in a multinational society. Professional training is defined as a system of organizational and pedagogical activities. It ensures the formation of a person's professional orientation, knowledge, skills, abilities and readiness for professional activity. Intercultural competence is the ability to recognize, respect and effectively use differences in the perception, thinking and behavior both in your own culture and foreign culture. The formation of intercultural competence in the process of training for professional activity in a multinational society presupposes readiness to interact with other systems of cultural orientation and is based on respect other cultural values.

Key words: *professional training; multicultural society; university education; intercultural competence; professional activity; future specialists.*

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INTRODUCTION

The development of Ukrainian society is characterized by intensive social, economical and geopolitical changes that give rise to political, economic, social and psychological problems. According to the National Doctrine of Education Development of Ukraine, the main purpose of education is to form a high culture of interethnic relations. Prerequisite for the establishment of a developed society is the training of educated, moral, mobile people who capable to cooperate and interact in multinational society. Today it is important for Ukrainian society to establish positive relations between people in a multinational society, prevent interethnic conflicts, form the future students' culture of communication, ethnic and tolerance.

PROBLEM STATEMENT

The necessity to create a new generation of future professionals capable to professional activity in a multinational society is a priority of pedagogical education and was reflected in the state documents and laws of Ukraine. The success of the future specialist in a multinational society is associated with the formation of his skills to regulate intercultural relations, provide conditions for personal development and use socio-cultural knowledge and communication skills in communication with people of different nationalities and social groups.

ANALYSIS OF RELEVANT RESEARCH

The works of V. Andrushchenko, M. Yevtukh, I. Zyazyun, V. Kremen, V. Lutay, S. Sysoeva, etc. are devoted to the problems of preparation of qualified specialists for the professional activity. The issues of training specialists to the professional activity in a multicultural society are reflected in the works of R. Agadulin, J. Guletska, O., Gurenko, E. Nechaeva and others. The works of E. Bystrytsky, O. Hryva, M. Sherman and others are devoted to the problems of development of tolerance in a multicultural society.

The aim of the article is to analyze and identify the main aspects of training of the future professionals in the social sphere in a multicultural society.

During the years of state independence of Ukraine, the direction of internal and external migration flows have undergone significant changes and acquired new significance. Migration is an important factor in social development and it is related to economic, political, ethical and religious factors. By influencing the economy, population and other social systems, migration

contributes to their effective functioning. Migration is a common phenomenon in the world, and Ukraine is not exception.

In Ukraine, there are legislative acts that ensure the implementation of state ethno-national policy. Declaration of the Rights of Nationalities of Ukraine according to which the Ukrainian state guarantees representatives of different nationalities who are living in its territory equal social, political, economic and cultural rights, the right to use their native language, the right to practice their religion, the right to establish their cultural centers, museums and communities. Law of Ukraine according to which the state guarantees all representatives of other nationalities (national minorities) the right to national and cultural autonomy and the development of national cultural traditions. The state takes measures for training through a network of educational institutions. The law of Ukraine "On Education" which states that foreigners and persons recognized as refugees have the same right to education as the citizens of Ukraine. "On Freedom of Conscience and Religious Organizations" under this law does not allow any coercion in determining a citizen's attitude to religion, and restriction of rights, establishing direct or indirect preferences of citizens depending on their attitude to religion. The law of Ukraine "On Refugees", "On the Legal Status of Foreigners", Framework Convention for the Protection of National Minorities, European Charter for Regional or Minority Languages, other normative legal acts and international treaties approved by the Verkhovna Rada of Ukraine and European standards on the issues of preserving the cultural identity and identity of people of different nationalities.

However, the issues of development and protection of representatives of different nationalities (national minorities) who are living on the territory of Ukraine are not always properly implemented. According to the law of Ukraine "On the concept of state ethno-national policy", the principle of state ethnopolitics should take into account the existing positive experience in Ukraine in resolving national issues and the need to develop this area of relations taking into account the following features: recognition of the multiethnicity and multiculturalism of Ukrainian society and its social value, which needs protection and preservation; a combination of state support for the needs of different national communities and the creation of conditions for their free, independent and organic development; the equality before the law of all citizens, regardless of their cultural and national characteristics.

In the era of globalization, when the separate existence of different people and cultures becomes impossible, when there is a question of combining national values, there is a rethinking of the goals and objectives of education and it becomes clear that the current content of education does not sufficiently meet the needs of society. The new paradigms of education are emerging and widely discussed, and concepts such as multicultural education, culturological approach, and intercultural competence are increasingly used.

The multinationality of the space of human life is an integral feature of the modern developed world. The growing awareness of the world's public

confrontation between the increasing level of multinational social society in which people live and work, and its unpreparedness for these changes has led to the need for proper training for professional activity in a multinational society.

UNESCO documents formulated a global concept of education, the purpose of which is to ensure the prevalence of values and ideals of a culture of peace, tolerance, active intercultural communication and the development of international cooperation in the future society.

The following stages of professional training are distinguished in Ukraine: professional training, which is carried out in general educational institutions: schools, lyceums, gymnasiums, technical schools; in institutions of additional education: houses of children's creativity, social and pedagogical clubs, in higher educational institutions: faculties of the future social pedagogue, full-time and part-time schools. After graduating from the university, specialists, depending on the degree of professional training of bachelors or masters, have the right to engage in professional and practical, educational, pedagogical or research work. Higher vocational education can be obtained on the basis of complete general or secondary vocational education (Bhawuk, Brislin R, 1992).

Professional training is defined as a system of organizational and pedagogical activities that ensures the formation of a person's professional orientation of knowledge, skills, abilities and professional readiness for professional activities and is carried out in the framework of training in pedagogical universities, colleges and faculties (Ozhehov, 2007).

METODOLOGY — SUBTITLES

Professional readiness of a student is a personal quality that is manifested in a positive self-esteem as a subject of future professional activity and the desire to engage in it after graduation. It helps a young specialist to successfully implement professional functions, properly use the acquired knowledge and experience, maintain self-control and overcome unforeseen obstacles. Professional readiness is a crucial condition for a rapid adaptation of the graduate to working conditions, his further professional development and training (Druzhinin, 2003).

Thus, today in foreign and domestic social and psychological sciences there are such concepts associated with the designation of competence required in cooperation with representatives of different nationalities: intercultural competence, cross-cultural competence, cultural competence, multicultural competence, intercultural sensitivity, intercultural communication competence.

The terms "intercultural competence" and "intercultural communicative competence" most often refer to the skills and abilities to productively build intercultural business and personal relationships with people of different nationalities.

Thus, according to A. Karnyshev, E. Hall, the concepts of “intercultural competence” and “intercultural communicative competence” are connected. Under the first A. Karnyshev understands as a set of social skills and abilities with which the individual successfully communicates with a partner of another nationality in both professional and domestic contexts. The second concept is interpreted as the ability to effectively communicate with a partner of another nationality, taking into account ethno psychological abilities (Karnyshev, 2014). Thus, intercultural communicative competence is considered as one of the main components of intercultural competence in the context of professional activity in a multinational society.

MAIN RESULTS

According to E. Hall, the structure of intercultural communicative competence includes intercultural sensitivity and tolerance for differences in culture, as well as in the historical heritage of groups involved in the interaction. D. Bavuk and R. Brislin consider intercultural sensitivity as an individual's reaction to cultural differences and the specifics of perception of people of other nationalities. Intercultural competence of the individual is interrelated with psycho physiological properties, the orientation of the individual to a positive outcome of communication, relevant abilities, knowledge and skills, self-esteem and communicative qualities (Bhawuk, Brislin, 1992). The most famous approach to the development and formation of intercultural competence is the model of M. Bennett. In accordance with this concept, intercultural competence is formed depending on the complexity and diversity of the experience of intercultural differences. The process of formation of intercultural competence is presented by M. Bennett in the form of a sequence of stages: the transition from ethnocentrism to ethno relativism (Bennett, 2001).

Ethnocentric strategies are based on the fact that the individual views his culture as central, while ethnically relevant strategies mean that the individual experiences his culture in the context of other cultures. Ethnocentric strategies include three stages: denial, protection, and minimization. At the stage of denial, individuals perceive their culture as the only existing one, other cultures are either not noticed or understood in a simplified way. The individual is not interested in cultural differences. At the stage of protection, your own culture is considered the best, which can be the basis for negative stereotypes. Personality can be aggressive and afraid of differences. At the stage of minimization, a person recognizes differences in habits: food, customs, but recognizes the similarity of physiological, psychological and universal values.

Discussing the experience of other countries. For instance, there are currently three educational models in the United States to prepare students for multinational activities.

The first model provides for the inclusion in the curriculum of training courses, the content of which includes the study of the history of national

minorities, racist attitudes, communicating techniques and takes into account cultural differences of different nationalities who live in the same area.

The second model is based on the approach according to which the formation of intercultural competence is impossible within one or two disciplines. Therefore, the training includes such disciplines as sociology, anthropology, linguistics and a number of other disciplines related to the study of different nationalities. An integrative approach involves the formation of multicultural competence not within certain courses, but within all the courses that are studied. This approach is the most complex, as it requires the integration of the efforts of the entire teaching staff.

As part of the training of social workers abroad, the content of multicultural competence is revealed through cognitive, emotional and behavioral components. Multicultural competence involves the mastery of the following competencies: awareness (reflection) of their own beliefs in relation to the diversity of nationalities of clients; knowledge of different cultures and the ability to use skills and technologies adequate to the national characteristics of the client.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH.

Thus, knowledge and skills in the context of preparing students for professional activities should be combined with openness, flexibility of their own thinking, as well as a motivated desire to carry out effective professional activities and successfully build relationships. The formation of intercultural competence in the process of preparation for professional activity in a multinational society presupposes readiness to interact with other systems of cultural orientation and is based on respect for other cultural values. Intercultural competence is the ability to recognize, respect and effectively use differences in the perception, thinking and behavior of our own and another culture in carrying out professional activities in a multinational society.

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ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ У СОЦІАЛЬНІЙ СФЕРІ В УМОВАХ МУЛЬТИКУЛЬТУРНОГО СУСПІЛЬСТВА

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Статтю присвячено проблемі професійної підготовки майбутніх фахівців в умовах мультикультурного середовища. Автором проаналізовано дослідження і публікації з даної теми. Зазначено, що в епоху глобалізації, коли відокремлене існування різних народів і культур стає неможливим, коли стоїть питання про поєднання національних цінностей, іде переосмислення цілей і завдань освіти і стає зрозуміло, що діючий зміст освіти не задовольняє достатньою мірою потреб соціуму, виникають і широко обговорюються нові парадигми освіти, і все частіше вживаються такі поняття, як полікультурна освіта, культурологічний підхід, міжкультурна компетенція.

Знання та вміння в контексті підготовки студентів до професійної діяльності мають поєднуватися з відкритістю, гнучкістю власного мислення, а також вмотивованим бажанням здійснювати ефективну професійну діяльність та успішно будувати стосунки. Формування міжкультурної компетентності в процесі підготовки до професійної діяльності в багатонаціональному суспільстві передбачає готовність до взаємодії

з іншими системами культурної орієнтації та ґрунтується на повазі до інших культурних цінностей. Міжкультурна компетентність — це здатність розпізнавати, поважати та ефективно використовувати відмінності у сприйнятті, мисленні та поведінці нашої та іншої культури під час здійснення професійної діяльності в багатонаціональному суспільстві.

Ключові слова: професійна підготовка; мультикультурне середовище; університетська освіта; міжкультурна компетентність; професійна діяльність.

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“OLD” IDEAS IN NEW SOCIAL CONTEXT. UNIVERSITY AND CHALLENGES OF THE GLOBAL MARKET OF EDUCATIONAL “SERVICES”

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ABSTRACT

The level of education is an increasingly important factor that determines both social-economic changes and the systems of norms and values. On the one hand, globalization processes offer the richness and variety of the goods of culture, and the access to “broad” knowledge. On the other hand, they reinforce the tendency for unification and standardization of many areas in an individual’s life. In order to properly refer to modern changes a university is subject to, we should trace historical changes that affected this institution and analyse modern expectations that are shaped by the global market of services. This article focuses on the analysis of the process of science globalization. Such approach to science is characterized by the analysis of features that define science as a social institution. In this context, the most important challenges and difficulties related to the specific features of the global exchange market have been presented.

Key words: university; globalization; internationalization; educational services.

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INTRODUCTION

Globalization processes are often defined as processes in which forms of economic and political organisation, consumption patterns, customs and traditions, as well as artistic styles and systems of values, are getting more and more similar to one another in the global scale (Sztompka, 2002, p. 256). However, globalization processes are not only meant to unify the world. Individuals living in different social and cultural contexts will probably

never create a totally uniform society, so globalization is to be considered as a complicated system of social structure elements that are connected with one another and increasing in number (Hałas, 2015, p.84).

The world of social references has contracted for everyone, although it is not equally available to everyone: some people feel divided, while others feel united by globalization. In the postmodern world, these are both economic and social processes which take different forms of internationalization. What we deal with is a set of trends and processes in the macro scale, as a result of which regional and national communities are included in one global society (Iwińska, 2015, p. 34). On the one hand, globalization changes offer the richness and variety of the goods of culture, and the access to “broad” knowledge; on the other hand, they reinforce the tendency for unification and standardization of many areas in an individual’s life.

PROBLEM STATEMENT

At the beginning of the 21st century, a particular meaning of a university results from treating it as an important stimulator of economic changes and cultural activation of human resources in information societies based on knowledge management (Melosik, Szkudlarek, 2010, p. 17). Innovatively-created transcultural information is what becomes the most expensive and desired on the globalized exchange market. The level of education is an increasingly important factor that determines both social-economic changes and the systems of norms and values (Ziman, 2000, p. 235). Due to the extension of educational needs and activities of academic education institutions, higher education became a mass phenomenon, i. e. in OECD countries the rate of people with a university diploma is almost 50%. On the other hand, educational “un-massing” occurs, which is expressed in the decentralization of education systems (Dejna, Nalaskowski, 2013, p.79).

Moreover, the fact that at the end of 1990s higher education services were classified as service trade (which is confirmed by the General Agreement on Trade in Services), provided completely new developmental opportunities for the activities carried out by universities. It was a time when they became a part of the global exchange market (Tittenbrun, 2014, p.169). It also meant questioning the interpretation of higher education based on the concept of the common good, commercialization of education with the possibility to “buy” and “sell” it, and treating students as customers (Melosik, 2009, p. 61).

BACKGROUND

What is more, according to the estimates of the United Nations, by the year 2050 the population of Asia will constitute more than a half of the world population, and Europe’s share in the world population will decrease three times within a hundred years (1950–2050). Contrary to Europe, Africa’s

share in the world population will increase thrice within this period. Thus, demographic trends, supported by the mechanisms of globalization, will result in the fact that Asia, and perhaps even Africa in some areas, will become a very serious competitor for Europe and the (Knight, 2014, p. 134).

According to the forecasts of the World Bank, in the years 2005-2035 the number of professionally active people in developed countries will drop by about 20 million, while the number of professionally active people in developing countries will increase by almost a billion. At the same time, because of the fact that — especially in Europe — the societies are getting older, there will be a high increase in the number of old people: from 36 per 100 working people to 52 per 100 workers. Also, soon Asia is likely to become the world's economic and educational centre. Changes of the social structure within the global scale cause a dynamic increase in the significance of knowledge, as well as changes of expectations of a university and its social functions USA (De Wit, 2002, p. 123).

SOCIAL CONTEXT OF SHAPING THE FUNCTIONS OF A UNIVERSITY

In order to adequately interpret modern changes of expectations of a university, we have to trace historical stages of its development connected with the development of its social functions. In ancient Greece, wandering teachers prepared their students for active participation in public life and political careers. Students interested in meeting the representatives of science were also wandering at that time. The name university is derived from the Latin *universitas scientiarum*, i. e. the universe of sciences. The first European universities were created in a spontaneous manner, without the participation of lay and Church authorities. At first, universities were communities of students and teachers. In the middle of the 13th century, pope Innocent IV changed those communities into associations and placed them within formal frames.

The medieval world was supported by three pillars of authority: *studium* (scientific work, knowledge — searching for truth about the world), *sacerdotium* (religious power) and *imperium* (the authority of the state). The relations between a university, lay power and religious power were based on the exchange and imbalance of its participants' strength. Medieval universities were small and independent of the state. They constituted corporations of masters and students. They were managed by a rector selected from the corporation members. Those universities offered studies in at least one of the main disciplines: theology, law or medicine, as well as in the faculty of seven liberal arts (grammar, rhetoric, dialectic, arithmetic, geometry, astronomy and theory of music).

As universities developed, their activity became formalized, which was reflected in the development of various disciplines of knowledge. Due to the kind of their activity, the universities which survived until the end of the 18th century were called Universities of Teaching. Medieval universities included students'

universities (professors were employed by students) a symbol of which was the University of Bologna; professors' university in which academic teachers dominated — such as the University of Paris; and university colleges which first provided students with accommodation and then developed into dynamically growing universities. Those universities often played the role of a state within a state. No scientific research (as we understand it now) was carried out at medieval universities because it was believed that the Bible and other writings accepted by the Catholic Church contain all knowledge, and the task of universities was to explore those texts. At that time, scientific work focused on intellectual debates and discussions, as well as speculations and proclaiming opinions.

The times of the Reformation were also difficult for universities, because the principle *cuius regio, eius est religio* (the one who reigns, has religion) influenced their modification. The debate on maintaining balance between education and scientific work started at that time, and in the 17th and 18th centuries, when the meaning of the research increased, such balance was disturbed. New state institutions were created, the role of which was to carry out the research that was socially useful (Mucha, 2009, p.20). At that time, people noticed that the rigid structures of universities result in the fact that the market of knowledge is being filled with other players.

At the beginning of the 19th century, we could distinguish three basic types among the universities that were being created. First, the Humboldt University, which was financed and controlled by the state, and which maintained academic liberties but had poor connections with social needs. This is a University of Research and the centre of science development. At that time, Latin was withdrawn as a common language in which European universities taught, which decreased the mobility of students and teachers. Second, the French university, which had no autonomy and the objectives of which were established on the national level. The basic function was to serve the country through educating the elites. Academic teachers also had the status of civil servants. Third, the Anglo-Saxon university — the state stopped interfering with the university's activity, which was a return to the medieval model within this scope. All universities, including private ones, had the status of public organizations. In the times of industrial revolution, when the need for educated employees increased, apart from traditional universities, civic universities were created, as well as boards of trustees the task of which was directing universities without interfering with the academic area of a university's activity. The role of the state was limited to assigning funds and establishing the general principles of scientific policy (Szołtysek, 2013, p. 171).

In 1963, Clark Kerr wrote that, at the moment, classical approach to a university does not make any sense. Instead, he suggested the term *multiversity*, which means the collection of the community of students, scholars representing, inter alia, humanities, social science, exact sciences and natural sciences, as well as other employees of a university (Newman, 2015, p. 58).

In general, we may say that the evolution of universities at the turn of the 19th and 20th century was characterized by two important processes: institutionalization and professionalization. They also had a significant influence on the way science was being shaped. In this context, institutionalization means, first of all, the fact that the society acknowledged science as an important social function, and the existence of norms regulating the actions of people dealing with scientific activity. Moreover, this determined the adaptation of social norms to the norms science is subject to (Szadkowski, 2015, p. 278). Professionalization, however, means the processes leading to the creation of a profession of a person who deals with scientific activity. The development of unprofessional research became an anachronism, and the demand for new scientific knowledge resulted in the fact that science started to develop outside universities (Slaughter, 2009, p. 158).

UNITY OF OPPOSITES

We may say that, across centuries, the idea of a university was shaped within the frames of several system opposites. Their clarity and significance has changed throughout centuries. The first opposite was religious — lay. At first, scientific centres which took the form of a university were mainly created in connection with religious centres and broadly understood theology. The first of such centres were the University of Qaraouiyyine in Fez, Morocco, which started to be built in 859, and the Al-Azhar madrasa in Cairo which was created almost a century later. Both of those schools, as well as other similar schools in the Arab world, had a theological “profile” and educated Muslim missionaries. In the Christian world, however, the first European university was created in Bologna at the end of the 11th century. The University of Bologna was lay, and it mainly taught law, medicine and theology. However, the role and associations of the University of Paris, one of the most appreciated academic centres in the Middle Ages, were quite different. The Church played a very important role in creating and managing that university for a long time. The curriculum of studies was similar to that of Italian universities, but more emphasis was put on theology. In the Middle Ages and in the Renaissance period religion was easily reconciled with science, but in the Enlightenment they became opposites. “The Age of Reason” broke with the theological vision of the world and belief into an authority. Instead, it focused on the vision of the world which was worked out in the course of empirical analysis of the reality (McLuhan, 2011, p. 86). The Enlightenment influenced shifting the university’s “centre of gravity” from the profile of an institution that is to provide people with knowledge towards an institution that is to carry out the research based on scientific methods.

Another opposition is universalism — nationalism. What is analysed here is the typical Humboldt model which assumed strong emphasis on scientific research combined with freeing the university’s structures from external influences. From the point of view of the indicated dichotomy,

the role of the university for the state will be the most important. According to the concept of the Humboldt brothers, apart from strictly scientific functions, a university should play functions connected with promoting and supporting the national culture. The Napoleon's solution went even further: the university's actions were, in a way, inscribed in the national structure, acting for its good.

Commercialization of educational services resulted in the fact that universities started to act like companies on the global market of services, applying marketing strategies in order to gain profit. Not only did technological development facilitate the extension of research possibilities, but it also made it possible to open new paths of providing educational services to more and more diverse group of recipients. A consequence of such phenomenon is diversification of such service providers, and thus, diversification of the market offer depending on the students' financial abilities (Kozyr-Kowalski, 2005, p. 139).

Modern universities are facing the new challenge of participation in building a society based on knowledge (Kokocińska, 2015, p. 45). University graduates are not only expected to know foreign languages, but they should also be experienced in the intercultural social environment (Mikiewicz, 2014, p. 35). Higher education wants to create good conditions for the development of science that will be a part of the society of knowledge, which is why education is getting more and more open to international markets of exchanging educational "services" (Castells, 2000, p. 75).

Universities have evolved from medieval monopolist institutions performing mainly the functions of education, to the role of research centres being among many entities offering educational "services" on the global exchange market (Heilbron, 2013, p.692).

CONCLUSIONS

A modern university requires openness to the challenges of the future. Academic education oriented this way is a particular kind of long-term investment, as well as active co-creation of the dynamics of social processes. New challenges of the future result in the fact that a university should prepare its graduates not only for using the civilization achievements, but, first of all, for creative participation in the process of creating it. Academic education is not just socialization of a modern citizen; it mainly means shaping an individual who has to understand the dynamics of social processes taking place in the "global village" and, at the same time, be an active creator of those processes.

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«СТАРІ ІДЕЇ» В НОВИХ СОЦІАЛЬНИХ КОНТЕКСТАХ. УНІВЕРСИТЕТ І ВИКЛИКИ СВІТОВОГО РИНКУ ОСВІТНІХ ПОСЛУГ

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Рівень освіти стає все більш важливим чинником, який визначає як соціально-економічні зміни, так і системи норм і цінностей. З одного боку, процеси глобалізації пропонують багатство та різноманітність культурних переваг, доступ до «широких» знань. З іншого боку, вони посилюють тенденцію до уніфікації та стандартизації багатьох сфер життя особистості. Для того, щоб правильно відноситись до сучасних змін, яким підлягає університет, слід простежити історичні зміни, які торкнулися цього закладу, та проаналізувати сучасні очікування, які формує світовий ринок послуг. Стаття присвячена аналізу процесу глобалізації науки. Такий підхід до науки характеризується аналізом ознак, що визначають науку як соціальний інститут. У цьому контексті представлено найважливіші виклики та труднощі, пов'язані з особливостями світового валютного ринку. Сучасний університет вимагає відкритості до викликів майбутнього. Нові виклики майбутнього призводять до того, що університет має готувати своїх випускників не лише до використання досягнень цивілізації, а, насамперед, до творчої участі в процесі його створення.

Ключові слова: університет; глобалізація; інтернаціоналізація; освітні послуги.

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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.

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CIRCULAR ECONOMY EDUCATION: EXPERIENCE OF FINLAND

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ABSTRACT

Since the announcement of the National economic strategy 2030, the transition to a circular economy has become an agenda for Ukraine. In these conditions searching for good experience and practices is an essential priority for national higher education. The research focuses on analysing educational experience in the circular economy in the Republic of Finland. The Republic of Finland has become the first country to provide degree programmes in the circular economy. This theoretical research is based in particular on literature review as well as analysis of Finnish universities websites for studying the degree programmes (their learning content and structure), methods and forms of education. The article presents a generalised analysis of the bachelor, master and doctoral programmes in the circular economy or related sciences. The main findings are methods of education in circular economy distinguished according to the following principles: historical (project-based), priority in the pedagogy implementation (teaching and learning), students activities (combined methods), teaching strategies (heuristic methods), source of knowledge (direct or indirect study of reality). The project-based method dominates when a multidisciplinary student team designs the project. The education format varies from traditional to online.

Keywords: higher education; circular economy; the degree programmes; methods; education format.

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INTRODUCTION

Improving resource efficiency is an essential step towards a circular economy. The circular economy is a regenerative system that aims to minimise waste, emissions and energy use by slowing down the production of material and energy

products, as well as the consumption of limited resources. Creating a society with a circular economy requires new experience, cooperation between disparate structures, the development of the operating environment and a general change in attitudes, working methods and learning. Experts and decision-makers will play a crucial role in building a new future. The change in the economic model affects the interests of all sectors of the economy and education in particular. Education plays a vital role in developing specialists in the circular economy. Accordingly, their professional training content, forms, and methods should change in the new economic conditions.

PROBLEM STATEMENT

The learning content integrates sustainable issues. Education for Sustainable Development empowers learners with the knowledge, skills, values for taking decisions and making responsible actions for environmental integrity, economic viability and society (UNESCO, 2021).

