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Smart-education: new doubts and old problems

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In academic literature on the subject, there are different ways of defining the concept of education. In a narrow perspective, this process basically comes down to the teaching process itself — learning¹. Polish tradition, as shown by The Dictionary of Polish Language, which describes this term as both "upbringing and schooling", gives a broader look at the issue of education². The wider understanding of the concept is also indicated by the definition of Wincenty Okonia, "Education — the totality of processes and interactions whose aim is to change people, especially children and young people — according to the ideals and educational goals prevailing in a given society"³, in which the author notes that this process is always carried out in a specific society that sets the direction of the impact on the younger generation. Stanisław Chrobak also points out that the term is broadly understood, "Education [...] is [...] much more than just general knowledge. The concept of education does not only refer to education or vocational

training, but to the full formation of a person"⁴, while looking at education from the perspective of the individual's ability to achieve its full development. Regardless, however, whether we look at education from a macrostructural or individualistic perspective, it is emphasized that its aim is to enable the individual to be active, conscious and creative to develop his own self, in accordance with the system of values adhered to in a given society⁵.

The above understanding of education is voiced in The Delors Report supported by UNESCO Commission on Education for the Twenty-first Century⁶. The report includes principles of *learning throughout life* and as one of *Principles* includes *four pillars of educations*

Learning to live together; by developing an understanding of other people and an appreciation of interdependence — carrying out joint projects and learning to manage

⁴ Chrobak St., *Edukacja — wiedza zdolna ukierunkować człowieka w świetle pierwszych zasad i ostatecznych celów*, „Forum Pedagogiczne UKSW” 2011, nr 2, s.53.

⁵ Por. np. Kwieciński Z., *Dziesięciościan edukacji (składniki i aspekty — potrzeba całościowego ujęcia)*, w: *Wprowadzenie do pedagogiki. Wybór tekstów*, red. T. Jaworska, R. Leppert, Ołcyna Wydawnicza „Impuls”, Kraków 1998, s. 37-38.

⁶ Delors, J., & Unesco, *Learning, the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first Century* Paris 1996, Unesco Pub

¹ The Oxford and Cambridge Dictionaries define the term education in this way. <https://en.oxforddictionaries.com/definition/education>; <https://dictionary.cambridge.org/dictionary/english/education> [dostęp 9.12.18]

² Słownik Języka Polskiego, <https://