BACKGROUND

Education for sustainable development and circular economy is widely discussed in scientific literature. Educators investigate education for sustainable development from an international perspective (Khataybeha et al., 2010) in terms of educational outcomes (Kioupi and Voulvoulis, 2019), the role of universities in sustainable development and circular economy (Sukiennik et al., 2021), the concept of competencies (Sysoieva and Mospan, 2018), the concept of competencies for a circular economy (Sumter et al., 2021). They also pay much attention to students training tendency in the EU and Ukraine (Mospan, 2016a), teacher training (Mospan, 2016b), teacher training for a circular economy Bugallo-Rodríguez et al., 2020) and PhD training (Sysoieva et al., 2018). However, studying education for a circular economy still has new issues.

FINDINGS AND DISCUSSION

It is worth mentioning that since the announcement of the National economic strategy 2030 (2021), the transition to the circular economy has become an agenda for Ukraine. In these conditions searching for good experience and practices is an essential priority for national higher education. Therefore, the research focuses on analysing educational experience in the circular economy in the Republic of Finland as the first country started to provide degree programmes in the circular economy. This theoretical research is based in particular on literature review as well as analysis of Finnish universities websites for studying the degree programmes (their learning content and structure), methods and forms of education.

METHODOLOGY

It is worth mentioning that Finland has begun to change the content, forms, and training methods by the circular economy principles and implement them at all levels of education — in secondary and vocational institutions in 2017 and higher education in 2018. The content of professional training of specialists in circular economics is determined by the goals and needs of society in the conditions of economic transformation, an essential feature of which is the principle of imitation and gradual complication of educational information. The learning content begins being developed from school with gradual complication and final disclosure in higher education. The system of knowledge, skills and abilities is formed vertically from the bottom to the top; when secondary schools teach students to understand the environment and the principles of the circular economy, worldview and civic qualities are formed in a world of new challenges and opportunities. In vocational schools (colleges), students gain practice-oriented knowledge and conduct applied research to improve the circular transformation of the chosen field. In higher education institutions, students develop professional competencies, which during their studies conduct primary and applied research, taking into account the prospects of society, science, technology, technology in the transition to a circular economy.

The learning content, forms, and methods of professional training specialists in the circular economy are presented in a series of educational projects on the circular economy “Circular economy for all levels of education” conducted in Finland in 2017-2019. Secondary education institutions are a mainly in-depth study of mathematics and natural sciences — this knowledge is essential for future professionals in circular economics. Senior students visit the region's industries (such as chewing gum, cork, sugar, wood) and participate in project work to provide proposals for processing based on the circular economy principles. The content of teaching circular economics in vocational and technical educational institutions is directly the professional branch of economics, where students apply the principles of circular economics in practice.

MAIN RESULTS

The content of teaching circular economics in higher education depends on the educational program and speciality. For example, the content of engineering training is natural sciences and physics, environmental technology, circular economy, the principles of sustainable development, as well as their interaction with climate change, biological and technological cycles. The city manager's training content includes administrative, social, and technical sciences. The content of training an engineer in ecology are natural sciences and ecology. The learning content of organic farmers focuses on crop production.

Table 1

Bachelor’s Programmes in Circular Economy

Programme/HEIs	Scientific Degree	Length	Credits	Education format
Sustainable Solutions Engineering	Bachelor of Engineering	4 years	240 ECTS	Online
Smart and Sustainable Design	Bachelor of Culture and Arts in Smart and Sustainable Design	4 years	240 ECTS	Traditional / full-time
Sustainable Urban Development	Bachelor in Social Sciences	3 years	180 ECTS	Traditional / full-time
Environmental Engineering	Bachelor of Engineering	4 years	240 ECTS	Traditional / full-time
Smart Organic Farming	Bachelor of Smart Organic Farming	4 years	240 ECTS	Traditional / full-time
Sustainability Studies	Bachelor in Nature and the Environment	4 years	240 ECTS	Traditional / full-time

Here are some examples of educational programs for bachelors in circular economics in Finland.

The Degree Program in Sustainable Engineering Solutions at LAB University of Applied Sciences. The Degree Program in Sustainable Solutions Engineering) offers tools to address today’s significant challenges, such as climate change and sustainability. The program aims to teach technology management on a sustainable basis, taking the perspective of a circular economy.

LAB University of Applied Sciences is one of Finland’s leading players in environmental technology and the circular economy. Students study natural and physical sciences, environmental technologies, circular economics, principles of sustainable development, as well as their interaction with climate change, biological and technological cycles. Professional research includes resource and material efficiency, digital tools, quality and project management, the built environment, product design and responsible business that meets the prospects of sustainable solutions and the circular economy.

The curriculum structure is flexible, which allows studying the course online. However, additional studies (15 ECTS) include visiting the campus in Lahti, Finland. In addition, students have access to summer and winter schools and online courses. Graduates of the program can work as technology experts, project managers, quality and safety developers and sales engineers in Finland and worldwide. Entrepreneurship is also a career alternative (Bachelor Programs in Sustainability Studies in Finland, 2021).

Bachelor of Culture and Arts in Smart and Sustainable Design at Häme University of Applied Sciences (HAMK). Students gain experience in providing services, design and marketing, competence in the creation and use of social networks, and the product designer’s competence to manufacture (fashion, footwear, glass or ceramics). Graduates of the program can work as a designer in companies in various industries and the public sector or act as an entrepreneur, as well as a designer, assistant product developer, entrepreneur, project and sales manager (Bachelor Programs in Sustainability Studies in Finland, 2021).

It should be noted that in Finland, the training of masters in environmental economics and politics is provided by 5 universities. Such HSEs include the University of Helsinki (Master’s program in Urban Studies and Planning, Environmental Change and Global Sustainability), UEF Law School (Master’s program in Environmental Policy and Law), LUT University (Master’s program in Circular Economy) and Tampere University of Applied Sciences (Master’s program in Risk Management and Circular Economy). They offer programs to teach students how to use limited natural resources and allocate them for economic benefit in a sustainable way that does not harm the environment; learn to consider environmental policies in decision-making, assess the costs and benefits of measures on water quality, clean air, waste management and climate change. Here are some examples of master’s degree programs in circular economics (see *Table 2*).

Table 2

Master’s Programmes in Circular Economy

Programme	Scientific Degree	Length	Credits	Education format
Circular Economy	Master of Science in Technology	2 years	120 ECTS	Online
Life Cycle Assessment	Master of Natural Resources	1 year	60 ECTS	Online
Environmental Policy and Law	Master in Environmental Policy&Law	2 years	120 ECTS	Online
The Environmental Change and Global Sustainability	Master in Science/Social Sciences	2 years	120 ECTS	Online

The master’s program in the circular economy at the University of LUT is aimed at teaching students how to save resources in different situations, for example, replacing goods with services, increasing the ICT use; making decisions to help build waste-free systems based on the biological base; learn about the dynamics of sustainable business models. The program is well suited for people already working in the field.

The research work is designed for 34 ECTS, introduces the concept of a circular economy in different contexts and provides an understanding of the global challenges of sustainable development. The master’s program prepares a specialist in circular economics in a wide range of sustainable business and manufacturing jobs. The graduate can work in industry, consulting companies, regulators, governmental and non-governmental organisations (LUTUniversity).

PhD training is also provided in the field of circular economics in Finland (see *Table 3*). Here is an example of the program. For example, the Doctoral Program in Bio and Circular Economics at the University of Applied Sciences in Tampere involves research in environmental technology, synthetic biology and bioenergy, and bioprocessing with the ultimate goal of promoting a cleaner and safer future for the benefit of humans and the environment. The doctoral dissertation focuses on the analysis of various wastewater treatment technologies. In the project, the candidate will develop a selection method of microplastic

samples from the treated sewage sludge. In addition, the doctoral student will collaborate with the research team on plastics and elastomeric technologies (Doctoral Researcher Bio and Circular Economy, 2019).

Table 3

Doctoral Programmes in Circular Economy

Programme	Scientific Degree	Credits	Education format
Sustainable use of renewable natural resources	PhD	40 ECTS	Online
Bio and Circular Economy	PhD	40 ECTS	Online

It should be noted that these examples demonstrate the content and methods of teaching circular economics in higher education at all levels. The content of education is the economy of the region or country of residence of students, as well as the natural process of production and processing of goods on the principles of the circular economy. The competence of the circular economy integrates the set of systems thinking, design, and multi-perspective thinking necessary for decision-making in economic transformation processes.

The form of education in the HEIs is institutional (full-time, part-time, distance (online)), but learning based on online courses is spreading rapidly. The educational process in higher education institutions is carried out in the following forms: classroom classes (lectures, seminars and practicals), independent work, practical training on the job, and control activities that include the defence of a project or master’s thesis. In addition, students give oral presentations, factsheets and reflections on the chosen topic of research or project development of a particular industry in a circular economy. Teachers use different project evaluation strategies to determine learning outcomes. However, traditional exams or multiple-choice tests are not used. The main types of educational classes in higher education institutions are lectures, practical and seminar classes. The form of study in the classroom is mainly the teamwork of students.

The primary method of training specialists in circular economics in higher education institutions in Finland is a case-based case study project with the study of subjects that are closely related to the environment under the guidance of a contractor or specialist in a particular field (Circular Economy and Education, 2016, 4). The project completion comes to an end with the decision presented to the customer (the campaign, the representative of the enterprise, the interested person in the decision of the given question). Students work on a project in a team (4-5 students) during the semester (Mäkiö, & Virta, 2019, p.7).

In addition, the methods of training specialists in circular economics are described in detail in the “Guidelines for Teaching Circular Economy in Universities” (Mäkiö, & Virta, 2019). The “Guidelines” are a universal guide that teachers of all HEIs can use. The use of “Guidelines” does not require teachers to have experience in teaching circular economics. They can learn about this using the training materials developed by the Sitra Foundation and the Ellen MacArthur Foundation:

- MOOC and edX.
- Higher Education Resources include videos, assignments, and publications on circular economics designed for teachers (Ellen MacArthur Foundation).
- Online courses in the circular economy for Finnish universities (www.campusonline.fi).
- Printed materials and publications of the Sitra Circular Economy Foundation (The opportunities for the circular economy for Finland, 2015).

Teaching circular economics differs from traditional teaching in the classroom, which integrates three teaching methods — interdisciplinary, project and vocational. This enables students to simultaneously develop competence in circular economics and solve problems in working life (Mäkiö & Virta, 2019, p.4).

CONCLUSIONS AND PROSPECTS

In summary, we define the following methods of training specialists in circular economics in Finland: on a historical basis — modern methods (project method). According to the priority of the pedagogical function, teaching-learning methods prevail (methods of transferring and acquiring knowledge — presentation, problem-solving, reading, etc.). According to the method of organising students' activities, combined methods provide several ways to organise students' activities. By teaching strategy — heuristic methods (problem-based learning). According to the source of knowledge — direct or indirect study of reality through individual work. Forms of study are full-time or distance (based on online courses). The primary teaching method is a method of projects developed by an interdisciplinary team of students. The participants in the educational process are not only students and teachers but also companies, businesses and professionals in various sectors of the economy.

A study of the experience of the Republic of Finland in training specialists in circular economics has shown that its universities offer a wide range of circular economics programs at all levels of higher education. In a relatively short time, Finland has managed to develop the content and forms of higher education in the circular economy to train green professionals capable of contributing to the sustainable development of the future.

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ОСВІТА ЦИРКУЛЯРНОЇ ЕКОНОМІКИ: ДОСВІД ФІНЛЯНДІЇ

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З моменту оголошення Національної економічної стратегії-2030 перехід до циркулярної економіки став порядком денним для України. У цих умовах пошук хорошого досвіду та практики є важливим пріоритетом

національної вищої освіти. Дослідження зосереджено на аналізі освітнього досвіду в циркулярній економіці у Фінляндській Республіці. Фінляндська Республіка стала першою країною, яка надала освітні програми з циркулярної економіки. Це теоретичне дослідження ґрунтується, на огляді літератури, а також аналізі веб-сайтів фінських університетів для вивчення ступеневих програм (їх змісту та структури навчання), методів та форм навчання. У статті представлено узагальнений аналіз бакалаврських, магістерських та докторських програм з циркулярної економіки або суміжних наук. Основними висновками є методи навчання в циркулярній економіці, виокремлені за такими принципами: історичний (проектний), пріоритет у впровадженні педагогіки (навчання та навчання), діяльність учнів (комбіновані методи), стратегії навчання (евристичні методи), джерело знань (безпосереднє чи опосередковане вивчення дійсності).

Ключові слова: вища освіта; циркулярна економіка; дипломні програми; методи; формат освіти.

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CARE OVER THE INTERNATIONAL STUDENTS DURING COVID-19 LOCKDOWN

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ABSTRACT

This article is a diagnosis of the facts based on inner, empirical research. The aim of the Article is to present the situation of international students in WSG University during the lockdown related to the COVID-19 pandemic and the implemented measures and activities to counter its negative effects. The examples will relate to Poland and the university I represent. This article deals with the following issues: general situation of international students in Poland, brief overview of the university's activities, what tools and procedures to adapt to the new situation were prepared in advance, and what should be implemented in a crisis situation, the challenges of a sudden increase in the level and quantity of distance learning and recruitment challenges of international students. The summary will be a presentation of good practices introduced at the university in the context of COVID-19, which can be implemented in many European universities.

Keywords: COVID-19; good practices; international students; lockdown.

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INTRODUCTION

The outbreak of the COVID-19 pandemic had an enormous impact on many aspects of life, including higher education, forcing far-reaching changes in the functioning of the universities. These changes are an attempt to adapt the teaching method to the conditions in which direct student-lecturer contact is difficult or completely impossible. However, for students who do not come from their home Countries, the number of challenges increases significantly. Additional problems that need to be solved relate not only to the teaching process itself, but also life issues, unfortunately, above all, to those resulting from ignorance of local social processes, failure to adapt to seclusion conditions, and bureaucratic processes.

PROBLEM STATEMENT

The challenges that are particularly inconvenient include functioning in everyday life in a country affected by closure and violation of the separation: work, rest and sleep time. Students coming to Europe for specific educational or economic purposes, often many thousands of miles away from home, collide with reality that is far from their expectations and plans. The extremely important role of the university in caring for the students present within its boundaries cannot be limited only to providing education at the highest possible level, but must include other aspects that will help the students find themselves in difficult reality. Such assistance may take place directly (e.g. financial support, psychological assistance, providing accommodation opportunities, and also by creating an appropriate environment, by creating internal support entities, changing procedures, interacting with the socio-political environment, or cooperation with city and regional authorities.

GENERAL SITUATION OF INTERNATIONAL STUDENTS IN POLAND AND WSG UNIVERSITY

The latest data that can be used to describe the general number of foreign students in Poland come from the statistical yearbook of the Central Statistical Office as of December 31, 2019¹. This figure is likely to have shaken significantly since the outbreak of the pandemic, but no such summary has yet been made. It can be assumed that the number presented in the yearbook corresponds to the beginning of the pandemic in Europe in February and March 2020.

Table 1

Total number of International student in Poland

	Full-time	Part-time
Overall	809 259	420 995
International students	68 109	9 340
Percentage	8,4%	2,2%

Most of the foreigners came from European countries, with the most numerous group being people from Ukraine (39.2 thousand, ie 50.1% of all foreigners). The next largest groups were students from Belarus (7.3 thousand — 9.3%) and India (3.6 thousand — 4.6%). Most international students chose universities in the Mazowieckie voivodship, including Warsaw, which is a constant and understandable trend — the capital of the country has the greatest attraction. WSG University in Bydgoszcz on September 30, 2020 had 776 international students from 16 countries educated which represents 21% of the total number of students. This number puts WSG in second place in the Kuyavian-Pomeranian Voivodeship after the Nicolaus Copernicus University in Torun, where the largest number of foreign

students enrol in medical-related faculties. The most numerous groups are students from Ukraine (353 people 43%), Rwanda (63 people 8%), Zimbabwe (42 people 5%) and Sri Lanka (36 people 4%). The number of students from the former USSR countries, including Belarus and Kazakhstan, is systematically increasing.

The amount of Ukrainian students in the total number of students is in line with the nationwide trend and results from the migration trend that has continued more or less from 2012. Students from the former USSR countries participate in classes conducted in Polish (Central Statistical Office, 2020). Before coming to the university, they undergo a six-month language course abroad organized by the universities, preparing them for studies. They also continue the language course after coming to Bydgoszcz. The rest of the students take part in 4 courses (offered) in English.

ACTIVITIES OF THE UNIVERSITY IN THE FIELD OF CARE OF INTERNATIONAL STUDENTS

WSG University when the first lockdown began in March 2020. The University was mostly prepared for the challenges resulting from the transition to the remote mode and for the management of non-educational problems. The preparation was multifaceted and included direct and indirect care for the students, including psychological, medical and technical support, which is unparalleled in higher education institutions. The university has also implemented a special program financed by European Union funds dedicated to this subject. In November 2020, the University made a series of summaries of surveys and case studies on the level of satisfaction of international students and their needs for specific activities of the University.

IMPLEMENTATION OF DISTANCE LEARNING

April 14, 2020 the regulation of the Council of Ministers on increasing the percentage share of on-line classes in the total number of ECTS credits to a maximum of 50% entered into force. In practice, the University, due to its practical teaching profile, has already conducted remote teaching using the university's remote e-learning platform (ONTE), where students receive tasks to be performed, tests and examinations are carried out, and the necessary materials and literature are placed. The share of online classes ranged, depending on the field of study, from 0% to 25%. In May 2020 the university decided to strengthen the staff of the ONTE service department, due to the radical increase in platform users, and thus the need to increase the range of technical and IT services. The university has signed an agreement with Microsoft for the extensive use of the MS Teams platform, as the only platform used to conduct direct on-line classes. Pursuant to the Rector's decree of September 30, all lectures take place exclusively

on this platform. Practical classes and laboratories, the nature of which cannot be carried out remotely (e.g. in computer science or construction), are held on the university campus in a strict sanitary regime. This is possible thanks to the legal environment related to the COVID-19 pandemic prevention. An additional advantage is the integration of the MS-Teams platform with the internal ISAPS student and lecturer service system. Thanks to this integration, students can participate directly in classes from the level of the timetable visible to them.

The division into the so-called “Classes” according to the individual student groups, thanks to which the student and lecturer has access only to the classes designated in the schedule. Students received free access to the Office 365 suite, which allows them to access a number of IT tools to improve teaching, including MS Word and MS Excel. In specialized fields of study (eg IT), the University purchased 40 tablet devices for students thanks to participation in POWER and mSV projects. The dormitory owned by the University in which 196 students reside as of December 31, 2020 is 100% occupied by international students. Pursuant to legal regulations, students should be provided with a place of residence if their situation does not allow for accommodation in a different form. In the spring of 2020, the university has equipped the dormitory with broadband, wireless internet with the possibility of simultaneous access of 160 people.

A room with 25 computer stations for remote learning was also created for students who do not have the appropriate technical hardware. According to the summary of the survey conducted from April to November 2020 out of 265 people, 77 students declared Microsoft Teams as the most popular platform for access to classes, 36 the ONTE platform (more than half of the respondents did not answer this question) 91 students expressed satisfaction with the level of online classes, 48 dissatisfaction, 46 students described their level, as average. The percentage of dissatisfied people increased in percentage in the November 2020 survey (50/50), which is also confirmed by anonymous qualitative research among the residents of the Student House. In the November 2020 survey (34 respondents), 50% of students found online teaching ineffective. In the November 2020 survey (34 respondents), 11 students declared lack of access to the tools needed for online learning, or problems limiting access. The main reported problems in online teaching are: technical problems on the part of the student and lecturer, lack of contact with lecturers (e-mail) and connection quality. The above data indicate that a significant proportion of students express general dissatisfaction with the necessity to participate in online classes.

Despite the implemented procedures and investments, such teaching should be considered not only less effective, but also lowering the overall satisfaction of international students. This prompts the university to return to stationary teaching as soon as possible after the pandemic, or to maintain hybrid teaching with a predominance of traditional classes.

SPECIAL, NON-EDUCATIONAL FORMS OF CARE FOR STUDENTS

In the course of the COVID-19 pandemic, international students are subject to specific pressures and suffer slightly different problems than local nationals. According to the research, the most frequently reported problems are: language barrier in contacts with people, shopping, contact on offices, finding accommodation, racism, immigration system, transport, weather. From March 2020, the above set was joined by previously unprecedented or niche problems: feeling of isolation and closure, inability to find a job, dissatisfaction with classes, fear of falling ill, lack of social and peer integration, boredom. Since the University noticed the occurrence of these disturbing phenomena, especially from the first-mentioned group, even in times before the pandemic, we established a number of entities and developed procedures concerning them, covering many departments, both scientific and administrative.

A priority project aimed at increasing the readiness of the WSG University to provide care for international students and improving the quality and conditions of studying foreign academic youth at WSG through support, information and integration activities is the implementation of the project under the “Welcome to Poland” program (National Agency for Academic Exchange, funding from the POWER program) called “Welcome Center”. The activities of the project planned for 2018-2021 are aimed at: functioning of the point of comprehensive information and service for foreign students and employees, improvement of procedures and practices related to the process of studying young people from abroad at WSG, increasing the competences of WSG staff in the field of language and intercultural skills, activities acclimatization and integration for foreign students of WSG (including integration of staff and students), many departments, both research and administration.

Support for international students functioning at the University during the pandemic has significantly increased and is mainly manifested in activities such as: assistance in immigration procedures, support in finding accommodation, comprehensive information on pandemic restrictions, providing knowledge about the principles of social coexistence and new university procedures in the field of education. An extremely important point from the point of view of the effective operation of the point is that its employees are foreigners — one English and one Russian, and these are graduates of the University with several years of experience in Poland. According to the conducted evaluation of the functioning of the point, out of 174 respondents, 154 know the point and scope of its activities in the Welcome Center, 20 are of the opposite opinion, 162 people find the Welcome Center helpful and are satisfied with its operation, 12 people are of the opposite opinion. During the COVID-19 pandemic, the number of students reporting psychological problems increased significantly. The Psychological and Pedagogical Counseling Center has been working at the University since 2014, the employees of which provide free

support in such situations. The aim of the clinic is to provide psychological support to students of the University in the form of psychological and medical consultations regarding the individual educational difficulties of the student, but also counteracting the feeling of alienation, fear of pandemic and depressive disorders. In addition, the clinic, in cooperation with the Student Self-government, provides support interviews in the event of difficulties resulting from disability, illness or other traumatic life situations, also resulting from a sense of being lost in the national reality or a difficult situation in the country of origin. In 2020 the staff of the clinic with English and Russian translators was strengthened.

During the pandemic, the Clinic provided this type of assistance to 76 people, 17 of whom underwent a full cycle of psychotherapy, and 2 students were referred to their country of origin for specialist hospital care. An important problem faced by foreign students is the issue of ostracism, or even aggressive and xenophobic behavior towards them. The WSG University has undertaken cooperation with the Police and city authorities on this matter, establishing a special team for counteracting this type of phenomena. They mainly concern accusations and irrational fear of coronavirus infection.

Thanks to the team and constant monitoring of this type of phenomena by many university units, including the Student Service Department and the International Affairs Department During the pandemic, international students indicate the inability to use facilities to improve and maintain health and physical condition. In accordance with the restrictions introduced on November 28, 2020, sports facilities, including gyms, swimming pools and sports halls, were closed for use. However, the legislator provided for the use of such facilities by official sports sections. Therefore, the University made its facilities (gym, swimming pool and sports hall) available to international students associated in the Academic Sports Association — as at December 31, it was 49 students from 6 countries. There is a medical care facility at the University called Academic Medical Center. Students who want to use the services of specialist doctors, physiotherapy, laboratory tests or other medical assistance are granted special discounts on these services.

For those who, for reasons of employment or voluntarily, take advantage of state insurance, these services are free and use them according to the rules applicable to nationals of the country. Efforts are being made to obtain the status of a COVID-19 vaccination point, which, after the government introduces the 3rd stage of vaccination for 18-60 years old, will become the closest and most accessible facility for such vaccination. However, this only applies to people insured by the National Health Fund. The University in 2020 during the summer break in teaching, it radically changed the recruitment procedures for foreign students and the methods of promotion, adapting to the need to switch to the maximum contact-free mode in accordance with the sanitary regime.

The recruitment process from the moment a candidate from abroad applies to the University to signing a study agreement and arriving in Bydgoszcz takes place entirely through the internal ISAPS IT system. In accordance with changes in legal regulations, scanned documents obtained legal force at the recruitment stage. However, upon arrival in Poland, the student is obliged to provide original documents certified by the Polish Embassy in their respective countries before signing the contract. At the same time, the University completely gave up paper circulation and the traditional form of promotion and information (leaflets, posters, etc.) in favour of on-line tools such as mobile applications, websites and social media.

GOOD PRACTICES

Summarizing the effectiveness of measures to counteract the negative effects of the COVID-19 pandemic at the University of Economy in Bydgoszcz. We can distinguish a few of them which seem possible to be implemented in many higher education institutions in Europe and which bring measurable benefits, unfortunately difficult to quantify, rather qualitative. One of the quantifiable indicators indicating the rightness of the activities undertaken is the 18% increase in the number of recruited foreign students for the 2020/2021 academic year. However, data that will allow to determine whether this situation is in contradiction with the national trend should be available only in mid-2021. Regardless of this, in order to ensure comprehensive and proper care for foreign students in the new pandemic reality, and also after it, the following steps are proposed:

1. Paying attention to non-educational needs of foreign students, such as the residence, life, health or social matters mentioned in the article by creating procedures and entities aimed at fulfilling or supporting these needs.
2. The need to ensure high-quality on-line education, especially by refining technical procedures, high-quality Internet connections, and providing students with appropriate software and hardware. It is necessary to precisely train the academic staff that will adapt to such teaching.
3. Internal research shows the need to return to stationary teaching as soon as possible, whenever possible. Students point to the shortcomings of knowledge transferred remotely and a reduced quality of education.
4. It seems justified to implement transformations in the structure of universities in accordance with the ideas of "University 2.0" and "University of the University". This can manifest itself in equipping universities with institutions and infrastructure that have so far been rare, such as psychological clinics, medical centers, kindergartens, universities for the elderly.

This solution brings multiple benefits. Firstly, it provides students with a place for apprenticeships, secondly, it provides an additional, controllable

space for managing noneducational challenges, thirdly, it can bring additional financial benefits by using such spaces commercially, and fourthly, it increases the prestige of the university and causes greater interaction with students, but also with the local community.

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ОСОБЛИВОСТІ РОБОТИ З ІНОЗЕМНИМИ СТУДЕНТАМИ ПІД ЧАС КАРАНТИНУ COVID-19

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Ця стаття є діагностикою фактів на основі внутрішнього, емпіричного дослідження. Мета статті — представити становище іноземних студентів в Університеті економіки у м. Бидгощ під час карантину, пов'язаного з пандемією COVID-19, та вжиті заходи для протидії його негативним наслідкам. У статті висвітлено такі питання: загальне становище іноземних студентів у Польщі, короткий огляд діяльності університету; інструменти та процедури адаптації до нової ситуації, що були підготовлені заздалегідь, і що слід реалізувати в кризовій ситуації; виклики раптового зростання рівня та кількості проблем дистанційного навчання та набору іноземних студентів. Для забезпечення всебічного та належного піклування за іноземними студентами в умовах

нової пандемічної реальності, а також після неї, пропонується звернення уваги до різних потреб іноземних студентів, таких як проживання, здоров'я чи соціальні питання, шляхом створення процедур та організацій, спрямованих на задоволення цих потреб. Необхідно забезпечити якісну он-лайн освіту, шляхом уточнення технічних процедур, якісного підключення до Інтернету та забезпечення студентів відповідним програмним та апаратним забезпеченням. Внутрішні дослідження показують необхідність якнайшвидшого повернення до стаціонарного викладання, коли це можливо. Студенти вказують на недоліки знань, переданих дистанційно, та зниження якості освіти. Університети мають бути оснащені елементами інфраструктури, які досі були рідкістю, такими як психологічні клініки, медичні центри, дитячі садки, університети для людей похилого віку. Це рішення приносить багато переваг.

Ключові слова: COVID-19; передові практики; іноземні студенти; закриття.

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CURRENT TENDENCIES OF MODERN EDUCATION

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POSSIBILITIES OF APPLICATION OF COGNITIVE-BEHAVIORAL COACHING IN THE EDUCATION SYSTEM

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ABSTRACT

The author raises the question of the possibility of using one of the coaching methods, which is cognitive-behavioural coaching, within the education system. The first part presents an analysis of the very concept of coaching, including research on its effectiveness in solving selected problems or improving selected areas/ problems of the education system. In the further part, the author approaches and defines one of the types of coaching, that is cognitive behavioural-coaching. He cites the research on the effectiveness of this method, indicating the potential areas of its application in the education system. In order to demonstrate the potential usefulness of the cognitive-behavioural coaching method, the author refers to examples of techniques of working with a client (student, parent) derived from cognitive-behavioural therapy, which, in the author's opinion, can be successfully transferred to the ground of cognitive-behavioural coaching. The article is exploratory in nature. The author raises the question of the application of cognitive-behavioural coaching in educational institutions, at the same time attracting attention to the need for in-depth empirical research in this area.

Key words: coaching; cognitive-behavioural coaching; cognitive-behavioural therapy.

INTRODUCTION

For many decades, the people responsible for the education system have been trying to derive inspiration from solutions, techniques and methods of work which are also applied in other areas (e.g. in the area of human resource management in organizations, etc.). One of such solutions, which has been implemented for some time in broadly understood educational services, is the coaching method.

Coaching can be perceived as a short-term intervention aimed at improving performance or developing a defined competence (Clutterbuck, 2003), the process of helping people to reach their peak potential (which involves developing strengths, helping to overcome inner resistance, and overcoming one's own limitations in order to achieve personal perfection) (Dilts, 2003) or an interactive process helping the other person to increase the effectiveness of performance, improve functioning and support their development (Wujec, 2012).

PROBLEM STATEMENT

In the traditionally understood coaching, the work of a coach relates mainly to the level of client's behaviour, helping him to improve the efficiency of specific actions undertaken by him (O'Connor, 2009). According to this approach, the teacher-coach observes the behaviour of the interaction partner and helps to modify his behaviour patterns in specific situations and contexts. By assuming the role of a coach, the teacher becomes a guide who leads his "client" along the path leading to the achievement of the goals set for himself (Rogers, 2010).

BACKGROUND

However, it should be remembered that the effects of attempts to 'implement coaching' into the repertory of teacher's work tools are not clear-cut. They often remain undefined as there is not enough of in-depth research on this subject (Bennewicz, 2011). The situation is additionally complicated by the fact that we are still dealing with the influence of many factors that potentially reduce the effectiveness of the adaptation of coaching techniques to the education system.

One of such factors is the relatively low level of substantive preparation of teachers and a fairly general knowledge of what coaching is and to what extent, in what situations it can be used in the work of a teacher and educator. Furthermore, this applies to both teachers themselves, as well as, for example, psychologists and educators employed in educational institutions.

A certainty of stereotyping in the perception of coaching and its professionals is another factor potentially increasing the level of resistance to use coaching in schools, etc. These stereotypes are frequently negative and often give coaching the features of a pseudoscientific technique of working with people.

Certainly, this is not facilitated by a certain lack of an understandable and well-established system that confirms the competences and qualifications of people working in the coaching profession. Although there are several international organizations involved in the process of coach qualification certification, still they are in a sense autonomous and competitive organizations. Moreover, there apparently are no real instruments to verify the quality of work of people who define themselves as coaches, and who, at the same time, have not obtained such certification. All this results in a certain lack of definition, e.g. who the coach is, what are his methods and techniques of working with the client, what qualifications are required of him. This, in turn, leads to greater resistance to resorting to techniques / methods applied in coaching.

The perception of coaching as a technique of working mainly or exclusively with adults (which reflects the belief that it is a method reserved primarily for managing the development of employees of large corporations) is another element affecting the process of using the coaching method in the work of a teacher, educator, etc. As a result, it may repeatedly reduce the belief that the use of coaching is justified in supporting the child among teachers, educators, school psychologists, etc.

METHODOLOGY

The above-mentioned circumstances are only some of the factors that may reduce the readiness to implement coaching into educational practice by people performing their tasks at school / university etc. On the other hand, as shown by research and analyses of many independent institutions (including AMA — American Management Association — research from 2008), the market of coaching services shows a highly dynamic growth potential, which is also expressed in professionalising the coach profession, distinguishing new types of coaching, popularising coaching techniques in completely new areas. The above-mentioned circumstances should cause an in-depth discussion on the key questions: “Can coaching be / Is coaching useful in the practice of a teacher / educator / tutor?”; “How should the coaching process be implemented to make it really efficient in improving the performance of broadly understood teacher-student-parent relations?”; “Which coaching trends / methods are most useful for people implementing this process within the education system?”. Answering the first two questions appears to be an exceptionally complex task and certainly goes beyond the scope of this article. However, the third question seems to be crucial and essentially served the author of the article as a starting point for further considerations.

MAIN RESULTS

The intention of the author of this chapter was therefore not to analyse many different types of coaching, but to focus on one that may possess a particularly

high application value for the education system. The type of coaching, which in the author's opinion may be of significant importance to the education system, is the so-called cognitive behavioural coaching. According to the author, it can have a significant application on different levels (see Fig. 1).

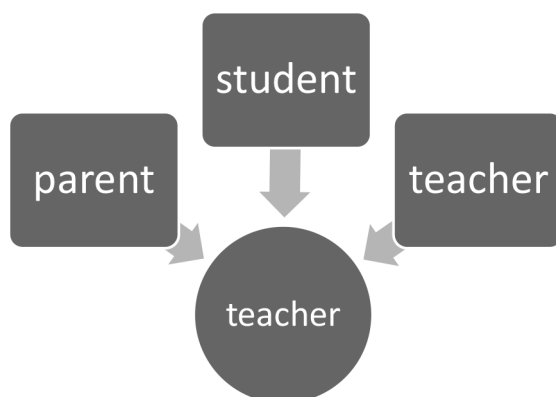


Fig. 1. Areas of potential application of coaching in educational institutions (own work)

As shown in Fig. 1, the application of selected types of coaching can take place both in the relation of the teacher with the student and the teacher / educator with the parent (less often), but also in cooperation with other teachers or while managing a team of teachers (in the supervisor-subordinate system) (Grzymkowska, 2012; Łukowska, 2011, Kowalik 2012). On each of these levels, completely different techniques of the coach's work may take on a special meaning. The method of cognitive-behavioural coaching appears to be particularly significant in the teacher / lecturer / educator — student / student / listener relation.

COGNITIVE-BEHAVIORAL COACHING — SOURCES, DEFINITION, GENERAL CHARACTERISTICS

Cognitive-Behavioural Coaching (CBC) is a method derived from the assumptions of Cognitive Behavioural Therapy (CBT) (Beck, 2005; Ellis, 1962). The latter refers directly to the cognitive method of explaining the emergence of mental disorders, which, according to this model, are created on the basis of such elements as automatic thoughts, cognitive schemas, cognitive distortions, etc. The cognitive “methods” of processing information about the world and oneself stimulate and maintain certain emotions and have a secondary influence on behaviour (Popiel & Pragłowska, 2008).

The cognitive-behavioural trend, from which CBC is derived, adopts a few main assumptions, including a) cognitive functioning translates into human behaviour, b) a human being actively creates the image of the reality that surrounds him, i.e. selects certain information that he receives then he interprets and assigns meaning to it in a specific way, c) cognitive processes, cognitive content, schemes, etc. can be monitored and empirically tested

at the same time, d) by changing the structure of the content and / or cognitive processes, we can make a change at the level of emotions and behaviour of an individual (ibid.). The very change on the side of the patient / client, which results from changes at the cognitive level, also requires the patient to become aware of his thoughts and then notice the relation of the individual content of thinking with specific emotional states and behaviours.

Certainly, the trend of cognitive-behavioural therapy itself has also evolved over the past few decades. In various periods of its development, particular assumptions were given greater significance. Initially, during the so-called the first wave the focus was placed primarily on learning processes derived from behavioural theory. Behavioural therapy in line with this approach focused on a thorough analysis of the stimuli influencing an individual and the implementation of behaviour and its consequences (reinforcements) (Popiel, Pragłowska, 2009). The second wave introduced a shift of emphasis and began to highlight the cognitive aspect to a greater extent. Among other things, the significance of cognitively assigning of the meaning to stimuli and it was pointed out that the change in the cognitive sphere is crucial for changing the broadly understood functioning of an individual. The current, third wave has introduced a new tendency to open up to new methods and techniques as well as ways of understanding human functioning. For example, the area of interest began to include cognitive therapy based on mindfulness based on Eastern meditation techniques or psychotherapy based on functional analysis.

The article does not aim at presenting all the assumptions and directions of development of cognitive-behavioural therapy. It should be emphasized, however, that cognitive-behavioural therapy is one of the techniques of psychotherapeutic work with the highest effectiveness rates (Butler, 2006). As noted by Popiel and Pragłowska (2008), systematic increase in interest in cognitive-behavioural therapy is observed in new areas and scientific fields, as well as attempts to “implement” CBT assumptions and techniques to new situations / contexts.

Furthermore, it appears that a number of CBT assumptions make it extremely useful material to be applied in the coaching process. CBT itself is strongly oriented towards a specific goal, limited in time (i.e. it is crucial that an impact on the patient will allow him to achieve the desired effect as quickly as possible), in the early stages of the therapeutic process it is focused on the present, it has an educational character.

In the context of the above premises, it seems that cognitive-behavioural coaching (CBC) derived from CBT can constitute a useful tool in the work of teachers / educators. This is reflected in the literature on the subject, where in the last 20 years it is more and more frequently indicated as particularly effective in the context of different impacts, including those aimed at students within the education system.

Before selected results of research on CBC are presented, it is worth clarifying the method of defining this concept. Palmer and Szymanska (2007);

Williams, Edgerton, and Palmer (2010) understand CBC as a multi-faceted approach, based on a cognitive and behavioural component, using a variety of problem-solving strategies which are to help the client achieve the realistic desired goals. CBC focuses on supporting the client in constructing cognitive-behavioural regulation skills, e.g. by changing their irrational and inadequate beliefs (Neenan & Dryden, 2002).

Naturally, the method of working within CBC is not the identical with CBT, because in the case of CBT, the goal is primarily to solve the problems of people with specific mental disorders or people in crisis, etc. CBC is a much more superficial process, focused mainly on the present and future of the client (setting goals, selecting methods to achieve these goals, improving the quality of life, etc.).

In spite of the fact that CBC is a relatively new approach, a systematic increase in studies related to this method is observed (Barry, Murphy & O'Donovan, 2017). Furthermore, the studies that we have in the literature on the subject consequently confirm the effectiveness of CBC in different areas. For instance, it has been successfully found that cognitive-behavioural coaching is a beneficial method in achieving goals, creating a positive attitude, increasing the level of subjective quality of life and reducing the level of experienced stress (Grant, 2003; Green, Oades, & Grant, 2006).

A particularly interesting verification of the CBC's effectiveness was carried out in his research by Hugh O'Donovan (2009; 2010). In the experimental study conducted with the participation of secondary school students, he tried to verify to what extent the implementation of a short programme of coaching meetings in the cognitive-behavioural model translates into changes in mental functioning, understood mainly as changes in the level of depression. People from the experimental group were provided with a series of 4 coaching meetings, lasting about 40 minutes over several weeks, based on the use of different types of games and tasks to make participants aware of the ways they use to interpret reality and events and their consequences for behaviour, selected cognitive distortions, even in the form of catastrophizing, over-interpretation, etc. As the author of the study notices (O'Donovan, 2009; 2010), all meetings were subordinated to one important piece of information that the way of thinking and adopting specific cognitive interpretations translates directly into the experience of appropriate emotional states. Interestingly, the obtained results showed a clear decrease in depressive attitudes in those students who were included in the cycle of cognitive-behavioural coaching meetings, while no such change was noted in the control group. These results should certainly be treated with caution due to the relatively small number of respondents and the fact that the control group students were not subjected to any influence, e.g. carried out under a different coaching model. It should certainly also be noted that the very duration of individual coaching sessions was relatively short, which caused a certain superficial impact. However, ignoring these indicated methodological doubts and remembering about

the imperfection of Donovan's experiment, it should nevertheless be noted that the influence of CBC on the level of broadly understood student functioning was undeniable. It follows a certain logic of other studies in this area, which showed that CBC is a method that is able to effectively reduce the intensity of depression, increase the sense of mental well-being, etc. (Green, Oades, & Grant, 2006).

Since the above-mentioned studies confirm the potential legitimacy of applying CBC and its potential effectiveness, the question arises which techniques of working with the patient used in CBT have the greatest potential usefulness in the framework of coaching at school / university. Certainly, it is impossible to give an unequivocal answer in this regard without detailed empirical research. Nevertheless, it is apparently justified to try to select those techniques which, due to their characteristics, complexity, and cognitive requirements, mainly related to self-awareness and insight, may have potential application in the education system. Selected techniques are presented below. This comparison is exploratory in nature and is based on an arbitrary choice of the author.

BALANCE OF GAINS AND LOSSES TECHNIQUE

Once the client recognizes the thoughts evoking unpleasant feelings, the coach's task is to examine the motivation for a possible change of this thought. It is therefore crucial to guide the client in such a way that he is able to determine the consequences (positive and negative) of a given thought, belief, etc. After determining the profit and loss balance, the client can independently determine how attractive it is for him to maintain or change this belief (Leahy, 2008).

An exemplary statement from the coach could be as follows: 'Please evaluate the gains and losses associated with maintaining this belief. If you had the opportunity to indicate the system of benefits and losses in the form of a percentage, how many percent of the hundred would you ascribe to positive, and how many to negative consequences. Now consider what the possible division of positive and negative consequences will look like if you change this belief or replace it with another.'

The application of this technique may be difficult, especially when the client encounters some difficulties in estimating, for example, the benefits of negative beliefs. In addition, it is crucial to involve the coach in the sustainability process in analysing both long-term and short-term benefits.

ANALYSIS OF BEHAVIOR CHANGES IN DIFFERENT SITUATIONS TECHNIQUE

This technique refers directly to the theory of attribution (Aronson, Wilson & Akert, 1997) and the tendency to focus on a single behaviour and to generalize

it and assign as a permanent feature to another person. As a result, in many situations, also in everyday language, there is a tendency to generalize and assign constant properties without noticing the variability of behaviour that occurs depending on the circumstances and situations. In this case, the coach's activity should focus on making the client aware of the extent to which the specific observed behaviour is conditioned by situational factors, to what extent it was the situation, and not the permanent qualities of another person, that decided about it (Leahy, 2008). The coach, together with the client, tries to go beyond the individual situation in order to analyse the inter-situational variability of behaviours.

For instance, a coach may refer to the belief of a particular person (client), according to which he attributes to himself e.g. helplessness. The questions on the part of the coach may be as follows: «Does the helplessness indicated by you last all the time?», «In what situations, in what moments of the day do you feel that you are more or less helpless?», etc. The aim is to guide the client to make him notice the variability of defined characteristics depending on different situations.

DISTINGUISHING PROGRESS FROM PERFECTION TECHNIQUE

The technique responds to the tendency of some people to strive for complete perfection instead of striving for progress. Striving for perfection is an expression of unrealistic expectations and standards. As a result, it translates into a feeling of failure in the absence of an ideal — perfect state. The task of the coach is to sensitize the client to the fact that gradual progress in a particular area is much more realistic than the assumption that a particular task will be performed perfectly. The coach's statements may sound as follows: «Please try to indicate the benefits resulting, for example, from the fact that you strive to improve your functioning in a particular area, instead of the desire to achieve the final state, which will be perfect. Focusing on the desire to achieve the ideal status quo will lead to a feeling of frustration, because it is unrealistic».

As part of this technique, the client learns about the advantages of making little progress in his performance. His attention is directed to noticing small achievements, celebrating them and using them in the process of self-motivation. The difficulty in applying this technique may be related to the fact that some people may accept a high level of self-criticism (expressed, for instance, in the lack of appreciation of minor successes) as an appropriate attitude beneficial for real development (Leahy, 2008).

SPLIT CAKE TECHNIQUE

The application of this technique is related to the tendency, which is visible in some people, to assign the entire responsibility for different kinds of difficult

situations and failures only to themselves. As a result, only zero-one categories are used in the description of reality. The split-cake technique is supposed to foster the perception of the complexity of the causes leading to a given difficult situation. The client is asked to draw a pie chart with parts of different sizes marked. Then, he lists different potential factors that could have influenced the occurrence of a given difficulty / failure. After drawing up a list of potential triggers, the client is asked to enter them in defined parts of the pie chart, assigning a specific rank (size) to them at the same time. Among the different determinants of a difficult situation, the client should also indicate the level of his responsibility for failure at this stage. This technique makes the client sensitive to noticing also other causes of defined events, etc.

One of the difficulties in applying this technique may be a situation when the client is unable to go beyond the pattern of thinking about the event as being solely caused by his actions. Sometimes this type of procedure makes the client able to somehow unblock the way of thinking so as to see the complexity of the causes of a given event / situation (Leahy, 2008).

The above-mentioned work techniques applied in cognitive-behavioural therapy constitute only a section of their broad spectrum. They are presented in this article to show examples of methods that can successfully find their place in the cognitive-behavioural coaching process because of their simplicity and clarity. Naturally, we must remember that both the above-mentioned and other techniques usually contain a number of additional details in the form of special cards / work tables, possible homework and other elements that constitute a kind of supporting instruments.

CONCLUSIONS

The aim of this article was not to describe all techniques in detail, but to emphasize the need to reflect on to what extent / which elements of cognitive-behavioural therapy can be successfully implemented within the education system, within a much more superficial method than therapy, i.e. coaching. According to the author's intention, the aim of this article is to try to popularise the idea of cognitive-behavioural coaching and to show the need for empirical verification of its efficiency.

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ЗАСТОСУВАННЯ КОГНІТИВНО-ПОВЕДІНКОВОГО КОУЧИНГУ В СИСТЕМІ ОСВІТИ

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Автор статті порушує питання про можливість використання в системі освіти одного з методів коучингу, яким є когнітивно-поведінковий коучинг. У першій частині представлено аналіз самого поняття коучингу, включаючи дослідження його ефективності у вирішенні вибраних проблем або вдосконалення окремих сфер системи освіти. Автор визначає один із видів коучингу — когнітивно-поведінковий коучинг. Він наводить дослідження ефективності цього методу, вказуючи на потенційні сфери його застосування в системі освіти. Для того, щоб продемонструвати потенційну корисність методу когнітивно-поведінкового коучингу, автор посиляється на приклади прийомів роботи з клієнтом (учнем, батьками), отриманих з когнітивно-поведінкової терапії, які, на думку автора, можуть бути успішно перенесені. на ґрунті когнітивно-поведінкового коучингу. Стаття носить дослідницький характер. Автор порушує питання застосування когнітивно-поведінкового коучингу в навчальних закладах, водночас привертаючи увагу до необхідності поглиблених емпіричних досліджень у цій сфері.

Ключові слова: коучинг; когнітивно-поведінковий коучинг; когнітивно-поведінкова терапія.

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MANAGING SELF-DEVELOPMENT (SELF-CREATION) BY THE TEACHER

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ABSTRACT

The aim of the presented article is to draw attention to the considerations related to self-formation, which are more and more vivid in the pedeutological discourse. Constant professional development in the teaching professions determines the effectiveness of teaching as students' achievements depend mainly on teacher's skills. Contemporary expectations towards teachers are definitely different than years ago. It results from changing reality, which imposes the necessity to constantly increase one's own competencies, not only the professional ones, but mainly those related to personal development. Personal growth is a significant aspect of professional development. Managing one's own development (self-creation) assumes that a man is a self-creator and the space of self-creation is a new method of experiencing the world and one's place in it. The article analyses the determinants of the self-creation process and its structure as well as the transgressive behaviours involved in the process. The analysis of the teacher's functioning as a co-creator of himself is embedded in the trend of the concept of humanistic, emancipatory and cognitive psychology.

Key words: self-creation; autonomy; self-reflection; self-creation competencies; shaping oneself; self-formation; transgression; creativeness.

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INTRODUCTION

The evolution of approaches to teaching competencies results from the general pedeutological reflection related to the changing role of the teacher within the context of broader socio-cultural transformations. Openness to change becomes the basic dimension of competence in the teaching profession

(Czerepaniak-Walczak, 1997). The transformation of the classical functions of a teacher is determined by the reinterpretation of the process of upbringing and education within the context of humanistic and emancipatory pedagogy. They constitute challenges requiring a creative attitude towards seeking and implementing changes, as well as openness to changes, including the ability to self-create.

PROBLEM STATEMENT

Nowadays, the process of creating oneself and one's own life is becoming a common requirement. A. Giddens emphasizes that 'choice is a fundamental element of daily activities of individuals. Intellectual emancipation and the ability to reflectively behave in the world of permanent change and diversity of social environments (in which the individual is directly and indirectly involved) enable the expression of personal subjectivity through the creation of individual lifestyles and the choice of identity' (Cybal-Michalska, 2013, p. 127). Preparation for the teaching profession is presented holistically and processively. Holistically — because the teacher should develop not only specific professional skills, but above all, care about developing his personality, which, in consequence, will allow him to be himself. Processively — because becoming a human is a process that has no end, it lasts permanently, constantly (Kwaśnica, 2003). The presented article discusses the concepts and views of many recognized researchers dealing with issues related to pedeutology. The study highlights the transformations in thinking about the teacher through the prism of personality competencies defined as self-creative.

SELECTED CONCEPTS OF PERSONAL DEVELOPMENT

C. Jung, who introduced the concept of the process of self-realization aimed at internal harmony and harmony with the world, was precursor to the idea of self-directed development (Górniewicz & Rubacha, 1993). Self-realisation is a transgressive process exceeding the limits of the mind, feelings, and human senses, and also the ego. On the other hand, humanistic psychology discerns only strengths and positive sides of a human being and its representatives do not use the concept of personality. Their main area of interest is who a man becomes. The development process, determined by internal factors, is in their view an elementary property of human nature. The theory of self-actualization plays a significant role in the humanistic theory. According to C. Rogers, the tendency to self-actualization (self-realisation) is the expansion of the possibilities and potentialities of a developing individual (Rogers, 1961/2002). Representatives of phenomenological and existential psychology extended the issue of self-actualisation to include the relationship of the individual with the environment and its functioning in society. According to V. Frankl, self-actualisation (realisation of internal

values) should constitute a part of self-transcendence (values existing outside the subject) (Frankl, 1998; Jančina & Kubicka, 2014). The integral approach to the person as a whole, typical of this concept, is related to the appreciation of its attributes and rights related to human nature as well as including internal and external factors in the development process. On the other hand, R. May claims that human development is the creative formation of one's existence due to the self-awareness and the awareness of having one's own world (May, 1995). The idea of human development as the subject and author of his life and his own self has been elaborated in cognitive psychology. Representatives of this trend emphasize that a human being is an independent entity that decides about his own life and possesses the ability to generate information and knowledge. Intentional education and self-creation, i.e. shaping oneself according to one's own project, is considered to be the basic method (Kozielecki, 2000). A. Gałdowa assumes that a person is a physical, psycho-spiritual unity to which a specific personality is assigned. She presents two approaches to defining development. In the first approach, development is described as a process of internal changes oriented towards an external value-driven goal. In the second approach, it is described as internal changes taking place in an individual, the aim of which is to shape the features and forms of behaviour encouraging the development beneficial for self-realisation (Gałdowa, 1990).

SELF-CREATION — THE ESSENCE OF THE PHENOMENON

According to Z. Pietrasiński, traditional terms related to personal development of a human being, such as: self-education, self-study or self-development, do not fully cover the issue of influencing one's own development. He proposes to use the term 'self-creation'. The researcher defined self-creation as 'the co-formation of an individual through his relatively autonomous choices and actions' (Pietrasiński, 2008, p. 71). In the cited definition, the voluntary nature of the undertaken activity is the determinant of the existence of self-formation. These types of actions may be intentional, i.e. conscious, deliberate, aimed at achieving specific changes in oneself. Pietrasiński also included unintended actions in self-creation. This means that co-creating oneself can be both intentional and unintentional. Most of the choices made during the course of daily functioning take place without awareness of their personality-creating effects (Pietrasiński, 2008).

Psychologists and educators frequently negate such a broad approach to self-creation, emphasizing the significance of intentional and conscious changes (Kozłowska, 2010, p. 176). J. Pawlak claims that self-creation is "any method of creating oneself, in terms of one, several or all elements constituting the shape of an individual" (Pawlak, 2009, p. 14). The author has distinguished the sings of self-formation that affect changes in the personality of the individual,

the development of the intellect, body, as well as relationships with other people and the introduction of changes in the immediate surroundings. All these activities must be deliberate, planned, but do not have to have a direct effect (Pawlak, 2009; Przewoźnik, 2020).

R. Schulz included in self-creation only those activities that are intended and oriented towards the creative transformation of oneself. In his view, shaping oneself is a creative process in which the teacher is the subject of creative activities and their authentic material. The co-formation presented in this way manifests itself in two dimensions: professional and personal (Schulz, 1989: p. 79).

Researchers distinguish several most important aspects of self-creation, i.e. the subjective conditions of self-creation activities. These are: autonomy, self-reflection, transgression, defining and engaging in achieving goals and life creativeness (Jančina & Kubicka, 2014; Szumiec, 2021). Autonomy is the fundamental dimension of teacher's self-creation. This means that he influences his own development through actions and decisions which are not imposed by the environment. Autonomy is examined in two dimensions: self-knowledge and acceptance, and the perception of the decisions made as one's own (Deci & Ryan, 2000; Popławska, 2021; Maxwell, 2019). The developing teacher's reflection on their own life and professional functioning is another indicator of self-creation. The result of interim and especially systematic self-reflection is self-awareness that supports self-discovery. Self-reflection is a significant source of knowledge about oneself because it presents an analysis of one's own achievements and their assessment from the point of view of the subject. It can occur incidentally or systematically. The first form appears spontaneously while performing any activity or when an individual is criticized or makes a mistake. Whereas systematic self-reflection is planned (Pietrasinski, 2008) and leads to self-identification, being developed in parallel to the self-creation process. The goal of self-identification is not only self-knowledge, but also self-explanation and self-understanding (Oelszlaeger-Kosturek, 2020), i.e. understanding the concept of oneself, self-esteem and own identity, and creating self-distance.

Transgression, treated as a personality tendency to go beyond the present state and constantly expand the scope of its experiences, constitutes another dimension. In relation to oneself, it means dissatisfaction with who you are and moving towards who you want to become in the future (Kozielecki, 2004). Transgression is an important component of self-creation related to going beyond the current state of the skills possessed by the teacher. An important condition for managing one's own development is also defining and engaging in the implementation of long-term goals and plans. They initiate and sustain pro-development activity. Achieving the planned goals influences self-esteem, self-acceptance and also motivates to further activity and self-improvement.

Researchers dealing with the issues of managing one's own development by an individual mention one more important dimension: creativeness.

Creativeness is a concept similar to self-creation, though these terms cannot be equated. Every human activity exceeding reception activities is creativeness (Kukielczyńska, 2000; Potyrała, Czerwiec, Studnicki, 2020). Creative activity is expressed in new concepts, ideas or attitudes and applies to both the socio-cultural and subjective context. The functioning of the teacher is associated with change and the introduction of new values. Self-creation consists of two components: creativity as the creation, design and implementation of what is valuable, inspiring and at the same time bringing new value and human activity focused on himself, manifested in recognizing one's own biography, its interpretation, understanding important life choices, searching for goals and values giving meaning to one's own life and taking action to achieve them. K. Lasocińska assumes that autobiographical activity is a form of self-creation and that supporting autobiographical thinking in adult education may affect the formation of creative attitudes towards daily tasks and problems (Lasocińska, 2014). The fundamental paradox of self-creation is that an individual becomes capable of co-creating and co-forming his own life path only when he is already significantly formed by the environment and processes beyond his control and awareness. This fact suggests the division of the biography into two main stages: pre-reflective and reflective. The first one lasts throughout the entire childhood and the beginning of youth (until around 12 years of age). Only after this period of growth and maturation of the body, as well as the development of the personality, the ability to self-reflect, plan one's own life goals and create an image of the "ideal self" increases. In most cases, the first conscious self-creative actions are undertaken by adolescents (Giza, 2008). When the transition from childhood to adolescence occurs, and then adulthood, the individual often does not possess self-creation knowledge. When supporting its development, it is important to be aware of it and to supplement the gaps in self-creation knowledge (Pietrasieński, 1988). Self-creation is a creative activity in which the subject tries to change himself. Considered in its existential dimension, it is the result of:

- interpretation and creative learning of the subject from one's own biography (Dubas, 2011).
- searching for importance and meanings of one's existence in the world (Popielski, 2007).

THE SELF-CREATION COMPETENCIES OF THE TEACHER

Different definitions of competencies can be found in the literature. They are presented as:

- ability and readiness to perform tasks at a certain level,
- learnable ability to perform things well, skills necessary to deal with a problem,

- a special property expressed in demonstrating the ability to behave adequately at the level set by social standards (Czerepaniak-Walczak, 1997, pp. 87-88).

These competencies are called self-educational competencies. Theorists distinguish two types of self-creative competencies:

1. normative, determining appropriate values: objectives of the self-creation of an individual resulting from the general concept of the world adopted by him and his own place in it;
2. directive: presenting the method of realizing values, and therefore different types of activities and actions that allow the implementation of the standards of one's own self (Dudzikowa, 1993).

S. Dylak perceives competence as a dynamic structure of knowledge, skills, attitudes and values essential for the successful implementation of tasks (Dylak, 1995). In S. Dylak's typology of teaching competencies, the starting point is the basic dimensions of professional competencies: constant interpretation, persistent self-creation and efficient action. The author distinguishes:

- basic competencies, not specific for the teaching profession, i.e. a defined level of psychophysical skills and an appropriate level of intellectual, moral and social development enabling the acquisition and compliance with ethical principles, social norms, as well as communication with students and colleagues,
- essential competencies (interpretation, self-creation and realisation) acquired in the course of vocational education, without which the teacher would not be able to perform educational tasks,
- desirable competencies, which may be found in the teaching profession, but are not necessary, e.g. personal interests, social commitment, worldview, skills and special abilities (Dylak, 1995).

Essential competencies specific to the teaching profession are, above all, workshop skills (realisation competencies) included in the sphere of ideologically neutral skills and relatively independent of personality factors, but exceeding the narrowly treated instrumentalism. The author discusses the interpretative competencies in three aspects: pedagogical values, subject knowledge and a critical analysis of one's own actions. Value orientation enables the teacher to act autonomously, adequate to the needs of the subjects of education, facing various political and pedagogical conditions, it allows him to critically analyse knowledge and reality, and to focus on persistent intellectual research. Extensive subject knowledge allows the teacher to find himself in the new situation. His task is to help students interpret, transform and organize information coming from a variety of sources. He is supposed to educate in accordance with the interpretive and not transmissive model of teaching. This approach requires the teacher to be an autonomous creator in his professional activity.

Z. Pietrasiński defines self-creation competencies as skills, knowledge and measures supporting self-creation activity (Pietrasiński, 1990). The subject

acquires them while gaining new experiences. Apart from the self-creation competence, the author mentions biographical competence, which he describes as 'the ability to co-create one's own life and development, and to support the development of others in an increasingly systemic way' (Pietrasiński, 1990, p. 128). It consists of two elements:

1. self-creational knowledge (social and individual knowledge that supports the individual in the course of development and managing his own destiny) and
2. biographical thinking (oriented on solving problems in self-creation within the context of the entire life) (Pietrasiński, 1990, pp. 144-145).

Another approach to the teacher's self-creation competences is presented by M. Dudzikowa, who considers them to be a kind of cognitive structure including: abilities, knowledge and experiences, based on a set of beliefs about the objective and method of action, aimed at 'achieving and preserving changes in one's personality, compliant with the standards they desire' (Kwiatkowska, 1994, p. 206). The author distinguishes four groups of self-creative competencies and specific skills and abilities assigned to them, such as:

1. Capability to conduct cognitive assessment of oneself within the context of a specific situation:
 - a. ability to analyse one's own situation from the point of view of the effectiveness of achieving important values, life goals and plans;
 - b. awareness of the possessed qualities and the results of actions taken as a consequence of these qualities;
 - c. ability to recognise the state of affairs as unsatisfactory due to one's own certain features or the lack of them.
2. Capability to conceptualise self-standards:
 - a. Ability to specify, at various levels of generality, the self-standards describing the desired values;
 - b. Ability of an indicative analysis, that is, achieving the standard of self in a real dimension;
 - c. Capability to experience motivation and introduce changes in one's own personality in accordance with the accepted standard.
3. Capability to implement self-standards:
 - a. Ability to formulate tasks (operational goals) and determine the method of changing one's personality and behaviour, means and conditions;
 - b. Ability to achieve operational goals by means of different forms of activity;
 - c. Capability to systematically check the results of one's own actions, making the necessary adjustments.
4. Capability to check and evaluate the results of self-creative activities:
 - a. Ability to define the degree of compliance of the Self standard with that achieved as a result of one's own action;

- b. Ability to evaluate the consequences resulting from introduced changes;
- c. Ability to establish a general assessment and make a decision about the necessity to repeat any of the activities already undertaken, or to recognize the self-creation cycle as completed due to the achieved goals (Dudzikowa, 2007, pp. 306-308).

Therefore, the individual is able to determine the course of the self-creation process, starting from the cognitive-evaluative phase, in which it comes to self-description and evaluation. Then it goes through the stage of 'conceptualization of 'Self' states' to the implementation of intentions and their evaluation. Thus, the defined, systematized method of shaping oneself organises all changes introduced by the individual and allows to specify the goal of activities and the method of its implementation (Kwiatkowska, 2008, pp. 200-207). The competencies presented above may be particularly useful for teachers in the course of their personal and professional development. The teacher, facing developmental tasks at various stages of life, draws strength from previous experiences. In his development, biographical thinking is of particular significance as one of the components of self-creation competencies. Due to biographical thinking, it is easier for the teacher to deal with the crises of adulthood. According to E. Erickson's theory, people between 25-30 years of age choose a partner and make decisions about the path of self-realisation (Harwas-Napierała & Trempała, 2000). Self-creation, involving the pursuit of self-knowledge, self-determination, and the preservation of personal integrity and identity, occurs at this stage. Examples of using self-creative competencies can be seen at other stages of development. Middle adulthood (between 35-40 and 55-60 years of age) is aimed at resolving the generativity dilemma. The teacher, due to self-creation knowledge and self-knowledge, can define the areas of his productivity. "Entering the world of self-creation constitutes a new method to experience the world and one's own place in it. It is a multi-stage and long-lasting process within the context of questions about ourselves, other people and the world in which we look for our place and attempt to make it more understandable" (Wróblewska, 2018, pp. 32-33). M. Wróblewska developed a concept of creative competencies in adulthood, close to the self-creative approach to competencies, which, like M. Dudzikowa states, are associated with the processes of self-development and self-improvement and are expressed in the ability of the individual to initiate and implement them at a given stage of development by using standards. The results of the research conducted allow to define three basic strategies:

1. adaptive-conservative strategy;
2. pro (innovative) creative-transgressive strategy (creative attitude, transgressive behaviour and proactivity);
3. integrated strategy (adaptive / conservative / innovative).

All the strategies are underlain by a creative need which constitutes a development force and dynamism of activity (Wróblewska, 2015).

CONCLUSIONS

Contemporary education focused on the human being and his needs, assumes that the individual will achieve the ability to get to know himself, manage his own life and take responsibility for the choices made. A significant role in this respect is assigned to the teacher, because self-knowledge gives him the opportunity to increase control of his own behaviour and becomes an element of improving himself and his own work.

The results of pedagogical, sociological and psychological research indicate that teachers as a professional group are well prepared in terms of content and teaching. However, their psychological preparation is insufficient (Kwiatkowska, 2008). All the presented competencies related to the area of self-knowledge allow the teacher to liberate himself from external conditions and threats, increasing the area of his autonomy. Self-creative competencies are necessary for a modern teacher. Their formation is associated with the need to introduce methods and content to the process of educating teachers for building the skills of self-reflection, self-presentation, communication, negotiation, and the use of conflict resolution strategies (Nowak-Dziemianowicz, 2008). It is also important to create situations beneficial for the development of self-discovery, self-knowledge, autonomy, setting goals for personal and professional development.

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УПРАВЛІННЯ САМОРОЗВИТКОМ (САМОСТВОРЕННЯМ) ВЧИТЕЛЯ

Мірослава Змудзька, доктор філософії в галузі педагогіки, директор академічного дитячого садка «Дитячий університет» Університету економіки у м.Бидгощ, Інститут суспільних наук Економічного університету. вул. Гарбари, 2, 85-229, м. Бидгощ, Республіка Польща, mirosława.zmudzka@byd.pl

Метою представленої статті є привернути увагу до міркувань, пов'язаних із саморозвитком, які дедалі яскравіші у педагогічному дискурсі. Постійне підвищення кваліфікації за педагогічними професіями визначає ефективність навчання, оскільки досягнення учнів залежать переважно від майстерності вчителя. Сучасні очікування до вчителів, безперечно, інші, ніж багато років тому. Це є результатом зміни реальності, що нав'язує необхідність постійного підвищення власних компетенцій, не тільки професійних, а переважно пов'язаних з особистісним розвитком. Особистісний ріст є важливим аспектом професійного розвитку. Управління власним розвитком (самотворенням) передбачає, що людина є самотворцем, а простір самотворення — це новий метод переживання світу та свого місця в ньому. У статті аналізуються детермінанти процесу самовдосконалення та його структура, а також трансгресивна поведінка, залучена до цього процесу. Аналіз функціонування вчителя як творця самого себе закладений у напрямі концепції гуманістичної, емансипаторної та когнітивної психології. Результати педагогічних, соціологічних і психологічних досліджень свідчать про те, що вчителі як професійна група добре підготовлені за змістом і викладанням. Проте їхня психологічна підготовка є недостатньою. Усі представлені компетенції, що стосуються сфери самопізнання, дозволяють вчителю звільнитися від зовнішніх умов і загроз, збільшуючи зону своєї автономії. Самотворчі компетенції необхідні сучасному вчителю, їх формування пов'язане з необхідністю впровадження методів і змісту в процес навчання вчителів для формування навичок саморефлексії, самопрезентації, спілкування, ведення переговорів, використання стратегій розв'язання конфліктів.

Ключові слова: саморозвиток; автономія; саморефлексія; компетенції саморозвитку; формування себе; самоформування; проступок; креативність.

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MODERNISATION OF THE EDUCATION MANAGEMENT SYSTEM IN KYIV UNDER THE CONDITIONS OF IMPLEMENTING SCHOOL AUTONOMY

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ABSTRACT

The article is devoted to the problem of the functional effectiveness of the system of educational governance in Kyiv, detection of the problems

related to the establishing of the schools' autonomy, and developing the ways of the system's transformation. The authors have analyzed international experience in constructing an effective system of educational governance on the territorial level. In the vast majority of countries, schools are granted partial autonomy, the granting of which is accompanied by the establishment of bodies, such as, councils with supervisory and control functions consisting of representatives of the school administration, local management bodies and parents. The article demonstrated that such experience can be partly implemented in Kyiv.

Several models of creating service centers for secondary schools are considered. For instance, a rational model with full financial autonomy, a balanced model with partial autonomy and outsourcing and a transitional model with the preservation of district education departments with a small staff and the establishment of separate service centers within the district or district of Kyiv.

Kyiv has a two-level education governance system, in which the district educational administrations are an intermediary link between the Kyiv Educational & Research Department and the schools. In this respect, the article also analyzes legislation that grants the district education departments their mandate, regulates their functional tasks and relationships with the schools. The authors of the article propose several models of transforming the educational governance system in which the district educational administrations will take on the role of service centers.

Key words: *educational governance; secondary school; service center; schools' autonomy, Ukrainian educational system.*

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INTRODUCTION

Reform of general secondary education in Ukraine continues and necessary changes are gradually being implemented as a result of the European vector of education development and the adopted laws «On Education» and «On General Secondary Education» (Law of Ukraine «On Complete General Secondary Education», 2020). At the same time a number of necessary changes are taking place at a slower pace than would be desirable. In particular, it concerns the implementation of autonomy in educational institutions. The Law of Ukraine «On Education» adopted in 2017 defines the concept of autonomy as «the right of an entity of educational activity to self-management, which consists of its independence, autonomy and responsibility in decision-making regarding academic (educational), organisational, financial, personnel and other issues of activity, carried out in the manner and within the limits defined by law» (Law of Ukraine «On Education», 2017). This law also defines the types of autonomy of educational institutions (financial, academic, personnel and organisational).

PROBLEM STATEMENT

Changes in education were implemented alongside the process of decentralisation, so granting more powers to local authorities also initiated «educational decentralisation». As a result, territorial communities saw an increase in revenues and a change in inter-budgetary relations. The process of changes was consolidated by the reform of the New Ukrainian School, which began with changes in the provision of educational services in primary schools.

As a consequence of the reform, the issue of effective management of the education system has arisen. In accordance with the current legislation, the responsibility for the formation of this system lies with the local self-management bodies, which are to be guided by efficiency in their decision-making. They also have the opportunity to create or transform the management bodies of the education system in their community.

BACKGROUND

It is worth noting that education systems in other countries have undergone significant changes and transformations since the 1980s. First and foremost, this has involved a general change in the process of managing the state as such and new trends in public administration (Saguin, 2019). The modern model of education management has components such as educational decentralisation, school management, parental involvement and privatisation of education. Management in the education sector is therefore defined as a specific type of relationship between state and non-state entities, which also includes a hybrid model of legal, market, network and comparative approaches (Saguin, 2019).

This notion is quite accurately characterised by the definition of autonomy provided in the Law of Ukraine «On Education». Thus, in accordance with Article 6 of the said Law, one of the foundations of state policy in education is financial, academic, personnel and organisational autonomy of educational institutions within the limits defined by the Law (Seitosmanov et al., 2019). However, it is unlikely that only one type of autonomy can be implemented in a single institution. Therefore, schools in the EU countries are endowed with all certain types of autonomy, but they may have varying degrees of its implementation — conditional, full or partial autonomy. Schools with full autonomy refer to those institutions that can make their own decisions within the limits defined by legal regulations and for some decisions they have to consult with local management bodies.

The aim of the scientific article is to substantiate the necessary and possible changes in the education management system of the Ukrainian capital and to implement the best foreign practices in transformational changes.

ANALYSIS OF RECENT PUBLICATIONS AND RESEARCHES

A number of publications and researches are fully or partially devoted to this issue. N. Volkova's monograph «Local self-management as an entity of education management: a cluster approach» (2014) deals with the change in the education management system through the creation of cluster educational districts. The analytical research «Education management and school autonomy: a view from the school» (2013) analyses the problems associated with the functioning of schools. The analytical report «Secondary education management system at the district and regional levels: quality, transparency and interaction» (2014) is devoted to the analysis of the scope and limits of responsibility of education management bodies in the sphere of general secondary education. At the same time, a number of important issues related to the transformation of the education management system at the municipal level remain unresolved.

MAIN RESULTS

In December 2020 — January 2021, an analytical research «Educational institutions' autonomy and its impact on the quality of education management in the capital» (Lynov, Redko, 2021) was carried out by the Analytical Centre of Borys Grinchenko Kyiv University Analytical Centre «OsvitAnalytika» in order to identify the views of school heads, employees of education departments and the Department of Education and Science of the Kyiv City Council Executive Body (Kyiv City State Administration) (hereinafter referred to as Kyiv Department of Education and Science) to changes in the education management system in Kyiv.

The results of the analytical research lead to the conclusion that the majority of respondents support changes in the activities of education departments of district state administrations (DSA) (hereinafter referred to as district education departments, DEDs) in Kyiv. Specifically, 68% of school heads, 49% of employees of Kyiv Department of Education and Science and 29% of employees of DEDs gave positive answers to the question as to whether changes in activities of DEDs are necessary. In addition, 62% of school heads indicated that the greatest degree of control powers are exercised in the activity of education departments.

Thus, the analysis of regulations on district education departments shows that they have quite a few control and supervisory powers, in particular, to manage educational institutions, which belong to the sphere of their management. For example, the Regulation on Education and Innovative Development Department of Pechersk DSA (2015) stipulates that the education department organises implementation of the Constitution and laws of Ukraine, acts of the President of Ukraine, the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and Science of Ukraine, other central executive authorities in the sphere of education and innovations, supervises their

implementation, supervises the compliance with legislation on education, implementation by educational institutions of state requirements to the content, level and scope of preschool, extracurricular, general secondary education, as well as compliance with legislation in the sphere of innovation activity, supervises the activities of schools for children and youth, monitors children's health and recreational activities in cooperation with the health care authorities etc (Regulation on Education and Innovative Development Department, 2015). Regulation on Education Department of Sviatoshynsk DSA, in addition to the above supervisory powers, also includes the power to monitor compliance with safety rules, fire safety and sanitary regime in educational institutions and provide practical assistance in carrying out their work, the implementation of operational control over maintaining the current system of educational institutions, providing them with furniture, equipment, teaching materials, textbooks etc. (Regulation on Education Department of Sviatoshynsk District, 2020).

At the same time, the reorganisation of DEDs into service centres is fully supported by 35% of school heads, 24% of employees of Kyiv Department of Education and Science and only 6% of DEDs employees.

These data, the authors of the research conclude, indicate that school heads are very cautious about establishing service centres due to a lack of full understanding of such a structure or fear of uncertainty. On the other hand, representatives of Kyiv Department of Education and Science are rather in favour of redistribution of functions, but they do not want the middle level of education management — a kind of intermediary between the Department and educational institutions — to disappear.

The research did not demonstrate unanimous understanding of the possible functions of future service centres. For example, school heads would like to transfer to service centres the functions of high-quality legal support, accounting support, security of educational institutions, major and current repairs of premises of educational institutions, maintenance of adjacent territory and holding tenders. On the other hand, representatives of Kyiv Department of Education and Science see information, analytical and strategic functions in service centres, as well as methodological and personnel support of school activities. The majority of respondents also believe that the service centres can be based on the autonomy of an educational institution with the transfer of some powers to the service centre for outsourcing.

The proposal for the establishment of service centres is a direct consequence of implementing autonomy in general secondary education institutions (GSEIs) with its four components: academic, organisational, personnel and financial. It is believed that the rights of GSEIs are best exercised precisely in terms of personnel autonomy, as the institutions have been given the right to hire and fire their staff, they have been given employment records to keep, but the school has no right to form its own staffing schedule (there is a typical staffing schedule approved by the Ministry of Education and Science of Ukraine;

district education departments actually create staffing schedules for GSEIs and the principal of the institution formally approves them). Similarly, the GSEI does not have the right to create a tariff list etc. School heads of some districts of the city are restricted in their ability to make business trips or determine the amount of bonus payments. Thus, implementation of personnel autonomy for schools is significantly limited by the current legislation, which also forms the need for school heads to provide legal support for their activities.

Significant problems are related to the implementation of academic autonomy, including the unwillingness of teaching staff to take initiative and responsibility. Therefore, a service to provide methodological assistance to teachers is relevant and would be much needed. Part of this need would be met by professional development centres and postgraduate education institutes.

Principles of the GSEIs complain the least about the development of organisational autonomy. The biggest problems are related to the implementation of financial autonomy. The idea of formula-based funding of schools has long been discussed, the implementation of which would significantly accelerate the pace of implementing educational institution autonomy. There is also a demand among GSEIs heads for school building security services and meal arrangement for children in schools, so these issues could also be considered.

In the complex issue of autonomy, it is important to analyse international experience. The vast majority of schools in EU countries have partial autonomy, i.e. they can decide on their own about personnel policy or financial costs. For example, educational institutions in Poland and Romania have partial financial autonomy, and are financed by a state grant. In Poland, the Ministry of Education determines the algorithm for the distribution of funds, and it is up to the local authorities to decide how to use them. Local authorities have the power to set the level of teachers' salaries, investments in educational institutions and the receipt or use of private funds by schools (Experience in the regulation of educational institutions' activities providing secondary education in Poland, Romania, Hungary).

In Hungary, education is also financed from national and local budgets, but the system itself is centrally organised. In 2013, the Klebelsberg Institution Maintenance Center was established. The schools are directly financed through this structure and have to agree with it on all material costs (Experience in the regulation of educational institutions' activities providing secondary education in Poland, Romania, Hungary).

Schools in Belgium, Latvia, Denmark and Sweden have full financial autonomy. The state allocates funds through an educational grant and it is up to the schools to decide how to use them (Seitosmanov, 2019, p. 9).

Researchers distinguish three forms of management in education:

- 1) a market form with a decentralised decision-making structure and a clear coordination mechanism;

- 2) state form with a hierarchical decision-making structure;
- 3) a network form with an extensive structure of approvals and negotiations.

According to these forms, there are six types of education management based on the historical and cultural experience of the countries:

- 1) Nordic (Norway, Sweden, Denmark, Finland);
- 2) private (Belgium and the Netherlands);
- 3) public (France, Turkey, Ireland, Mexico, Austria, Switzerland and Germany);
- 4) southern European (Italy, Portugal, Spain, Greece, Australia);
- 5) Anglo-Saxon-Eastern European (Great Britain, the USA, Hungary, New Zealand, Czech Republic);
- 6) East Asian (Japan and South Korea) (Seitosmanov et al., 2019, p. 9).

Of course, these types are not perfect and may be similar in many ways. For example, the financial education systems of East Asian and Southern European countries are similar: in both types of education management, private sector participation is moderate or insignificant and subsidies to the private sector are low.

The Anglo-Saxon-Eastern European type, on the other hand, is characterised by significant state involvement in education financing and a high level of institutional autonomy (Seitosmanov, 2019, p. 9).

In general, most education systems are a combination of different models (deconcentration, decentralisation and delegation) (Herbst, Gerchynskyi, 2015).

Poland.

The Polish model of education management can be defined as a decentralised education system dominated by territorial self-management. That is, the model represents a kind of hybrid, where the key element is the transfer of responsibility for schools to local management bodies or other management bodies, which manage the network of schools at the local level (Herbst, Gerchynskyi, 2015).

Reform of Poland's education system began in the 1990s. At that time, after the collapse of the Socialist Bloc, the country underwent a rapid transition from a centrally planned economy to a market economy. In 1999 an education reform started, and the reform process is still ongoing. The main goal was to improve the quality of education and raise the level of educational opportunities for Polish pupils. In 2008, school curricula were changed, and in 2009–2015 primary schools were reformed (Jakubowski, 2018).

In Poland, education reform took place alongside administrative reform. In 1999, the education management and financing systems were changed. A three-tiered structure of local administration was introduced, with delegated responsibility for schools at different levels: primary and lower secondary schools operated at the municipal level, upper secondary schools at the powiat level, and higher vocational schools at the gmina level. Ownership of schools was transferred to local management bodies, and a new formula for allocating resources per pupil was introduced (Wisniewski, Zahorska, 2020).

Today, all public education in Poland is accountable to the executive bodies of the gminas and powiats. Management control over most administrative decisions of gminas and powiats was replaced by legal control, which is carried out by reorganised curators of education (kuratoria oświaty), which is part of voivodeship administrations (there are currently 16 education curators) (Kuratoria oświaty). Their responsibilities include control over the budgetary process, which is carried out locally by regional Auditing Chambers, as well as monitoring of schools' performance. It is worth noting that prior to the reform, the curators of education were part of the central administration, entrusted with administrative functions in the field of education (Herbst, Gerchynskyi, 2015).

In total, three branches have an influence on Poland's modern education system:

- local government (provides the material conditions);
- curators of education (control functions concerning compliance with the curricula);
- the principals (coordination of the educational process) (Wisniewski, Zahorska, 2015).

Financially, the local government is only partly responsible for this area, as the payment of teachers' salaries remains under the control of the central government. Academic autonomy also applies: schools and teachers have the freedom to decide on school programmes, which are determined by the ministry. Pursuant to the provisions of Article 47 of the Polish Law «On Education» of December 14, 2016, the Minister of Education determines by decree the curricular basis, the framework plans for each type of school, the content of the curriculum and the organisation of the school year (Experience in the regulation of educational institutions' activities providing secondary education in Poland, Romania, Hungary).

Finland.

Finland has a decentralised educational system, and local authorities and institutions have a considerable level of autonomy. Several levels of educational management can be distinguished. In this country, there is a certain consistency between different branches of government that does not depend on changes in the political situation in the country. At the national level, the government builds a four-year education strategy, setting common goals and objectives for the whole system. The Finnish Parliament drafts and adopts the necessary legislation, and the Ministry implements these decisions. This is the central authority's responsibility for education.

The middle level is made up of independent education agencies:

- The Finnish National Education Agency, which implements policy at the level of general secondary education and is also responsible for creating curricula, establishing requirements for qualification levels, supporting and developing teachers and educational monitoring;
- The Finnish Centre for Educational Assessment, which carries out the assessment of learning achievements;

- Six regional administrative state agencies with local responsibility for the overall control of access to public services, including access to quality education. The regional agencies work in cooperation with local public authorities and have management and supervisory functions.

At a lower level, local authorities (municipalities) in cooperation with schools allocate funds, hire staff, develop detailed curricula, and may also delegate some of their decision-making powers directly to schools, especially in cities. This model of education is an internationally recognised example of a highly effective system (Education policy outlook: Finland, 2020).

In addition, Finnish schools have considerable autonomy. In particular, five components of school autonomy are distinguished:

- 1) autonomy in budgeting;
- 2) personnel autonomy;
- 3) participation of the school council in the budgeting process;
- 4) assessment of school and student performance;
- 5) accountability to stakeholders (Finland: school autonomy and accountability, 2012).

Finnish schools rely on local management bodies for budget and personnel management processes (Finland: school autonomy and accountability, 2012).

Thus, when considering the reorganisation of district education departments into service centres, it is worth bearing in mind that there are issues that need to be addressed at the very beginning. Firstly, the competence of district education departments in Kyiv includes management of not only general, but also pre-school and extracurricular educational institutions. According to some empirical evidence, it appears that heads of pre-school educational institutions (PSEIs) are not as prepared for the implementation of autonomy as their colleagues in the GSEIs. Therefore, the issue arises regarding the different rate of autonomy implementation (the Law of Ukraine «On Education» provides for the right to autonomy for all educational institutions) by both different GSEIs directly and the PSEIs in comparison to the GSEIs.

The following options are seen as possible in order to maintain manageability of local processes:

1. Service centres are established in the districts due to the reorganisation of the district education departments.
2. Service centres will be established and district education departments will operate alongside them until all educational institutions become autonomous.
3. Service centres are being established at the neighbourhood level. For example, in the dormitory suburbs on the left bank of the city, there are three schools and four kindergartens in one block. Consequently, a service centre servicing two or three such neighbourhoods will work for 6–9 schools and 8–12 kindergartens, which means 14 to 21 educational institutions, respectively. Such a service centre will promptly solve problems of educational institutions in its territory and will have sufficient financial resources.

4. The functions of the district education departments are concentrated by Kyiv Department of Education and Science, which establishes its representative offices in the districts, which will continue to manage the activities of PSEIs and extracurricular educational institutions, as well as those GSEIs that will introduce autonomy gradually.
5. The service centres are set up as communal enterprises. Kyiv Department of Education and Science takes over the management of the educational institutions.

In this aspect, we consider several models for the possible establishment of service centres. **The rational model** implies that general secondary education institutions acquire full financial autonomy and set up their own accounting departments. Management of current activities and control is concentrated at the level of Kyiv Department of Education and Science. Schools regulate relations with service centres at their own will on a contractual basis.

The balanced model provides for schools to acquire partial autonomy with the transfer of some of their functions to outsourced service centres, which are reorganised from district education departments. The management of current activities is also concentrated at the level of Kyiv Department of Education and Science.

The transitional model provides for the preservation of district education departments (or representative offices of the Department in districts) with a small staff and the establishment of separate service centres either within the district or within the neighbourhoods.

It is proposed to create «cluster» accounting departments that would provide financial and economic support for the activities of educational institutions, or for schools to open their own accounting departments. This includes provision of services for maintenance of material and technical facilities of schools, tender purchases, repairs etc.

Considering all of the above and making use of the results of the analytical research, we propose that service centres be provided with the functions of:

- 1) legal support of the activities of GSEIs;
- 2) accounting support of the GSEIs activities, which provides for the work of «cluster» accounting departments;
- 3) personnel support, which provides for consultations on personnel issues to the heads of GSEIs;
- 4) economic support of the activities of GSEIs, providing services for repair works, maintenance of economic groups, maintenance of the material and technical facilities of educational institutions, organisation and carrying out of tenders, etc.

Several options can be offered as to the organisational form of the service centre: either the formation of a unified service centre or the joining of several entities to provide services. For instance, the service centre can, based on the capabilities of current district education departments, provide accounting, personnel support, maintenance of economic groups, tendering

procedures etc. directly; specialised organisations can be engaged for repair works; and legal services can be provided by a private law firm, which will service all educational institutions of the district on contractual basis.

One of the options is to grant the service centres the status of a communal enterprise, which will make it possible to recruit qualified staff and provide more quality services to educational institutions.

CONCLUSIONS AND PROSPECTS

As the experience of Poland, Finland and other European countries shows, the autonomy of general secondary education institutions has had an overall positive effect on the entire education system: in education systems with greater school autonomy, students receive better PISA test results than in educational institutions with less autonomy (Finland: school autonomy and accountability, 2012).

In the vast majority of countries, schools are granted partial autonomy, the granting of which is accompanied by the establishment of bodies involved in school management (Seitosmanov et al., 2019). These are various kinds of councils with supervisory and control functions consisting of representatives of the school administration, local management bodies and parents. In addition to these advisory bodies, there are also state supervisory bodies that oversee the activities of educational institutions together with the central authority. These are, for example, the curators of education in Poland: their heads are appointed by the Minister of National Education in Poland, and their employees carry out school inspections. In Scandinavian countries, local authorities play a similar role. In Romania, schools gain autonomy after a contract is signed between the district inspector and the school principal.

Thus, the main objective of service centres should be to create conditions for safe and effective operation of educational institutions and to free up the time of school heads for proper coordination of teaching staff activities to ensure quality of education. It is important to pay attention to the development of a legal and regulatory basis for the work of the service centres, their functions, personnel, building management interaction with Kyiv Department of Education and Science and educational institutions. In this process, it is important to change the philosophy, in particular, to transfer from controlling and managing functions to providing services to schools in the capital on the principles of equal partnership. Moreover, this should be a fundamentally different relationship between schools and newly-formed service centres, which are based on the principles of voluntariness, freedom of choice and economic benefit.

The three models proposed in the article are only substantiated theoretical ideal types that could be implemented in the management of secondary education in Kyiv. However, in the future, it may be worth considering in more detail each of the proposed models and prospects for their implementation in other regions of Ukraine.

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МОДЕРНІЗАЦІЯ СИСТЕМИ УПРАВЛІННЯ ОСВІТОЮ У МІСТІ КИЄВІ В УМОВАХ ЗАПРОВАДЖЕННЯ АВТОНОМІЇ ШКІЛ

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Статтю присвячено проблемі ефективності функціонування системи управління освітою в місті Києві, виявленню проблем, пов'язаних із запровадженням автономії шкіл, а також пошуку шляхів трансформації

цієї системи. У статті проаналізовано іноземний досвід побудови ефективних систем управління освітою на рівні окремої території. У переважній більшості країн школи наділено частковою автономією, надання якої супроводжується створенням органів, зазвичай це різного роду ради при школах з наглядовими та контрольними функціями, до складу яких входять представники шкільної адміністрації, органів місцевого самоврядування та батьків. У статті зроблено висновки щодо можливості часткового врахування такого досвіду.

Розглянуто декілька моделей створення сервісних центрів для закладів середньої освіти. Зокрема, раціональну модель із повною фінансовою автономією, збалансовану модель із частковою автономією та передачею частини функцій на аутсорсинг та перехідну модель із збереженням районних управлінь освіти з невеликим штатом та утворення окремих сервісних центрів у межах району або мікрорайону Києва.

Система управління освітою в м. Києві нині є дворівневою, районні управління освіти є своєрідною проміжною управлінською ланкою між Департаментом освіти і науки Київської міської державної адміністрації і школами. У цьому зв'язку в статті досліджуються нормативно-правові акти, що закріплюють повноваження районних управлінь освіти, їхні функціональні завдання і взаємовідносини із закладами загальної середньої освіти. Пропонується декілька моделей трансформації мережі та функцій районних управлінь освіти на основі сервісного підходу.

Ключові слова: автономія закладів середньої освіти; сервісний центр; середня школа; українська система освіти; управління освітою.

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ACTIVATION OF OLDER PEOPLE WITH THE USE OF OCCUPATIONAL THERAPY

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ABSTRACT

Over recent years, the number of people in late adulthood in Polish society has significantly increased, thereby there has appeared a strong need to focus on the quality of life of these people, on the offer of personal development, self-fulfilment in late adulthood, finding new horizons of interests, interesting forms of spending free time, but also the formation of places and services that provide support, care, assistance in daily activities, places of rehabilitation in the biopscho-social sphere.

This paper describes the need of expanding services for the elderly based on occupational therapy. It also indicates what this type of activity consists of, what methods and techniques the therapist uses, and what benefits come from occupational therapy for the entire family of an elderly person.

Keywords: occupational therapy; old age; activation of seniors; elderly people; aging phases; physical and mental activity.

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INTRODUCTION — CHALLENGES FOR ELDERLY PEOPLE

Old age is a natural phenomenon, a stage in life, which brings numerous challenges, but also a lot of opportunities; it is undoubtedly a very individualized period, but also inevitable and unavoidable (Fabiś, Wawrzyniak, & Chabior,

2015, p. 46). Due to the increase in life expectancy, the age limit of the elderly has also shifted significantly in recent years. The literature on the subject provides different definitions and descriptions of the aging phases. Undoubtedly, the approach to old age in relation to the biological aging of the organism and the resulting changes in the daily functioning of the human being is one of the basic questions. They emphasize that aging is a process of involutional changes causing the weakening of the functions of individual organs and ultimately death (Fabiś, Wawrzyniak & Chabior, 2015).

PROBLEM STATEMENT

Aging constitutes one of the successive stages in human life. A.A. Zych defines old age as an inevitable effect of aging, in which biological, mental and social processes begin to interact synergistically, leading to a disturbance of biological and mental balance, without the possibility of counteracting it. (Fabiś, Wawrzyniak & Chabior A, 2015, p. 46).

On the other hand, J. Piotrowski describes old age as follows: ‘a cultural phenomenon, which is biological in nature, associated with the weakening of strength, but as a link only with calendar age, it is contractual, resulting from the convention adopted in the social security system’ (Fabiś, Wawrzyniak & Chabior, 2015, p. 46).

BACKGROUND

Aging progresses in various perspectives: biological, psychological and social. All these elements interpenetrate, and the deterioration of functioning in one of the spheres significantly influences the other ones. Biological age is related to general human fitness, which is expressed in medical measurements. It is conditioned by a number of individual features, including those resulting from genetic resources, but also from the lifestyle, a healthy diet, getting enough rest, physical and mental activity, as well as a satisfying family and social life. The social perspective is related to the social roles performed, including the roles achieved throughout a person's life, the loss of which with age contributes to the marginalization of the elderly, social exclusion, decreased self-esteem, loss of self-confidence, loss of respect. Deprivation of professional roles in the aging process makes women in particular search for compensation in family roles — grandmother, mother who cares especially about the home (cleaning, cooking, caring for grandchildren). Over time, however, these roles also begin to become difficult. The progressive aging of the organism causes so far independent grandmother to begin to forget how to perform the simplest daily activities (e.g. forgets the recipe for the her grandchild's favourite cake, the place for putting away her glasses, names of streets through which she has travelled for many years). The inevitable aging of the body reduces the effectiveness of cognitive functions, memory, attention, concentration, the body is not

as efficient as it used to be, new ailments and diseases occur being often a source of pain, shame and helplessness. The nervous system “collects” the dowry of all life, there appear disorders related to persistent sadness, awareness of passing, and thus the inevitable loss of one’s physical and mental resources, which is often associated with depression, emotional lability, sometimes with jealousy for what is passing, with the lack of accepting the inevitable, and finally with the stage of preparing for death and the fear of the unknown. It is also the time of saying goodbye to one’s spouse and friends, a time of loneliness due to migrations of the closest family, a time of worsening economic situation, loss of prestige and lowering of social status, a time of realizing the approaching end of life.

METHODOLOGY

Aging is a dynamic phenomenon that characterizes the transition to the successive stages of life, conditioning the achievement of self-realisation and satisfaction. These, in turn, are related to the emerging crises, the solution of which enables human development.

Table 1.

Developmental tasks in the old age stage according to different authors

Author	Stage (phase) / age	Development tasks and the result of a successful solution of the crisis
Erik H. Erikson	Late adulthood 60+	Achieving a sense of harmony and meaning, accepting one’s own life by resolving the conflict between integrity and despair caused by the awareness of the end of life; the result is the virtue of (life) wisdom.
Barbara Szatur-Jaworska	Old age 60+	Accepting one’s own progressive dependence on other people, maintaining interest in the world, controlling the mind and keeping it efficient, achievement of certainty of the significance and dignity of one’s own life.
Daniel J. Levinson	Entering into late adulthood 60–65	Balance of life — pride in achievements intertwines with disappointment, working out a balance and new social roles.
	Late adulthood 65–80	Calm, internal integration, a broader view of life, life review, preparation for death.
	Very late adulthood 80+	Coming to terms with the loss of the loved ones (widowhood), loneliness caused by the lack of peers, the possibility of taking up activity and creativity according to strength and health.
Robert J. Havighurst	Late adulthood 80+	Departing from the problems of one’s own body, preparing for retirement and reduced income, establishing satisfactory social contacts, maintaining friendship and activity at an optimal level, accepting and adapting to new social roles, arranging living conditions in a convenient way, accepting the death of a spouse, working out mature attitude towards death.

Source: Fabiś, A., Wawrzyniak, J., Chabior A. (2015) *Human old age. Selected issues in social gerontology*. Kraków: Oficyna Wydawnicza „Impuls”, s. 52. (published in Polish)

The stage of old age is perceived differently within the context of older people who are not related to us. The attitude towards our relatives, parents and in-laws is slightly different. Usually, in our parents, we see people who, despite the passing time, should still perform their tasks and roles. Hence, frequently, when their

memory or manual dexterity fails, we assign them greater possibilities to influence their health than to older people with whom we are not related. Another important issue in the aging process of our parents is the fact that we often fail to simply understand them, but rather instruct or get irritated by the symptoms of the inevitable. It also happens that we move them away from daily activities, in order not to expose them to errors and difficulties resulting from the aging of the body. As a result, instead of helping and supporting, we make them feel even more unnecessary, useless, they feel their infirmity and sometimes even more disability. Subsequently, it becomes a cause of low mood, sadness, a sense of lack of influence on one's life. More than once, in the course of time adult children begin to "manage" their parents. Sometimes that irritation with infirmity, and later with the necessity to care for elderly, sick parents means that the entire care begins to be reduced to mechanical nursing and caring activities, that there is not enough time and willingness to show understanding for inevitably passing moments in the parents' lives. The "shadow streak" is approaching, it cannot be stopped, although there is still no time in the pursuit of daily matters, a cup of tea drunk together, watching photos from childhood, memories of shared moments. All these factors make elderly people feel lonely so often. Different types of institutional forms of activation, rehabilitation, therapy, such as universities of the third age, seniors' clubs, day care centres, and finally 24-hour care in social welfare homes, care and treatment facilities, and palliative care in hospices, can support the elderly.

OCCUPATIONAL THERAPY — GOALS, ASSUMPTIONS

The name *occupational therapy* "is derived from the word "occupation" that means daily activities performed by people, including self-service, games, education, professional work, housework and activities for leisure and relaxation. The second word from which the name is derived from — "therapy" means treatment, which in a way reveals the addressee of the effects of occupational therapy. Due to its functional aspects, occupational therapy is a valuable element of medical, occupational and social rehabilitation' (Rottermund & Nowotny, 2016, p. 46). The main goal of therapeutic interactions is activation in the bio-psycho-social sphere to provide a particular person with the best quality of life, as far as possible. Therefore, the therapeutic process of the team of therapists is aimed at a strictly planned, purposeful, regular system of influencing a particular person, including their individual problems, the resulting needs, possessed possibilities, strengths and interests.

The essence of the work was appreciated already in antiquity by the Egyptians, in the Mongolian and Chinese empires. Galen claimed that "different activities and work constitute a natural therapy and give a person happiness" (Rottermund & Nowotny, 2016, p. 46).

At the turn of the 18th and 19th centuries, work was introduced as a therapeutic element in psychiatric institutions for the first time, and at a later stage it was applied in the rehabilitation of the chronically ill and the elderly.

In 1917, the first professional organization of occupational therapists was established in the United States. The First and Second World Wars showed that there was a great need to provide therapeutic support to people who suffered during the war. Already then, the holistic significance of therapy was noticed — not only in terms of acquiring physical fitness, but also as extremely important for supporting mental health and preventing social exclusion, loneliness and marginalization.

In 1947, McNary presented the tasks of occupational therapy, summarizing them in seven points:

1. Provision of comprehensive assistance during treatment;
2. Paying special attention to motor coordination, joint mobility and muscle strength;
3. Introduction of appropriate games and activities into therapy;
4. Overcoming anxiety elements;
5. Securing development and acquiring new skills in spite of physical, intellectual and emotional barriers;
6. Provision of social assistance;
7. Sensitizing the immediate family to the changing needs of a disabled person (Rottermund & Nowotny, 2016, p. 47).

For many years, occupational therapy has undergone modifications, mainly resulting from a change in the perception of disability and broadening the horizons of the effects of therapy on different social groups, its application both to children and adults, including the elderly. In the 1950s, the Poznań Centre became one of the precursors of the world's modern rehabilitation, also applying occupational therapy in its practice. The profession of an occupational therapist was also recognized, and initially this profession was performed mainly by people with pedagogical, psychological or physiotherapy education. Nowadays, qualifications for the profession of an occupational therapist can be obtained by graduating from post-secondary school in the field of 'occupational therapy' and by passing a diploma confirming qualifications or by completing higher education in the field of 'occupational therapy'.

Occupational therapists can work: in hospital departments (therapeutic, orthopaedic, neurological, geriatric, children's, psychiatric rehabilitation); in sanatoriums; occupational therapy workshops; social welfare institutions; day care centres; senior clubs; community nursing homes; therapeutic clubs; hospices; care and treatment facilities; nursing and care facilities; in special needs schools (Occupational Pathology, 2013, July 9).

ACTIVATION OF OLDER PEOPLE USING THE METHODS AND TECHNIQUES OF OCCUPATIONAL THERAPY

Occupational therapy is significant in the process of supporting the activation of the elderly, as well as in their rehabilitation. Among its types there are distinguished:

- ergotherapy — work therapy, therapy through manual classes, ergonomics;

- art therapy — art therapy, passive or active contact with art and culture;
- sociotherapy — therapy of movement, behaviour and emotional disorders in the course of individual, group or social meetings (Rottermund & Nowotny, 2016, p. 50).

Methods and techniques of work in the field of occupational therapy are selected individually. A therapeutic interview is conducted with each participant of the classes. With its use and with the help of other information gathered about the participant (e.g. from the documentation he provided, an interview with the family, analysis of the products of previous works), a therapeutic diagnosis is developed, which shows the participant's problems, the resulting needs and additionally the person's weaknesses, opportunities and interests. All these elements are used to prepare therapeutic objectives. On the basis of the documentation prepared in this way, an individual action plan (IAP) is developed, the purpose of which is to select the appropriate methods and techniques of therapeutic work, including the time and frequency of individual interventions, to the individual needs of each participant. IAP is evaluated in order to verify the proper course of the therapeutic process. The therapeutic team includes, depending on the place / type of facility, occupational therapists, psychologist, psychiatrist, assistant and caregiver for the elderly / disabled, physiotherapist, special educator, therapist for people with autism, special educational needs teacher. The most important direction of therapeutic interactions is the deliberate, planned, systematic activation of the participant in the bio-psycho-social spheres, carried out by the therapeutic team. Detailed goals result from the diagnosis and their achievement is possible due to properly selected methods and techniques of occupational therapy.

Table 2.

Types, methods and techniques of occupational therapy

Type of occupational therapy	Methods of occupational therapy	Methods of occupational therapy (examples)
ergotherapy	yarning	• crocheting; knitting
	embroidery	• Richelieu, tapestry and cross embroidery
	weaving	• weaving on a loom, on frames • weaving macramé, key rings, etc.
	tailoring	• sewing utility items; toy making; mending clothes
	leather-making	• making leather goods, e.g. paintings, jewellery, wallets
	metalwork	• wire products, such as candlesticks, key rings, happiness trees • metal products, such as stamps, emblems, medals, pictures
	carpentry	• work in wood, e.g. bas-reliefs, sculptures, little houses, boxes (also made of sticks)
	gardening	• gardening and cleaning works, such as planting, digging, sowing • horticulotherapy — influencing with the beauty of the garden, work in the garden
	wickerwork	• braiding various wicker items, such as baskets
	pottery and ceramics	• making pots and jugs • creating ceramic objects

art therapy	drawing	drawing with pencils, candles, pastes, pencil, chalk, charcoal
	painting	painting with poster paints, watercolour, stained glass, oil, glass, window colours, drawing ink
	graphics	plasterboard; linocut; woodcut; monotype; structured printing
	sculpture	- plastic masses: salt mass, clay, modelling clay, plasticine, paper mass - carving, for example in wood - paper crafts, e.g. origami
	applied arts	- stained glass — for windows, doors, bottles, etc. - photography; poster; cover designs - collage — creating a work combined with various art techniques
	ornamentation and decorating	- ikebana; - decorations — occasional - decorating various items
	music therapy	- passive music therapy — activating and relaxing music - active music therapy — making music for patients (Orff instruments, guitar and others), learning to sing songs
	bibliotherapy	- active — reading aloud excerpts or the entire book / text by patients and talking after reading it - passive — listening to bibliotherapeutic texts (activating or relaxing) - library counselling — suggestions for independent reading and an interview after reading - poetry evenings
	film therapy	- screening of films and a discussion after it - recording films
	theatre therapy	psychodrama; drama; pantomime; watching performances
	choreotherapy	- dance - movement improvisations with music
sociotherapy	humantherapy (fun therapy)	manipulative games; themed games; didactic games
	movement therapy (kinesiotherapy)	- general improvement exercises, breathing exercises, morning exercises, etc. - movement games and activities
	learning activities of daily life	- hygiene training - self-service training, e.g. washing, brushing, dressing, moving - culinary training, e.g. aesthetic preparation and consumption of meals, shopping; learning how to handle money, choose food, and behave culturally at the table - budget training — forming the skills of planning and managing the household budget, as far as possible - drug training
	social skills training	trainings: recognising, naming and proper way of expressing emotions, establishing relationships, conducting conversations and maintaining social contacts, active listening, assertiveness, resolving conflicts, proper behaviour in various social situations
	recreation	- silvotherapy (impact with the beauty of nature — therapy through walks in the forest) - dance evenings; games and team games; sightseeing, watching artistic performances, sports competitions; visiting exhibitions - thalassotherapy — walks along the seashore

Source: author's own work based on: Nawrot, M., Kopij, E., Suska, E., Woroniuk, A., Kuczyńska, A. (2005). *Classification of types, methods, techniques and forms of occupational therapy*. <http://tz.skn.tu.koszalin.pl/tz1.pdf>.

The variety of methods and techniques of occupational therapy enables their individual selection, resulting, among others, from interests of the participants. This in turn contributes to greater motivation to take action. Elderly people often

stay at home alienating themselves from the social environment. Allowing them to do activities they like, which are associated with fond memories, motivates them to leave the house and actively participate in these activities. Sometimes it happens that the proposed activities become the beginning of the development of creativity that has never been executed so far. On the other hand, discovering new passions, inspirations, exhibitions and fairs of the participants' work contribute to increasing self-esteem and enable meeting the need for self-fulfilment. Group classes support maintaining proper social relations, prevent loneliness, help to meet new people and make friends. Over time, the place of therapeutic activities becomes a meeting place for close people. Participants get to know each other, meet people they like very much, but also learn how to deal with different emotions, how to solve conflicts that arise from time to time, how to release unpleasant emotions. Social skills training is frequently the first class during which the participant opens up to the therapist, expresses difficult emotions that have been hidden for years, related to the loss of loved ones, acceptance of own limitations resulting from illness or age. Undoubtedly, art therapy also helps. Through art, tension is released, relaxation. Classes related to occupational therapy activate cognitive functions, promote exercising memory, teach how to deal with limitations resulting from age and disease, teach how to plan shopping, and take care of hygiene according to one's own abilities. Classes in the field of art therapy and ergotherapy are also conducive to the activation of eye-hand coordination and fine motor skills, they remind about the proper organization of the workplace after classes. During art therapy classes, beautiful works of art are often created. Classes related to kinesiotherapy or choreotherapy enable physical activation. Functional training improves the performance of daily activities, it can also be used as a prophylaxis of disorders resulting from age and disease (Cybulski, Krajewska-Kulak, 2016).

Therefore, occupational therapy enables the achievement of many goals, both related to the proper management of emotions as well as educational and rehabilitation goals. It often prevents the development of the disease and supports medical treatment. Classes in places where older people come are conducive to making friends, they are frequently the only places where you can have coffee with a friend, talk, exchange memories, and spend your free time in a creative way. Places such as day care centres or community nursing homes also organise joint outings, trips to the theatre, cinema, and exhibitions, which gives the opportunity to take care of cultural development, usually neglected in late adulthood. The meals offered are also an important element. Due to financial and health limitations, planning healthy meals can be difficult. Proper diet is beneficial for maintaining health, it is an element of the promotion of a healthy lifestyle.

The 24-hour residences for the elderly, such as social welfare homes, private retirement homes or care and treatment facilities, use occupational therapy in a similar way, however, they adapt classes to the greater limitations of participants resulting from age and disease / disability. Sometimes these are

bedside classes. In such situations, methods of multi-sensory stimulation are mainly used (music therapy, bibliotherapy, relaxation with aromas, watching photos together, creating mini albums of memories, but also manual activities — it all depends on the current capabilities of a given person).

Therapy classes should be organized so that:

- success depended on the student's own effort, and his aspirations realistically increased to his abilities;
- avoid aimlessly performing work that takes a long time and as a result has neither an aesthetic nor a practical meaning in life;
- properly selected work had a calming and mobilising influence on the charge;
- the performance of the work was accompanied by a goal — persistence — effort — result;
- no work performed as part of occupational therapy was devoid of the elements of beauty, which can and should be associated with the concept of utility;
- the proposed forms of occupational therapy were adjusted individually to each resident and the type of nursing home;
- first of all, see a person, understand him, convey the required skills to him, and also see through the prism of a chosen method, technique and form of occupational therapy (Kozaczuk, 1999).

Therefore, occupational therapy constitutes an important system of therapeutic and rehabilitation interventions, including preventive interventions, which can significantly contribute to the improvement of the functioning of the elderly, and thus to an increase in their quality of life. That is why they should be widely and intensively used also in the designing care services and specialist care services provided in the centres for the elderly and the disabled. Extending this type of benefits also enables the family to support them in teaching them how to cooperate with an elderly, sick parent, sometimes even finding common paths of understanding, enabling family reconciliation, learning to show respect and maintaining the dignity of an aging person in spite of growing limitations, and building bridges of cooperation and love.

CONCLUSIONS AND PROSPECTS.

The application of different methods and techniques of work related to occupational therapy gives great opportunities to support the elderly. Regardless of the chosen methods and techniques, the most important element of support for the elderly is respect, understanding, love from relatives, patience and forbearance for imperfections resulting from age and disease, seeing the elderly as a person with his life wisdom, life-long experiences, enabling the dignity to be preserved regardless of the limitations. It is not easy as on the one hand it requires exceptional predispositions from therapists, and on the other hand, a moment of stopping by the family, often the difficult art of choices.

Undoubtedly, the most important gift for an elderly person is the time, attention and love of loved ones. The time of accompanying the elderly in their daily life is extraordinary, it teaches humility, fosters finding the meaning of life, deepening the spiritual life. It also teaches younger people that you work all your life to end up as an old person, and that it is a specific gift of our whole life.

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АКТИВІЗАЦІЯ СТАРШИХ ЛЮДЕЙ ШЛЯХОМ ТРУДОТЕРАПІЇ

Ева Канєвська-Мацкевич, вихователь, вчитель для дітей з особливими потребами, викладач Університету економіки у м. Бидгощ (Республіка Польща), директор Недержавної психолого-педагогічної клініки Університету економіки. вул. Гарбари, 2, 85-229,м. Бидгощ, Республіка Польща. ewa.kaniewska@byd.pl

За останні роки в польському суспільстві значно зросла кількість людей похилого віку, тому виникла гостра потреба зосередитися на їх якості життя, на пропозиції особистого розвитку, самореалізації в пізньому зрілому віці, пошук нових горизонтів, інтересів, цікавих форм проведення вільного часу. Важливим є питання формування діяльності служб, що надають підтримку, догляд, допомогу в повсякденній діяльності, місць реабілітації в біопсихосоціальній сфері.

У статті описується потреба розширення послуг для людей похилого віку на основі трудотерапії. Також вказується, з чого складається цей вид

діяльності, які методи і прийоми використовує терапевт, і яку користь приносить трудотерапія для всієї родини людини похилого віку. Застосування різних методів і прийомів роботи, пов'язаної з трудотерапією, дає великі можливості для підтримки людей похилого віку. Незалежно від обраних методів і прийомів, найважливішим елементом підтримки людей похилого віку є повага, розуміння, любов рідних, терпіння стосовно недосконалостей, спричинених віком і хворобами, прийняття літньої людини з її життєвою мудрістю, тривалий досвід, що дозволяє зберегти гідність незалежно від обмежень. Це непросто, бо, з одного боку, це вимагає виняткових схильностей від терапевтів, а з іншого боку, моменту зупинки в родині, часто важкого мистецтва вибору.

Безсумнівно, найважливіший подарунок для літньої людини — це час, увага і любов близьких. Час супроводу літніх людей у повсякденному житті надзвичайний, він вчить смиренню, сприяє пошуку сенсу життя, поглибленню духовних якостей

Ключові слова: трудотерапія; похилий вік; активізація пенсіонерів; літні люди; фази старіння; фізична та розумова активність.

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THE ROLE OF DIALOGUE IN PREVENTING AGGRESSION AT SCHOOL

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ABSTRACT

Authentic dialogue is one of the most mature forms of interpersonal contacts, and at the same time it grows only on the ground of proper interpersonal relations. The role of dialogue in the field of education is more and more frequently recognized as a way of regulating contradictions and limiting aggressive behaviour directed against others or oneself. Dialogue, as a consequence of the meeting of entities (including educational ones), is a form of contact that brings certain values connecting these entities. We can learn the dialogical form of contact mainly by experiencing it. In the case of educational dialogue, it requires defined competencies on the part of teachers who are to educate to dialogue, respecting the rules of social relations. Therefore, conducting an educational dialogue may be treated as a specific prophylactic action preventing pathological phenomena, including aggression among children and adolescents. The notion of aggression, its typologies and reasons, as well as the relation to the lack of dialogue at school have been described in the article below.

Keywords: *dialogue; educational relations; aggression; violence at school; competencies; continuous research.*

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INTRODUCTION

The problem of aggression and violence at school still persists. Over the years, this phenomenon has unfortunately not been decreasing, which means that in spite of many measures taken, the adult community: teachers and parents, cannot deal with it efficiently. The causes and types of aggression are well known in the literature on the subject, however, they may evolve and thus require, on the one hand, continuous research, and, on the other, increasing

the competencies of teachers and parents in this field. These competencies should refer to methods of dealing with aggression, but above all the creation of the concept of a favourable educational environment in which, according to psychology and humanistic pedagogy, respect, subjectivity, meeting, dialogue and responsibility are of great significance. «Human existence is based on relationships. They are a condition for the development of a human being as a Person, they are essential in the process of socialization. Relationships are the foundation for the formation of societies and groups. Their quality determines the quality of a specific group and its functionality» (Śnieżyński, 2005, p. 9).

PROBLEM STATEMENT

Unfortunately, adults still rely too much on behavioural strategy, rewards and punishments, which when used in an isolated way, are more of a manipulation than education. It should be remembered that the use of excessive punishment or mistakes made by adults in this area, resulting from the lack of knowledge about the conditions for effective punishment, can themselves be a source of aggression among children and adolescents. Basing relations in the classroom on punishment and teacher's domination does not provide either of the parties with the sense of security, which is a condition for development.

Realizing the importance of forming an educational community at school, based on dialogue, is the basis for increasing the subjectivity and self-determination of teachers and students and their sense of impact, because only this, combined with rules and norms, gives a chance to develop their responsibility. We cannot talk about responsibility if we detach it from perpetration.

DETERMINANTS OF SCHOOL SECURITY

On the grounds of different sciences, including pedagogy and psychology, safety expectations are given special significance and rank. In psychology, the need for security is considered a basic need, and its satisfaction is a necessary condition for human life and health. Pedagogy indicates the need to create educational environments, especially in the family and school that create safe conditions for the optimal development of the young generation.

This requires the identification of both factors supporting and threatening human security. The latter include, among others:

- lack of stability and the ability to predict situations and the unpredictability of other people's behaviour,
- lack of recognition, acceptance and kindness,
- anticipating a lack of help, support and solidarity; not experiencing friendship,
- lack of colleagues and affiliation to significant entities,

- awareness of the limitations of one's own possibilities to protect one's assets,
- a sense of poor perspective and the existence of threats,
- lack of success in life and performance,
- lack of justice, law and order,
- illness, traumatic conditions,
- sudden severance of ties with loved ones,
- a sense of loss of the basis of existence,
- fierce competition to maintain a decent social status,
- violence, aggression on the part of people,
- negative catastrophic natural phenomena (Król, 2004, pp. 132-133).

The ongoing changes in the field of collective life make human relations on the one hand expand and on the other depersonalize and deform, expressed, among other things, in prejudice, hostility and aggression. Thus, the improvement of interpersonal relations becomes an important task of social policy and educational practice. Building correct social relations is therefore an essential condition for the individual success of individuals and individual institutions, including educational institutions (Kawula, 1999, p. 13).

S. Kawula lists the following educational mechanisms in social interactions:

1. Proper social relations are based on mutual trust and kindness. They promote meeting many psychosocial needs, e.g., the needs for safety, recognition, positive self-esteem. Thus, a cooperative strategy is more efficient for behaviour than a competitive strategy.
2. Favourable social relations facilitate human development in all spheres, and enable a more effective impact on one's personality. A student's contact with a kind and well-liked teacher fosters concentration of attention, facilitates effective and original understanding, and limits the loss of information.
3. Positive social relations facilitate communication, strengthen community and group integration. Z. Zaborowski's concept of attitude equalization, on the one hand, and the social exchange theory on the other hand, help in explaining the educational properties of interpersonal relations. According to the former, in relationships people tend to present attitudes similar to those of their relationship partner. Slightly simplifying, it is expressed in the colloquial statement that we more like people who like us and show positive attitudes towards us. The basis of the theory of social exchange is the individual's concern for self-interest and action based on profit maximization and loss minimization (Kawula, 1999, pp. 14-16).

From the above considerations it is possible to derive a model-template of pedagogical relations, the elements of which are the features included in four pairs of concepts understood as antinomies:

- 1) From rivalry to cooperation;
 - 2) from conflictuality to syntony;
 - 3) from emotional bias to task focus;
 - 4) from instrumentalism to partnership
- of all educational entities (Kawula, 1999, p. 16).

THE SIGNIFICANCE OF EDUCATIONAL DIALOGUE

Dialogue is commonly understood as a conversation between at least two people. It constitutes, if it is authentic, one of the most mature forms of human contact, and at the same time it only grows out of proper interpersonal relationships.

J. Tarnowski distinguishes three types of dialogue: dialogue as a method, dialogue as a process and dialogue as an attitude (Tarnowski, 1992, p. 69).

The role of dialogue in different areas of social life, including education, is increasingly recognized as a means of regulating contradictions and limiting aggressive behaviour directed against others or oneself. The interpersonal contact between the teacher and the student, which also favours his social and emotional development, is the necessary condition for the dialogue. «The development of these spheres takes place most fully in those situations in which one fully experiences a meaningful encounter with other people. During these encounters there is a confrontation of attitudes, feelings, views, needs and aspirations» (Śnieżyński, 2005, p. 99).

The definition of education, which appears to be particularly accurate for the considerations, is “a sui generis social being, i.e. a fact, event, process being the product of at least two people (persons), the constitutive feature of which is the relation between them, expressed in crossing the space between the subjects by means of a selected form of contact, within which one of the subjects (educator), guided by the commonly recognized good allows the other subject (educated) to strive to define his own identity” (Tchorzewski, 1993, p.27). Educational dialogue can be understood as:

- construction of questions and answers (informative dialogue);
- negotiation exchange (such as the form of “school” discussion, “proper” discussion or conversation);
- as a condition of understanding — where understanding is not a reproduction of established meanings, but a continuous activity, a human way of life (Rutkowiak, 1992, pp. 22-44).

According to A.M. Tchorzewski, dialogue can be treated as an instrument of humanistic thinking “due to which the world of objective moral values is revealed in the process of education” (Tchorzewski, 1995, p. 91). Dialogue as a form of contact being a consequence of the meeting of entities (including educational ones) carries particular values, linking these entities. These values include “acceptance of another human being as an autotelic value, tolerance, freedom, responsibility and truth” (Tchorzewski, 1995, p. 93).

Conducting a dialogue is not easy, because it requires trust in the other person, overcoming self-love, disinterested patience, and constant self-correction in the context of the other person's thoughts.

Giving educational relations a dimension of a dialogue undoubtedly increases the quality of these relations and their effectiveness, and humanizes them. Uniting people and creating a sense of community is the highest goal

of education. Dialogue may constitute a significant tool for making changes, precisely because when properly understood, it carries certain values, connecting the subjects of the educational process. The absence of these values in the educational relation is an indicator of the lack of subjectivity, which significantly reduces the possibilities for individual development, creates a sense of injustice, helplessness, fear and loneliness. Such a state contributes to the activation of defence mechanisms aimed at survival, not development.

A dialogical form of contact can be learned mainly through experiencing it. Therefore, the competencies of teachers in this field are so important in upbringing of young generation. S. Kawula formulates the principles of education, which are the guiding ideas of pedagogy of encounter and dialogue, and simultaneously building advantageous personal relations, favourable for development of another human being. In the context of the above considerations on educational dialogue, these principles, can also be treated as a specific prophylactic action preventing pathological phenomena, including aggression among children and adolescents. The first group consists of the principles of relations, which include:

1. Duality, or exclusivity between individuals or an individual and a group, which means that no one "third" should influence the course of the relation or its outcome.
2. Presence understood as openness to another person or group.
3. Bilateralism manifested in the absence of manipulation and hidden agenda and selfishness.
4. The unity of activity and passivity of the relation, which provides balance to the subjects remaining in it.
5. Openness and intimacy of the people involved in the relationship.

They are accompanied by supporting principles, which include:

1. The principle of dialogue, conversation (speaking and listening or other forms of nonverbal communication) being its means.
2. The principle of openness to feedback. A necessary feature of a relationship is empathy and syntony, as well as assertiveness.
3. The principle of partnership and fairness, as well as tolerance of differences.
4. The principle of symmetry, i.e. the balance of activity and passivity between subjects.
5. The principle of intellectual as well as emotional and spiritual intimacy between the subjects of the relation (Kawula, 1999, p. 17).

Respecting these principles by subjects of educational relations, including teachers and parents, is an important condition for the humanizing relations, building a sense of security, preventing conflicts and aggression, and fostering individual self-development.

It is worth realizing, especially in relation to educational relations, which we have to deal with at school, that a person who is not treated subjectively, does not have a chance for a dialogical form of contact, reacts defensively "presenting

a withdrawing behaviour or motivated by anger or fear aggressive behaviour manifested in a more or less overt manner, and serving mainly to protect the image of the self” (Kozubska, 1999, p. 129).

Barriers to dialogic educational relations include:

- Fairly widespread identification of a person's value at school with intelligence, or even only with their cognitive sphere.
- Emphasising mainly the intellectual sphere in the educational process, while neglecting the emotional and volitional sphere.
- Concentrating teachers on curriculum requirements, rather than on students' needs, potentials, and interests.
- Formalization of requirements and achievements, generating fear of failure, blocks the satisfaction of many psychological needs, and thus limits development, takes away the joy of exploring the world.
- Frequent identification of success in contemporary social life, including school, with ruthless competition and defeating others.
- Identification of happiness with the accumulation and possession of material goods, and not with finding harmony, the meaning of life, and being for another person.
- The school grading system rewarding, still too frequently, the conformity of students' achievements to teachers' expectations rather than the effort made by the student according to his possibilities.
- Depersonalization of relations, which may lead to deprivation of basic human needs such as the need for security, acceptance, meaning, which in turn leads to the activation of defence mechanisms, gives rise to passivity, apathy, withdrawal or aggression (Kozubska, 2002, p. 159).
- Deficiencies in the communication skills of all educational entities (Kozubska, 2019, pp.274-275).

TYPES OF AGGRESSION AND ITS CAUSES

The problem of aggression (Kozubska, 2006, pp.191-201; Kozubska, 2008, pp. 163-174)¹ is the subject of interest of different scientific disciplines: pedagogy, psychology, criminology, ethics, sociology and others. Each of them attempts to define this term, and its complexity is reflected in the variety of definitions. Some authors separate the concept of aggression from the concept of violence, others use them interchangeably. Due to the limited framework of this paper, I will not analyse these definitions, and in the following part of my discussion I will use both the terms aggression and violence, being aware of diverse views on their definition. The extensive literature on the subject presents the meaning,

¹ The issue of aggression discussed in this chapter can also be found in the author's publications: Aggression of middle school youth — in search of sources; Family determinants of youth aggression — dilemmas of helplessness.

scope and multidimensionality of this phenomenon (Pospiszyl, 2000; Gebauer, 2007; Danilewska, 2002)².

For the purposes of this discussion, I adopt a position that aggression is considered to be a category of behaviours «the common feature of which is to inflict pain, harm and suffering on another human being» (Bartkowicz, 2001, p. 34). That is, when «an individual behaves towards another in a way that causes harm and at the same time shows an intention to cause harm» (Bartkowicz, 2001, p. 42). From an educational point of view, taking intentions into account when assessing someone's behaviour is very important. The absence of this recognition by adults in relation to children and adolescents may lead to wrong decisions and punishment, which has no educational dimension, as it is based on a feeling of injustice and harm to the punished person.

The analysis of the literature on the subject also indicates varied typologies of the types of aggression. Depending on the adopted criteria, physical, psychological, sexual, verbal and non-verbal, direct and indirect (instrumental) aggression and others are distinguished.

A. H. Buss's classification (Questionnaire for the examination of aggressiveness by A. H. Buss and A. Durkee, in the adaptation and elaboration of Mieczysław Choynowski «Moods and humours»), seems to be particularly useful in the examination of aggressive behaviour among youth. It distinguishes the following types:

1. *Aggressiveness (physical aggressiveness)* is the tendency to physically attack others;
2. *Aggressiveness (verbal aggression)* is harming and hurting others through the content and form of speech and the manner of speaking. The content of aggressive statements includes threats, swearing and virulent criticism.
3. *Negativism* as behaviour consisting in opposing other people, usually authorities, rebelling, not responding to orders, requests;
4. *Suspicion*, it is projecting one's own hostility towards other people, revealing distrust, conviction that others wish to hurt us;
5. *Resentment*, its characteristic symptom is anger caused by ill-treatment (real or imaginary), as well as a tendency to resent, to demand something, to complain;
6. *Irritability, a tendency to irritation*, is the readiness to react with strong, aggressive feelings to the slightest provocation;
7. *The feeling of guilt* is treated as a separate category not included in the general level of aggression, it is expressed in experiencing remorse even for minor "offenses", falling into depression (Siek, 1993, pp. 337-338; Kozubska, 2006).

2 The analysis of the definition of aggression and violence can be found, among others in the following positions: Pospiszyl I., *Domestic violence*; Gebauer K., *Mobbing at school*; Danilewska J., *Aggression in children — School of understanding*.

It is important to realise that the school is both a site where student aggression manifests itself and a place where it is generated. It originates from the behaviour of all parties operating in the school.

The study of the scale of the phenomenon of aggression and attempts to define and typify it inevitably lead us towards the question of the etiology of aggression. For if we are to make effective attempts to prevent aggression or reduce its scale and intensity, we must be able to answer the question about its causes. There are different scientific approaches trying to explain the genesis of the phenomenon of aggression. It seems, however, that none of them provides an exhaustive answer to the questions posed, and the complexity of this phenomenon requires taking into consideration various etiological concepts: both those which assume genetic causes of aggression (fight instinct), those which treat aggression as a reaction to frustration, a consequence of an acquired drive or habit (learned behaviour) (Zimbardo & Ruch, 1997, pp. 582-588). In the pedagogical considerations, which we are dealing with here, a special significance has been attributed in recent years to the concepts according to which aggression has a social origin and is a result of learning. According to this assumption, the condition for aggression to appear «is the presence of factors facilitating it in the human environment (e.g. approval of other people), as well as the occurrence of certain cognitive processes in the mind of a potential aggressor (...). Unfortunately, the human environment abounds in both reasons for aggressive behaviour and in factors facilitating it. Aggression can be a tool for gaining something (instrumental aggression), it can be a response to a provocation, a way of reacting in an unfavourable situation. Negative emotions may be the basis of aggressive behaviour (emotional aggression). We can also talk about non-emotional basis of aggression. It occurs when aggressive behaviour appears as a result of observing other people's behaviour» (Miłkowska-Olejniczak, 2005, p. 29). We can often speak of the entire chain of causes of aggressive behaviour.

Researchers into the causes of aggression point to the following:

1. Socialization and cultural conditions:
 - a) The level of expressing in culture, science, art and education personal values such as human life, dignity and respect, cooperation, loyalty, justice or equality.
 - b) The level of realisation of these values in daily life, that is, primarily in interpersonal relations at all levels of social life.
 - c) The level of compliance with the norms protecting these values, expressed in the absence of consent to violent and aggressive behaviour.
 - d) The quality and strength of emotional ties between members of a particular community.
 - e) The quality of the educational system in terms of achieving the effects of the personal development of the young generation.
 - f) Social approval for physical and verbal aggression in solving important problems and conflicts.

- g) The quantity and quality of patterns of violent behaviour displayed in the media and by authority figures.
2. Educational determinants, involving above all relations at school and at home, which are characterised by:
 - a) Low level of preparation and competence to fulfil their roles. This applies to both teachers and parents.
 - b) The use of different forms of aggression in interpersonal relations.
 - c) Weak emotional bonding between children, teachers and parents.
 - d) Educational methods allowing for a punishment system based on physical, verbal and psychological aggression.
 - e) Low moral competencies of parents and teachers.
 - f) Disrupted family structure.
3. Personality conditions, mainly those that prevent the regulatory function of personality from being carried out:
 - a) Failure to meet basic needs such as security, love, respect.
 - b) High level of anxiety.
 - c) Inability to cope with conflict and stressful situations.
 - d) Low sense of meaning in life.
 - e) Low level of moral development.
 - f) A distorted hierarchy of values, manifested in the subject treatment of people, and in the empowerment of things and events.
 - g) Low internal self-control (Ostrowska, 2003, p. 27).

Aggressive behaviour is also encouraged by:

- feeling of abandonment and / or humiliation,
- feeling of insecurity and helplessness,
- growing feeling of loneliness in the modern world,
- low level of emotional intelligence (IE),
- inability to cope with frustration and anger.

In closed environments, such as schools, if there is a lot of anger and tension, it is very likely that it will find an outlet in aggressive behaviour of different forms and intensity. If it involves a peer group, it is difficult to detect because the victims are usually bullied and feel helpless and alone.

PREVENTING AGGRESSION — TEACHER'S TASKS

Identifying victims of violence in the school environment is one of the elements of recognizing it. There are several risk factors that contribute to assuming the role of victim, these include:

- absence of self-confidence,
- shyness and withdrawal from relationships,
- difficulties in establishing contacts with peers,
- in boys — low physical fitness.

During an individual conversation with a victim of violence, the teacher should observe the following principles:

- the student should be allowed to talk about what has happened to him without being questioned too much; the conversation should not be an interrogation;
- avoid judging;
- it is advisable to show understanding for the student's emotions and behaviour, even if they were irrational in the teacher's judgement;
- the ways of dealing with the situation used so far by the student should be appreciated;
- the student should be informed about the actions that are going to be taken and jointly agreed in relation to further steps to solve the problem (Czemierowska-Koruba & Koruba, 2008, p. 39).

Peer violence involves two sides: the victim of violence and the perpetrator. The teacher's task aimed at solving the problem is to work with both sides. Sometimes the perpetrators are or have been victims of domestic violence themselves. Aggression is a threat to the development of both victims of aggression and aggressors. This awareness should guide the teacher in his actions.

According to D. Olweus, students who are the perpetrators of violence are most often:

- stronger and more physically fit;
- able to subjugate others, active and energetic;
- impulsive, easily angered;
- not respecting rules and norms;
- self-confident;
- frequently falling into bad company, starting to drink alcohol quite early, coming into conflict with the law;
- frequently rebelling against adults;
- lacking empathy, feelings of shame and guilt (Czemierowska-Koruba & Koruba, 2008, p. 26).

Dealing with aggressors starts with stopping their aggressive behaviour, making the perpetrator take responsibility for his behaviour, which requires understanding its harmfulness and the need to repair any damage. If these behaviours are repeated or the offender does not show a sense of guilt or does not take responsibility for them an intervention talk is necessary. When conducting such a conversation, the teacher should remember to:

- refrain from blaming, shaming, threatening and condemning throughout the conversation;
- when explaining the reasons, talk about facts, specific behaviour — not to generalise;
- allow the student to talk about his situation;
- tell the student what norms and principles he has broken and who has suffered and what harm he has caused by his behaviour;
- say what consequences he will face (these should be related to what he has done and aimed at redressing the harm or hurt caused; the way in which he will do this may be agreed with the victim);

- make the student tell you what further steps he intends to take;
- possibly sign a written contract with the offender, stating his obligations and the consequences to be incurred in the event of failure to comply with the concluded contract;
- to arrange a follow-up meeting with him to check on compliance with the agreements. (Czemierowska-Koruba & Koruba, 2008, p. 40).

The effectiveness of an intervention interview depends largely on whether the teacher conducts it correctly, or whether he controls his own emotions, does not succumb to stereotypes. That is why it is worth preparing well for such a conversation and conduct it in accordance with the recommended stages. Long-term proceedings with the perpetrator should include education on how to build awareness, how to understand the problem of aggression and violence, and how to teach other, socially acceptable methods of satisfying needs and expressing emotions. Limiting the actions to punishing the perpetrators is inefficient and leads to the repetition or even intensification of aggression. A student displaying aggressive behaviour also needs the acceptance of adults and the peer group, and the teacher should consciously organise situations in which the student will be able to experience acceptance and success.

Difficulties in effectively preventing and responding to aggression and violence at school result from the following factors:

- lack of knowledge about this phenomenon, and therefore the difficulty in diagnosing it;
- low level of teachers educational skills;
- conflicts within the teaching staff and problems with internal integration, establishing a common position and an agreed method of working;
- undertaking activities of an action rather than systemic nature, based on a reliable diagnosis and a long-term plan of preventive, educational and therapeutic measures;
- not reacting to any aggressive behaviour, tolerating behaviour that tends to escalate;
- lack of teamwork, exchange of information (Czemierowska-Koruba & Koruba, 2008, p. 9, Ziółkowski, 2016, p.178-180).

The prevention of aggressive behaviour at school largely comes down to the creation of a proper educational environment at school. Favourable conditions for this are:

- subjective treatment of students and teachers, the role of the principal is important, teachers should not be blamed for difficulties in their work with students, but supported in solving problems and supplementing their competencies;
- consistency of activities of all teachers, which increases their effectiveness;
- establishing common principles of operation with parents, the uniformity of educational interventions fosters their effectiveness;
- fair assessment according to clear criteria, respected by teachers and made known to students before the assessment process and even agreed with them;

- friendly, ethical environment;
- efficient organisation of school life;
- clear and comprehensible standards of coexistence that are respected by teachers and students;
- friendly supervision over safety (Czemierowska-Koruba & Koruba, 2008, p. 16).
- educational programme incorporating activities forming:
- self-controlling attitudes;
- willingness to take responsibility (which, however, should always involve a sense of influence);
- tendency to treat life situations as task-related;
- awareness of the emotions experienced and the right to experience them;
- skills related to: communicating, coping with negative emotions, reacting in threatening situations;
- the ability to make decisions, including the ability to choose positive not negative lifestyles;
- sense of connection with the group and responsibility for the group to which the individual belongs;
- structured methods of physically relieving tension and anger.

Some of the most common mistakes teachers make in responding to student aggression include:

- ignoring aggressive behaviour, the proverbial “burying one’s head in the sand”, which results from one’s own reluctance to confront, lack of skills, lack of readiness to engage in difficult situations;
- manifesting one’s own frustration, responding with aggression to aggression;
- ridiculing and insulting the student, which increases their anger and aggression;
- unfair judgment of the situation, being guided by appearances (which means that more sophisticated forms of aggression remain unrecognized and their perpetrators are not punished);
- being guided by one’s own emotions, likes and dislikes;
- succumbing to stereotypes, giving the student the role of “the bad guy”, which encourages rather than restricts actions that are compatible with the role;
- applying collective responsibility;
- the threat of punishment disproportionate to the offence, or punishment without a thorough investigation of the situation and the involvement of individuals.

CONCLUSIONS AND PROSPECTS

Dealing effectively with aggression in school requires teachers to adopt an appropriate parenting strategy. Both parents and teachers, most frequently

due to a lack of knowledge, too rarely use the humanistic strategy, which, as confirmed by research, is better for the development of a young person. The teacher, knowing himself and his students, should use a humanistic-oriented educational strategy, preferring dialogue with the student and other educational subjects, which does not necessarily mean a complete abandonment of the behavioural strategy. Engaging in a genuine dialogue with the student includes both speaking and listening, and even being silent together. Where trust is higher than fear these individuals and groups function well.

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РОЛЬ ДІАЛОГУ У ПОПЕРЕДЖЕННІ АГРЕСІЇ В ШКОЛІ

Алісія Козубська, доктор філософії з педагогіки, професор Університету економіки, педагог, рецензент журналу «Щорічник андрагогіки». вул. Гарбари, 2, 85-229, м. Бидгощ, Республіка Польща, alicja.kozubska@byd.pl

Діалог є однією з найбільш зрілих форм міжособистісних контактів, і в той же час він розвивається лише на базі сформованих міжособистісних стосунків. Все частіше усвідомлюється роль діалогу в освітній сфері як способу врегулювання протиріч та обмеження агресивної поведінки,

спрямованої проти інших чи себе. Діалог, як наслідок зустрічі суб'єктів (у тому числі освітніх), є формою контакту, яка привносить певні цінності, що пов'язують ці суб'єкти. Діалогічної форми контакту ми можемо навчитися в основному, переживаючи її. Виховний діалог вимагає визначених компетенцій з боку вчителів, які мають навчати діалогу, дотримуючись правил суспільних відносин. Тому проведення виховного діалогу можна розглядати як специфічну профілактичну дію, що попереджає патологічні явища, у тому числі агресію серед дітей та підлітків. Поняття агресії, її типології та причини, а також зв'язок з відсутністю діалогу в школі яскраво описані у статті. Щоб ефективно боротися з агресією в школі, вчителі повинні прийняти відповідну стратегію виховання. І батьки, і вчителі, найчастіше через брак знань, надто рідко використовують гуманістичну стратегію, яка, як підтверджують дослідження, є кращою для розвитку молодшої людини. Учитель, знаючи себе та своїх учнів, повинен використовувати гуманістично орієнтовану освітню стратегію, віддаючи перевагу діалогу з учнем та іншими навчальними предметами, що не обов'язково означає повну відмову від поведінкової стратегії. Участь у справжньому діалозі з учнем включає як розмову, так і аудіювання, і навіть спільне мовчання. Ефективно працюють окремі особи та групи, там, де довіра вище страху.

Ключові слова: діалог; виховні відносини; агресія; насильство в школі; компетенції; безперевні дослідження.

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POSSIBILITIES FOR SUPPORTING THE DEVELOPMENT OF CHILDREN DISLIKED BY PEERS DUE TO ANTI-SOCIAL BEHAVIOUR

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ABSTRACT

The article presents the theoretical foundations of an interaction program addressed to children who are disliked by their peers from the school class due to their anti-social behaviour. The program is addressed to students aged 10-11, and its aim is to create conditions for participants to develop emotional self-control, interpersonal decentration and formation of their self-esteem. The quality of the program is evidenced by the changes that occurred in children participating in the activities compared to children in the control group.

The program is an example of selective prevention, the actions of which are targeted at high-risk groups exposed to social maladjustment and emotional disorders in adolescence and adulthood.

Key words: *interpersonal decentration; children disliked by peers; pedagogy; self-esteem; selective prevention; preventive program; emotional self-control*

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INTRODUCTION

In a significant part of peer groups, mainly in the classroom, children disliked by their classmates are a certain percentage of students. Research results show that these students may constitute 10-15% (Asher & Rose, 1999), and even almost 30% of the entire group (Deptuła, 2006).

Children who are disliked by their classmates are those who, in research using different sociometric techniques, receive a lot of negative choices with the simultaneous lack or a small number of positive choices (Brzezińska, 2004). They are very frequently indicated as people with whom no one from the group wants to come into contact, play, sit on the bench, work together on a particular

task (Kielar-Turska, 2003). Such a situation can be interpreted as a clearly declared form of reluctance (Cook & Cook, 2010).

PROBLEM STATEMENT

The reasons for the lack of peer acceptance are mainly sought in the incorrect relations between children and their parents: insecure attachment, cold and strict parenting practices (Deptuła, 2010). These negative emotional relations between children and their caregivers may lead to disorders in children's development, and their manifestation may be specific personality features and deficits in cognitive, emotional and social competencies, significantly influencing the course of peer interactions.

BACKGROUND

The analysis of literature (Badenes, Estevan & Bacete, 2000; Bierman, 2004; Boyd & Bee, 2008; Brzezińska, 2004; Burack et al., 2006; Cook & Cook, 2010; Deptuła, 2013; Dunn, 2008; Ekiert-Grabowska, 1982; John, 1987; Musialska, 2011; van der Wilt, van der Veen & van Kruistum, 2019; Schaffer, 2007; Sikorski, 2000; Urban, 2012) shows that some students whom their peers relate to with antipathy, are more frequently characterized by impulsiveness, outbursts of anger, starting fights, using vulgar words. They read the ambiguous behaviour of others as hostile and directed against them. They are focused on themselves, their needs and feelings. It is also typical for them to perceive aggression as an effective tool for solving interpersonal conflicts and achieving their own goals. They are also characterized by self-esteem that is difficult to define. Research results show that children who are disliked, on the one hand, may have a low self-esteem and not believe in their abilities. On the other hand, they may overestimate their own abilities in most areas important for their school functioning, their own position in the peer group and friendly relations. It is very likely, however, that such a distortion of the image of oneself is supposed to protect them from the painful reality.

THEORETICAL FUNDAMENTALS OF INTERACTIONS

The developed program of interactions is addressed to students aged 10-11, who are disliked by their classmates due to anti-social (aggressive and egocentric)¹ behaviour. It is part of the trend of selective prevention, which

¹ The control group (K1) was called the control-experimental group (K1 / E2) because in the second measurement of variables it was treated as the control group for the experimental group (E1). After the completion of stage III, it became an experimental group. For ethical reasons, reference to the classic control group is impossible. It is not proper to take away a chance from disliked children to improve their social and emotional functioning, position in the group and relations with peers. Thus, it was assumed that interactions would also be carried out in the control group, but only after the completion of the research being the reference point for the experimental group.

is aimed at individuals and high-risk groups. These individuals and groups are exposed to a higher than average risk of different psychosocial problems and mental health disorders due to their situation (e.g. social, family, environmental) or biological conditions (Ostaszewski, 2010).

The main objective of the proposed actions is, above all, to change the social status of children who are disliked in the school class to one that proves greater acceptance by their peers. The characteristics and behaviours of disliked children described in the literature were the basis for defining specific goals, which are:

- creating conditions for developing emotional self-control,
- creating conditions for developing the ability to interpersonal decentration,
- creating conditions for forming self-esteem.

The variables (emotional self-control, interpersonal decentration and self-esteem) were defined and operationalized before the development of the individual activity scenarios included in the program. These variables were evaluated before and after the activities with the children. The classes were provided with the use of active methods by school teachers adequately prepared to conduct them and by the students of pedagogy who assisted them.

EMOTIONAL SELF-CONTROL

Emotional self-control is the ability to express one's emotions adequately to the situation and in ways that are socially acceptable (Brzeziński, 1973). For it to be effective, certain conditions must be met. An individual must first of all recognize (verbalize) emotions (one's own or someone else's), define their character and intensity. He must become aware of the source of these emotions (the situation preceding their occurrence and his own thoughts arising in connection with this situation), the probable consequences of different ways of expressing them and the applicable rules of conduct in the already recognized situation and apply them appropriately (cf. 1979; Kofta, 1979).

Therefore, as children disliked by antisocial behaviour have deficits in this regard, the following operational goals have been formulated, which include creating the conditions for:

- enriching children's knowledge about feelings (accompanying non-verbal symptoms, causes, constructive ways of dealing with them, their importance in human life),
- encouraging them to name their own and other people's emotions,
- directing children's attention to the perception of the relation between emotions and the situations that precede them and the consequences to which they can lead,
- practicing by children the ability to deal with difficult emotions in an acceptable way,
- training participants to practice expressing emotions in an assertive way.

INTERPERSONAL DECENTRATION

Interpersonal decentration is defined as the ability to adopt the perspective of another person (Polkowska, 2000). It allows you to evaluate your deliberate behaviour from the perspective of other people, coordinate various perspectives (one's own and someone else's), modify one's own behaviour depending on its expected consequences for other people, as well as understand the reasons for the behaviour of others and distinguish between their deliberate intentions and those of others. accidental action (Grochulska, 1992; Malinowska, 1985; Skarżyńska, 1985).

After taking into account the developmental deficits of children who are disliked due to their antisocial behaviour, the following operational goals were formulated, including creating conditions for:

- developing students' abilities to notice the effects of their own actions on other people,
- encouraging children to think about the reasons for other people's behaviour,
- developing in children the ability to put themselves in the shoes of another person and interpret social situations from different points of view.

SELF-ESTEEM

Self-esteem is a person's relation with oneself, general self-assessment, faith in oneself and one's abilities. Self-esteem is formed under the influence of different experiences of an individual and perceived own position in a group or opinions of other people (Juczyński, 2005).

The global self-esteem of children disliked due to antisocial behaviour is difficult to be determined, however, in the case of children and adolescents showing symptoms of social maladjustment, one of the goals of corrective actions should be to modify improperly formed self-esteem. Therefore, operational goals were formulated, including the creation of conditions for:

- encouraging children to get to know themselves,
- organizing experiences for children that enable them to construct a positive attitude towards themselves,
- encouraging children to take on the role of a leader and thus experiencing the possibility of affecting the activity of the group.

EXPLANING THE MECHANISM OF THE EXPECTED CHANGES

The developed program is based on the assumptions of the information discrepancy theory by W. Łukaszewski (1974), the theory of social learning by A. Bandura (2007) and selected elements of the Person-Centered Approach by C. Rogers (2002).

According to the assumptions of the theory of W. Łukaszewski (1974), noticing by an individual a discrepancy between the system of incoming information and the system of information encoded in cognitive structures may activate taking actions aimed at its reduction. Thus, during the classes, the children were repeatedly provided with information (regarding, among others, socially accepted ways of expressing emotions, the results of not taking into account the needs and feelings of others in their actions), which were inconsistent with the information system encoded by them in cognitive structures (e.g. focus only on their own needs and feelings, expressing emotions in an aggressive way).

It was also assumed, according to the theory of social learning by A. Bandura (2007), that by observing ways of dealing with interpersonal conflicts devoid of aggression and self-centeredness, children could learn new, constructive behaviours, while weakening learned unacceptable socially ways of doing things. During the course of the classes, different factors were applied to increase the effectiveness of modelling (e.g. self-efficacy, detailed presentation of behaviours from the simplest to the most difficult, with a large number of repetitions, examples of difficult situations from the everyday class life of the children).

Additionally, the attitude of the instructors was of great significance for the participants to acquire new skills. It was important that the educators, according to the theory of C. Rogers (2002), were authentic, accepting children and empathically listening to their feelings and needs. It was assumed that due to this, they might have a better chance of establishing closer contact with children and supporting their development in the field of the skills that were being developed.

METHODOLOGICAL FUNDAMENTALS OF RESEARCH

The effectiveness of the developed program to support the psychosocial development of children disliked by their peers due to antisocial (aggressive and egocentric) behaviour was the subject of the research. The indicator of its effectiveness was considered to be the changes taking place in the social status of the classroom, the way peers and class teachers perceived them as well as the emotional self-control, the ability to interpersonal decentration and the self-esteem of children. These changes were compared with those that appeared at the same time in disliked children not enrolled in such a program.

It was assumed that as a result of creating conditions for children disliked by their peers to develop emotional self-control, the ability to interpersonal decentration and forming self-esteem, there might be a favourable change in their perception by their peers and class educators, which in turn might contribute to the modification of the low social position that disliked children occupy in the classroom.

The research was conducted according to the experimental plan with a control group with the initial (pre-test) and final (post-test) measurement of the dependent variables. Due to the goals of the program, children disliked due to antisocial behaviour were selected from school classes, but their assignment to comparison groups (experimental and control) was random.

The following stages of the research were assumed:

- I. selecting children disliked by their peers from the classes and conducting the first measurement of variables in the experimental group (E1) and control group (K1/E2²),
- II. carrying out interactions in the experimental group (E1),
- III. conducting the 2nd measurement of variables in the experimental (E1) and control (K1 / E2) groups,
- IV. carrying out interactions in the experimental group (K1 / E2),
- V. conducting the third measurement of variables in the experimental groups (E1 and K1 / E2) and control (K2³).

From a group of almost 600 students of 25 fourth grades from seven primary schools in Bydgoszcz, 155 students who were disliked due to anti-social behaviour were selected. Their parents were informed that their children were invited to take part in the Program for Developing Ability to Deal With Difficult Feelings and Build Good Relationships with Others. After 104 students had obtained their parents' written consent to participate in further research and activities, they were randomly assigned to groups E1 and K1 / E2. In the course of the studies, the population of children participating in them decreased to 94 people. Due to the parents' decision (withdrawal of consent to participate in classes and tests), ten children were excluded from the conducted research. Another 7 students were also excluded because they attended their group meetings irregularly. Ultimately, group E1 consisted of a total of 36 people, group K1 / E2 a total of 35 people, and group K2 — 16 people.

SELECTED RESULTS OF THE PROGRAM EVALUATION

The results obtained in the course of the research show that after the participation of children who are disliked due to antisocial behaviour (from groups E1 and K1 / E2) in the classes:

² The control group (K1) was called the control-experimental group (K1 / E2) because in the second measurement of variables it was treated as the control group for the experimental group (E1). After the completion of stage III, it became an experimental group. For ethical reasons, reference to the classic control group is impossible. It is not proper to take away a chance from disliked children to improve their social and emotional functioning, position in the group and relations with peers. Thus, it was assumed that interactions would also be carried out in the control group, but only after the completion of the research being the reference point for the experimental group.

³ At the beginning of stage II, when the interactions in group E1 began, some children, after the first measurement of variables, resigned from participating in the classes. Such a situation also took place at the beginning of stage IV, when children from group K1 / E2 took part in the activities. Since the parents of these children did not withdraw their consent to participate in the research, it was decided to create a control group (K2) from these children, the existence of which was not previously planned.

- their results obtained in the field of selected dimensions of emotional self-control improved (recognizing emotions on the basis of non-verbal symptoms, recognizing the situational context of emotions, declared ways of expressing emotions in hypothetical situations, the level of anger directed inward; in group K1 / E2 significant changes beyond inner anger)
- their results obtained in terms of selected dimensions of the indirectly tested ability to interpersonal decentration also improved (noticing the consequences of negative acts from the perpetrator's perspective, simultaneous consideration of the effects from both perspectives — the perpetrator and the victim; changes significant in both groups).

The social position in the school class of children participating in the classes also changed favourably, because after the end of the program, these children occupied positions in the group that proved to be more accepted by their peers. Moreover, their peers' perception of constructive behaviour and their perception by educators improved.

In the course of the third measurement of variables (7-8 months after the end of the interactions in group E1), the durability of changes that occurred in children from group E1 after the end of the classes was assessed, compared to the changes that occurred at the same time in children from group K2. In the third measurement compared to the first children from group E1:

- had a significantly higher social status in the class than before the interactions,
- were significantly better perceived by their peers in terms of non-aggressive behaviour, evidence of emotional control,
- were better perceived by class teachers (insignificant changes),
- obtained better results in terms of emotional self-control (except for the dimension of attitudes towards aggressive behaviour),
- obtained significantly higher results in selected dimensions of the ability to interpersonal decentration (including noticing the effects of negative acts from the perpetrator's perspective, the sum of the effects from both perspectives, simultaneous consideration of both perspectives).

Children from group K2 obtained worse results in the third measurement than in the first one or the changes that occurred in them during this time were not as large as in group E1.

CONCLUSIONS AND PROSPECTS

The program presented in this article was designed for children who occupy the lowest position in the social structure of the group because they behave aggressively and egocentrically towards their peers. These are "endangered" children (cf. McWhirter et al., 2001), as they lack all the abilities and competencies which enable them to develop resistance to unfavourable social, family and personal experiences. Influencing this group, aimed at developing, among

others, the ability to deal with difficult emotions in an accepted way, to take into account the needs and feelings of others in one's own actions, as well as to form a positive attitude towards oneself, is all the more important as the status of unaccepted children in the classroom is relatively permanent, which may lead to the increase of unfavourable consequences related to it and a greater sense of loneliness among peers.

The selected results of the assessment, presented in the article, relate to the first version of the program, which consisted of 20 scenarios of activities carried out for almost 3 months in a cycle of two 1.5-hour meetings during the following weeks. However, after the end of the classes and after receiving feedback from the instructors, the program was modified, extending its duration to 32 meetings. The modification consisted mainly of supplementing the scenarios with a larger number of exercises that could be used to form the self-esteem of the participants, and the number of art and movement games that allowed for the integration and release of the accumulated tension was also increased. Extending the duration of the classes was primarily to enable the participating children to better consolidate the skills they were developing.

The adopted methodological procedure as well as the results of the program assessment studies made the developed program of interactions meet the quality criteria specified in the "Recommendation System for Mental Health Prevention and Promotion Programs" developed by the National Bureau for Drug Prevention and obtained a recommendation at the "Good Practice" level.

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МОЖЛИВОСТІ ПІДТРИМКИ ДІТЕЙ З АНТИСОЦІАЛЬНОЮ ПОВЕДІНКОЮ

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У статті викладено теоретичні основи програми взаємодії, адресованої дітям, яких не приймають однолітки через антисоціальну поведінку. Програма розрахована на учнів 10-11 років і має на меті створити умови для розвитку в учасників емоційного самоконтролю, міжособистісної децентрації та формування їхньої самооцінки. Про якість програми свідчать зміни, які відбулися у дітей, які брали участь у заходах, порівняно з дітьми контрольної групи.

Програма є прикладом селективної профілактики, дії якої спрямовані на групи високого ризику, схильні до соціальної дезадаптації та емоційних розладів у підлітковому та дорослому віці. Програма розрахована на дітей, які займають найнижче положення в соціальній структурі групи, оскільки поведуться агресивно та егоцентрично по відношенню до однолітків. Це діти, які перебувають під загрозою зникнення, оскільки їм не вистачає всіх здібностей і компетенцій, які дозволяють розвивати опір несприятливому соціальному, сімейному та особистому досвіду. Вплив на цю групу, спрямований, серед іншого, на розвиток здатності прийнятно справлятися з важкими емоціями, враховувати потреби

та почуття інших у власних діях, а також формувати позитивне ставлення до себе. Статус неприйнятих дітей у класі є відносно постійним, що може призвести до посилення пов'язаних із ним несприятливих наслідків та посилення почуття самотності серед однолітків.

Ключові слова: міжособистісна децентрація; діти, неприйняті однолітками; педагогіка; самооцінка; вибіркова профілактика; профілактична програма; емоційний самоконтроль.

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ASSESSMENT OF THE NEEDS OF FAMILIES RAISING CHILDREN WITH DISABILITIES IN THE PRACTICE OF THE UKRAINIAN NON-GOVERNMENTAL ORGANIZATIONS

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ABSTRACT

Social services in Ukraine are still in the process of formation and development. It is necessary to significantly improve the quality of social services, modernize the funding mechanisms, and expand the range of possible providers of these services. Families raising children with disabilities need special services and attention not only from government agencies, but also from non-governmental organizations (NGOs), which are increasingly supporting them.

The study was conducted in Ukraine and had several objectives: 1. To find out whether NGOs work with families with children with disabilities; 2. If so, do they assess the needs of families and children with disabilities; 3. What methods are best to use when assessing needs?

Keywords: *family needs assessment; families raising children with disabilities; methods of needs assessment; non-governmental organizations (NGOs); social protection; social services.*

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INTRODUCTION

The system of providing social services in Ukraine continues to be formed and developed. The domestic sphere of social services already has many

achievements, such as the approval of standards for certain types of social services, the establishment of a network of public services and institutions that provide social services, some intensification of cooperation between the state and non-state providers. At the same time, the current state system of social services can not fully meet the needs that are increasing. To meet these needs, it is necessary to significantly improve the quality of social services, modernize the funding mechanisms, and expand the range of possible providers of these services. The field of social services requires the development of management tools, such as monitoring and evaluation of social services. Families raising children with disabilities, usually refer to the appropriate state and local organizations that support them and provide certain services.

PROBLEM STATEMENT

The study was conducted in Ukraine and had several objectives: 1. To find out whether NGOs work with families with children with disabilities; 2. If so, do they assess the needs of families and children with disabilities; 3. What methods are best to use when assessing needs?

BACKGROUND

One of the management tools is the evaluation of social services and their methods. "Evaluation is a practice at the intersection of academic science and society and has practical intention; it aims to address practical issues and requires multidisciplinary and interdisciplinary approaches. The evaluation has a normative content and character and should answer the questions: "What actions and influences in the evaluation are good and desirable? How should evaluators act?" (Abma, Visse, Hanberger, 2020).

Our main task is to determine assessment practices and methods of assessment. We seek to explore the best methods for evaluating the needs of families with children with disabilities.

Analyzing foreign experience, it can be noted that there are some studies on the problem of evaluation in social work. For example, the British scientists Cowan K., Fulop N.J., Harshfield, A (2020) addressed this topic in their work "Rapid Prioritisation of Topics for Rapid Evaluation: The Case of Innovations in Adult Social Care and Social Work". They explored and recommended the best methods in the rapid assessment of problems in the field of adult social services.

The American study "Decision-Making Practices During the Instrument Selection Process: The Choices We Make" is about the decision-making of school staff when choosing tools for assessing students with disabilities and solving problems of identification and placement of students studying with disabilities. (Rueter, McWhorter, Delello, 2019). Swedish researchers have used various telephone and online surveys to explore the ability of children with

disabilities to participate in planning, decision-making, and evaluating support for such children (Nowak, Broberg, Starke, 2020).

R.J. Waller, a well-known representative of social work in the United States, has published a manual on the evaluation of social programs and pragmatic methods for social work services and social services (Waller, 2021).

Among Ukrainian scientists and practitioners, should be mentioned Makarova O., Gonay A., Romanov R., Yars'ka-Smyrnova E., Krupa S., and Petrochko Zh.

Family is the first social space of a child, the main center of socialization. For a child with severe developmental disorders, the importance of the family increases significantly. With the birth of a child, the family experiences severe psychological stress, which leads to changes in the family structure, functioning, and relationships.

Having a baby with developmental abnormalities or with permanent disabilities is often seen as a disaster, and the result is the destruction of families and their life plans. In addition to the changes that are typical for any family at the birth of a child (family increase; redistribution of time and money to meet new needs; new responsibilities; change of functional priorities, and others), a family with a child with serious developmental disorders faces specific problems that determine its structural and functional features. The psychological problem of acceptance that a child is not one that he or she should be is usually more difficult for men. According to practitioners, three out of four fathers leave the family. Family support, the establishing normal relationships are relevant for the work of state social services and public organizations engaged in this work.

We call children with disabilities a child with special needs. According to the definition of Solovyova T. (2009), this is a child who has educational, communicative, medical, psychological, household, social needs (special equipment, devices, training programs, psychological support, and others) associated with persistent health disorders, which differ from the needs of most of his/her peers and which should be taken into account when interacting with this child and the family.

Social protection of children with disabilities is seen as a system of state-guaranteed economic, social and legal measures that provide children with disabilities with conditions to overcome and compensate for their limitations by providing the necessary assistance, social, medical, material well-being, and which create conditions for them to receive proper education, professional training, employment and leisure to create equal opportunities in public life with other citizens. Accordingly, when working with a family raising such a child, and usually have many other problems, the state should help solve all problems to ensure social protection at the appropriate level.

Lack of information is a crucial and common problem that can arise in any area of life of such a family. Parents and relatives often do not understand the specifics of a child's health disorders; they are not informed about the possibilities of correction and treatment, the peculiarities of upbringing,

the right to social assistance, benefits, relevant educational and rehabilitation institutions, the existence of the state and public organizations, and others. It is the lack or low availability of information that often makes it impossible to provide timely and appropriate assistance to children with disabilities and their families. There is also often the problem of ignorance by relatives of a child with special needs of the rights guaranteed by the legislation of Ukraine, difficulties in orientation in a variety of legal documents.

When raising a child with special needs, the family faces many problems and is not always able to solve those without support.

Researchers Mastruk N. and Luchakivska A. (2010) have highlighted the following main problems faced by families raising a disabled child:

- The appearance in the family of a child with special needs in most cases has significant consequences for the psychological health of the family and causes severe psychological trauma;
- There is often a low potential level of psychological acceptance in the family of a child with functional limitations, emotional rejection of the child, overprotection, excessive emphasis on the child's defects, and other;
- Lack of information (regarding the characteristics of the child, opportunities for correction and treatment, peculiarities of upbringing, rights to social assistance, benefits, relevant educational institutions, existing governmental and non-governmental organizations);
- Problems of the legal sphere are associated not only with shortcomings in the documents as the law enforcement at the appropriate level by all links of public administration and specialists;
- Inconvenient territorial location of special educational institutions, insufficient level of educational work in these institutions, lack of talented teachers, and others;
- If a child attends secondary school, there are difficulties in adaptation, rejection by the environment; educational institutions don't meet their needs;
- Low financial security of families raising a child with developmental disabilities, difficulties in implementing guaranteed benefits;
- Insufficient development and unavailability of technologies for early diagnosis, correction, rehabilitation, prediction of medical consequences of disability, low level of provision of free medical services and medicines, lack of qualified specialists;
- Rejection of people with special needs by full members of society, prejudice and stereotyping in the attitude of many people, as well as the transfer of stereotypes to relatives of people with disabilities;
- Lack of accessibility to certain facilities, structures, problems with transportation, and access to information.

The education of a child with a disability is also a challenge. The main problems in the field of education of children with specific disabilities,

as already mentioned, include the remote territorial location of specialized educational institutions; inconvenience and unsuitable transportation for some categories, as well as the insufficient level of special educational programs in specific institutions; a small number (or lack thereof) of extracurricular activities in general for children, and especially for children with disabilities, shortage of teachers who know how to work with such children, and others. The implementation of the method of teaching children with special needs in secondary schools in our country causes many problems, including difficulties in adapting such children to the environment of secondary school, and the unsuitability of educational institutions for their needs (lack of ramps, elevators, equipment, qualified specialists, and other), the unwillingness of teachers to work with such children and the perception of atypical children by the environment. Another important aspect is the state-guaranteed opportunity for children with disabilities with preserved intelligence to continue their education in higher and vocational education institutions and to work. These rights are also not yet properly secured.

MAIN RESULTS

In conditions of economic instability low material security of families raising children with disabilities remains a problem, as well as difficulties in implementing state-guaranteed benefits. According to researchers, the economic situation of the family, which is often difficult, is further complicated by the child's illness, which requires care (and this often makes it impossible for the mother to earn money), expensive treatment, various technical means, and other (Dikova-Favorska, 2009).

Socio-medical difficulties in our country have not been overcome. This is most expressed in the underdevelopment and unavailability of technologies for early diagnosis, correction, rehabilitation, prediction of the medical consequences of disability, a low level of provision of free medical services and medicines, lack of qualified specialists.

Unfortunately, the issues of integration of people with disabilities into society remain extremely significant for Ukraine. The phenomenon of non-acceptance of such people by full-fledged members of society is common. As L. Sayenko (2006) has noted, "The major problem that should be addressed immediately is overcoming the social isolation of people with disabilities, the limitations of their communication, the organization of their leisure, education, and the search for potential earnings".

The full social integration and self-realization of people with disabilities is hampered by prejudice and stereotyping in the attitudes of many healthy people. It is typical for Ukrainian society to transfer many negative stereotypes to the relatives of a child with a disability. There are many cases when a support circle of the family raising child with a disability is shrinking; they lose friends and relatives who were in close contact with them before. But the hardest

thing is that families, where a child with a disability is born, are falling apart; mostly the father leaves the family. "Not every man is ready to bear this burden, it is easier to go away and start a new life with healthy children". "Morally "unstable", "weak", "afraid of difficulties", "I left him myself because he called my son "it" were the answers of single mothers who raise children with disabilities (Bokova, 2021).

As we can see, the range of problems that a modern Ukrainian family raising a disabled child may face is quite numerous and diverse. Usually, the situation of the family is a complex of difficulties of different nature, closely intertwined, and often mutually conditioned. Naturally, the ability to seek comprehensive professional assistance and support, the availability and timeliness of such support are the key factors of successful functioning for a family raising child with disabilities. That is why there is a need for complex, multifaceted assistance that requires the involvement of various specialists, including social work specialists.

The main barriers to the proper functioning of families raising children with special needs and the development of the children are the lack of local or national bodies representing persons with disabilities and their problems. Often the caregivers or representatives of the families are public associations, which are formed by members of such families, because they understand the problems and decide to help not only themselves but other similar families, to provide certain social services that are not provided by the state.

Public associations (organizations) solve specific problems of society and are full-fledged subjects of both the formation and implementation of public policy. At the same time, work in a non-governmental organization (NGO) is somewhat different from work in government agencies. Attractive aspects of the NGO are associated with greater independence of management decisions, speed of response to problems, impartiality, enthusiasm, and dedication to their work, the use of more flexible forms of employment (workers can do some work at home, work at convenient hours and choose the number of working hours). NGOs are also characterized by the possibility of engaging volunteers, less bureaucracy, and more mobility. NGOs also have more opportunities to learn from foreign experience and knowledge provided by similar international organizations.

Interaction and exchange are beneficial for many stakeholders: government agencies have access to new practical knowledge and experience of NGOs, academic institutions and research groups get a better idea of what is happening, what are the problems and what changes need to be lobbied; NGO representatives better understand how governmental and intergovernmental procedures work, how they can help and how to influence them (Levchenko, Shved, 2020).

Unfortunately, the interaction is not yet complete as financial or other assistance is rarely provided by the state or local communities. The newly created territorial communities spend the finances they accumulate mainly on the construction or reconstruction of roads, repair of schools

and kindergartens, support for the families of soldiers killed by Russian mercenaries in the war in eastern Ukraine, which is also relevant and important.

The emergence of non-state providers of social services raises the issue of analyzing the capabilities of non-governmental organizations to provide such services, critically considering their role and limitations in the context of local government reform in Ukraine. The specific of each NGO depends on the purpose of its activities, the functions it performs, and the categories of target clients.

Since 1990, non-governmental organizations for the protection of the rights of children with disabilities have appeared in almost all regions of Ukraine. For example, the NGO “Ayurveda” (Kyiv Oblast) established as Bila Tserkva City Association of Children with Disabilities and Their Parents in 1995, is still a successful professional organization that shares its experience with non-governmental organizations from various regions of Ukraine.

The work of non-governmental organizations is an important part of solving the problems of people with disabilities. However, NGOs for people with disabilities cannot fully perform their work without proper support from the state, as the interaction of state executive bodies, local authorities, and public organizations of people with disabilities is a mandatory condition in the field of social protection of this category of citizens (Ipatov, 2010)

In this paper, we have attempted to evaluate the ability of NGOs to assess the needs of the families they work with, as well as methods of assessing family needs in NGO practice.

Family needs assessment is the basis for decision-making, planning work with the family and a child, and using funds (if such an option is provided) effectively. The assessment also creates conditions for improving work with the family.

The adoption of the Law of Ukraine “On Social Work with Families, Children and Youth” was a significant step towards reforming social services for children and families in difficult life circumstances. The value of the updated normative document lies not only in the consolidation of the term “needs assessment”, but also the focus is on creating a system of social work with vulnerable children and their families, based on the following principles: individual approach to each family and each family members, taking into account their needs and characteristics; the importance of restoring and developing family ties; taking into account the results of scientific research, experience and best practices of social support of families in difficult life circumstances; the principle of consistency, complexity, manufacturability, and other (Zvereva, 2010).

The above-mentioned Law of Ukraine is the main step in introducing evaluation elements. Assessment is mentioned in Article 1 of the Law, which states that indicators of quality of social services are a set of indicators are used to assess the activities of entities that provide social services, which are based on the positive effectiveness of social services to its recipients and the degree of satisfaction of their needs for these services. Also, the concept of “state standard

of social services” has been defined altogether with “norms and standards, conditions and procedure for providing social services, indicators of its quality.”

However, the provisions of the law are not enough to build an effective system for assessing the needs of families raising children with disabilities and providing these services, as there is a discrepancy between the legal system and the existing conditions for the operation of service facilities.

The content of the assessment of the needs of a family raising a child with a disability should be a detailed analysis of the individual child needs, the potential of his/her immediate environment, the ability of the community and society as a whole to change the family situation for the better.

METHODOLOGY

The main part of the empirical study was held on the basis of the public organization “Union of Parents of Children and Youth with Disabilities “Soniachnyi Promin” (“Sunbeam”). Since the chosen topic envisages a sample of specialists from different NGOs, contacts were established also with other public and charitable organizations of this direction throughout Ukraine.

Given the size and location of the territory of the NGO and inaccessibility in terms of quarantine to meet with representatives of organizations in person, we have developed a survey for professionals in the Google-Forms. The form was sent to organizations to fill under the agreement. NGOs from Kyiv, Poltava, Lviv, Chervonohrad, Brody, and Kolomyia took part in the study. Twenty-one organizations were participants in the survey.

Another form of a questionnaire (printed version) was offered to families raising children with disabilities. Questionnaires were distributed to representatives of families receiving assistance from the NGO “Union of Parents of Children and Youth with Disabilities “Soniachnyi Promin” (“Sunbeam”), located in Kostopil, Rivne region.

The survey involved 14 families who raise children with disabilities and use the services of this public organization. In total, out of 14 interviewed family representatives, the questions were answered by mother (11), father (2), and grandmother (1). According to the chairman of the NGO and parents themselves, the mother is usually engaged in dialogue with experts, other family members rarely come to the organization, only for children’s holidays or, if necessary, to pick up the child if the mother can not.

DATA COLLECTION AND ANALYSIS

Twenty-one public organizations were interviewed, the most common among the social services they provide for families raising children with disabilities are the following: daycare; informing; psychological and pedagogical counseling and social adaptation; leisure and socialization — communication, staging of theatrical performances, temporary rest for parents caring for children

with disabilities; educational services — educational programs, adaptation of children to educational activities; occupational therapy — occupational rehabilitation, the presence of a social workshop for occupational therapy, daily employment; early intervention; physical rehabilitation; disability prevention and educational work.

Some organizations have identified other services, such as cash / in-kind assistance, assistance with diagnostics and examinations.

From all the NGO respondents, only one organization reported they do not assess the needs of families raising children with disabilities before starting to work with a particular family and its case.

Regarding the methods used in the assessment, the respondents single out the questionnaire, interview, expert interview, focus groups, and observation of the following relationship (Fig. 1.):

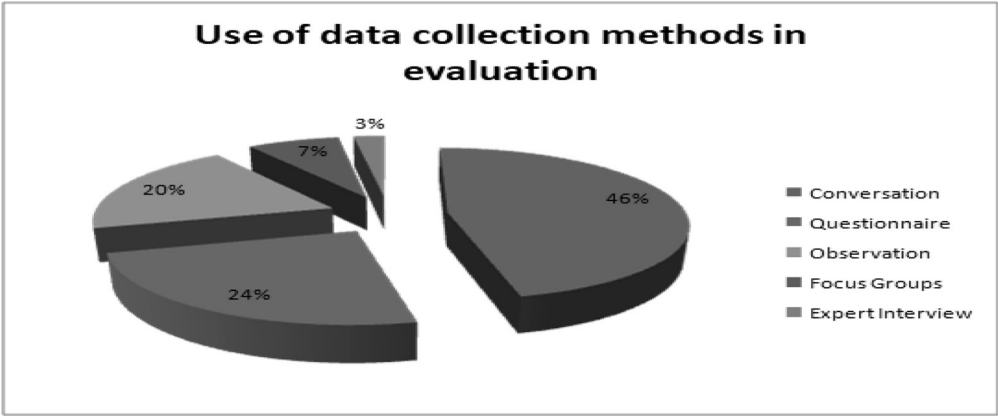


Figure. 1. Use of data collection methods in evaluation

Most respondents consider the conversation to be the most effective means of collecting primary information: "... Live communication and trust during the conversation make it possible to identify needs..."; "... In a free form of conversation there are more acute problems come to light..."; "... the conversation is the fastest because we have direct contact with the mother, who is face to face contact with a person with a disability. But the best methods are observation, questionnaires, expert interviews, interviews because you can see the full picture from different angles, and then the conclusion will be the most accurate and complete...".

Five organizations were in favor of questionnaires and preferred to fill out the distributed questionnaires: "... I think that the questionnaire is more effective because the questions are formulated taking into account the standards of social services and therefore allow to quickly and accurately determine the needs...". Another interesting hypothesis is the effectiveness of the method of the expert interview as a method of data collection in assessing the needs of families raising children with disabilities, expressed by one of the interviewed NGOs: "... Expert interview with social workers as usually these families have already established contact with social services. We conduct conversations in exceptional cases,

if the situation requires it, and if we need more information than social workers can give us...”. It can be considered an unusual but effective approach to solving it because the survey found that not families are not always ready to be in contact with NGOs, as they can be ashamed or do not want to talk about their problems and needs, thus it can be difficult to help such families.

The answers to the question “Are families willing to contact when interviewed?” were both positive and negative: “If the family is interested in receiving services, they respond willingly”; “... Yes, willingly. There are many needs, not enough services ...”; “They do not always come into contact, hesitate...”; “parents do not always openly answer questions at the first meeting”, “reluctantly, mothers and children with disabilities answer more often”.

Among other questions within the NGO survey was: “Do you require documentary evidence of the needs of families raising children with disabilities? (medical certificates, income level, expert confirmation of specialists)”, the majority of respondents answered “yes” (12), others (9) — “no, if necessary, or not necessary, given that all family members are known personally” (NGOs from different cities of Ukraine in size and number participated in the survey). The responses also included comments and additions on what documents are required: “Only confirmation from social workers...”, “... Medical opinion, family composition...”, “...If the family does not mind, we ask them to bring an individual rehabilitation program for a person with a disability, the conclusion of the IRC (inclusive resource center), or other documents that they deem appropriate...”, “Yes, we do. References of MSEC (Medical and Social Expert Commission and individual rehabilitation program (IRP), or other documents they deem appropriate...”. To conclude, the assistance from public organizations is not as bureaucratic as in state institutions, where a large number of documents are required, but bureaucracy is still present.

One of the questions that interested us was the purpose of assessing the needs of families raising children with disabilities in NGOs. The following results were obtained: a) To know the needs of families, to know the problems they have (9 answers): “... to study the needs of particular families, the number of those who need each of the services to guide and plan the work of NGOs in terms of providing social services”; “..In order to help the family”, “... often, it is just a “cry of the soul” and you need to listen and to forward in a positive direction their thoughts and actions...”; b) To ensure efficiency in service delivery (4 answers): “Assessment is carried out to ensure the highest efficiency of services to recipients. The data are used to develop an individual service plan and individual development program”; c) For internal monitoring of family participation in the activities of NGOs, for the development of targeted projects, programs (3 answers); d) For the reporting of NGOs (2 answers).

To find out how effective the assessment is and whether there are specialists for this purpose, we asked the question: “Who in the NGO is responsible for assessing the needs of families raising children with disabilities?” The answers showed that most NGOs (13) conduct evaluations on their own,

even without special education. The respondents noted that the person in charge may be the head of an interdisciplinary team (education — defectologist), an occupational therapist, a rehabilitation specialist, a correctional teacher, a neuropsychologist, an executive director, or a case manager, and others. Seven organizations assign evaluation tasks to an NGO specialist with appropriate education, and only one organization invites an independent evaluation expert.

The survey revealed financial difficulties for NGOs to provide social services, as the state does not fund that and it is difficult to find sponsors: “We need to finance a project for a daycare center. Desires, human resources are there, but there is no funding. Services are often provided on a volunteer basis”; “We try to meet the needs of children, but we depend on the budget of this project”; “... We often do not have the opportunity to provide services, so we redirect to other NGOs and centers, to social services.” The study found that NGOs for people with disabilities actively communicate and collaborate with other NGOs in the same field, refer families or people with disabilities to each other if necessary, or if someone does not currently have the opportunities to provide the necessary services. This is positive and mutually beneficial.

A major problem of NGOs is the lack of opportunity to be fully realized due to external circumstances, it is not only a shortage of finances but also a lack of necessary equipment and specialists. These are pressing issues, but the state or local authorities are not interested in such organizations, and it’s a common situation that the organization is managed by the parents of children with disabilities or volunteers, so there may be no qualified professionals at all.

The next stage of the study was to ask families about assessing their needs by the NGO, the availability of such assessment, and its quality. When asked whether a public organization assesses the needs of a child with a disability, when referring to the center — all 14 respondents answered “Yes”. Some noted: “... It used to be oral at the first meeting, and then a written form appeared, which must be filled in by the parents or representatives of a child...”

Parents singled out the following current needs of children with disabilities, with which they apply to NGOs (*Fig. 2.*):

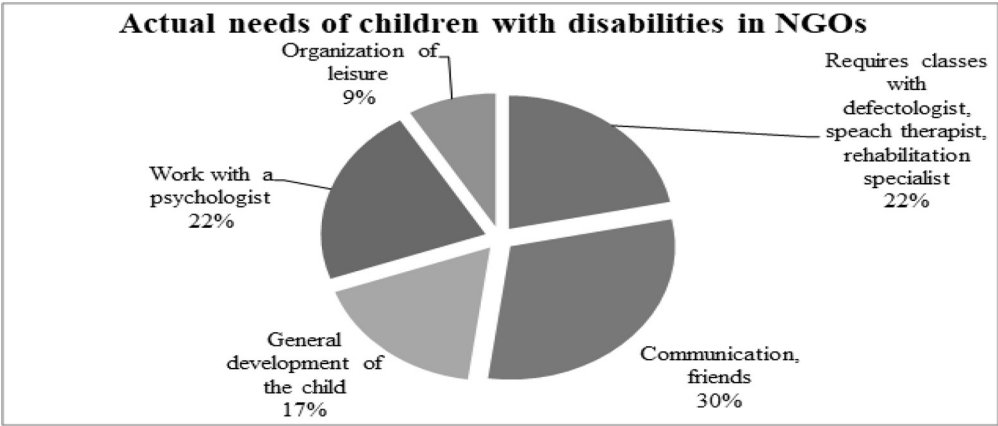


Figure 2. Actual needs of children with disabilities in NGOs

In the course of personal communication with parents, it turned out that the problems are similar, so several parents noted the need for classes with a defectologist and rehabilitation specialist: "We do not have such specialists in the city, we need to go to Rivne, but how to get there? A child is in a wheelchair, I don't have my own car... It would be good to have such specialists in the organization; it would make life easier for many families..."

Another common problem is communication. Parents say that children go to classes in NGOs also to see friends and communicate because not everyone can communicate with peers outdoors and in the yard.

When asked about the form of the needs assessment of a child and family by specialists of the public organization, the answers differed because there are families that have been in the organization for a long time — since the creation, when no questionnaire was developed to assess the needs of families, and there are new ones that already have to fill in the form at the first reference to the NGO. Therefore, 9 respondents indicated the interview, 3 — the questionnaire, another 2 mentioned the interview and the questionnaire, explaining that "... At any time we can contact the specialists of the NGO with a problem concerning the child, and they will advise on its solution".

The next item in the survey was the opinion of participants on the best and most effective method for assessing the needs listed in the previous question of the form. The respondents were 14 families, but some chose two answers and it turned out that 11 consider the interview to be the most effective method of assessing the needs of the family, 7 — the questionnaire, and 4 — the in-depth interview with developed questions.

Respondents were also asked to rate the level of satisfaction with the activities and services provided by the NGO on a scale from 1 to 5, where 1 is completely dissatisfied and 5 is completely satisfied. Answers were fairly positive: 3 respondents put 5 (completely satisfied), 7 respondents rated 4, and 4 respondents rated only 3.

The final question of our survey was: "What social services do you lack in the activities of a public organization?" We received the following answers: "There is a lack of correctional classes with young children, the services of a rehabilitation specialist and a speech therapist. It would also be good to have a specialist in providing administrative services, who would help with certificates because it takes a lot of time to go to different authorities ... "; "there are not enough administrative services to collect the necessary certificates for state institutions ... "; "Although our NGO is designed for children and young people, due to the lack of specialists such as speech therapists and rehabilitators, young children are not brought, so of the 56 families registered in the organization, even less than half visit us due to the lack of these specialists".

CONCLUSIONS AND PROSPECTS

Thus, based on the above answers when evaluating the work of NGOs, we can report the following problems in NGOs:

- Lack of specialists such as a rehabilitation specialist, a speech therapist, and a defectologist;
- Lack of special equipment and machinery for working with children with disabilities;
- Lack of services aimed at primary school children;
- Lack of a specialist in administrative services;
- Insufficient measures aimed at communication between children and their families;
- Financial instability, dependence on donors and projects.

Given the fact that NGOs perform the work that government agencies do not offer, and provide services needed by families raising children with disabilities, such organizations should be funded from state or city budgets, as it has done in many developed countries.

We can also state that the needs of families and the work of public organizations are evaluated. Such assessment helps to expand the range of services, identify the necessary areas of work, evaluate the quality of service provision and is the impetus for writing projects and finding donors. As it turned out, the evaluation, which should be conducted by specialists, on practice is done by anyone who works in this public organization, but not by monitoring and evaluation specialists.

Various assessment methods are used, yet the most effective were defined by respondents of the survey as following: interviews, questionnaires, and in-depth interviews. Therefore, such methods are recommended for use both by public organizations and state social services working with families who have children with disabilities.

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ОЦІНКА ПОТРЕБ СІМЕЙ, ЩО ВИХОВУЮТЬ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В ПРАКТИЦІ УКРАЇНСЬКИХ НЕГРОМАДСЬКИХ ОРГАНІЗАЦІЙ

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Система надання соціальних послуг в Україні продовжує формуватись та розвиватись і сфера соціального обслуговування вже має низку досягнень. Але сучасний стан системи надання послуг не може повністю задовольнити потреби, які постійно зростають. Сфера соціального обслуговування потребує розробки інструментів управління, таких як моніторинг та оцінювання соціальних послуг. Сім'ї, які виховують дітей з інвалідністю, зазвичай звертаються у відповідні державні та громадські (неурядові) організації (НУО), які їх підтримують та надають певні послуги. Дослідження проводилося в Україні та мало такі цілі: 1. З'ясувати, чи працюють НУО з сім'ями з дітьми-інвалідами; 2. Як оцінюють потреби сімей та дітей -інвалідів? 3. Які методи найкраще використовувати при оцінці потреб? Емпіричне дослідження проходило на базі НУО «Соняч-

ний промінь», яке працює в Рівненській обл., та залучило ще 21 громадську та благодійну організацію такого спрямування. Зважаючи на територію розташування ГО та карантин COVIDу-19, опитування фахівців пройшло у Google-Form. Опираючись на відповіді представників ГО і сімей, які оцінювали роботу ГО та їх послуги, дослідження виявило наступні проблеми в ГО: нестачу спеціалістів: реабілітолога, логопеда, дефектолога; нестачу спеціального обладнання та техніки для роботи з дітьми-інвалідами; брак послуг, спрямованих на дітей молодшого шкільного віку; відсутність фахівця з адміністративних послуг; недостатність заходів, спрямованих на комунікацію дітей та їх сімей; фінансову нестабільність, залежність від донорів, проєктів. Зважаючи на те, що НУО виконують ту роботу, яку не виконують державні структури, необхідно такі організації фінансувати з державних або міських бюджетів, як це робиться в багатьох розвинених країнах. Оцінювання потреб сімей та роботи громадських організацій ведеться, але нажаль, фактично будь-ким, хто є в НУО, а не спеціалістами з моніторингу та оцінки. Дослідження показало, що для оцінювання використовуються різні методи, але найбільш успішними є: бесіди, анкетування та глибинні інтерв'ю. Такі методи рекомендовано використовувати як громадським організаціям, так і державним соціальним службам, які працюють з сім'ями, що мають дітей з інвалідністю.

Ключові слова: оцінка потреб сім'ї; сім'ї, які виховують дітей-інвалідів; методи оцінки потреб; неурядові організації (НУО); соціальний захист; суспільні послуги.

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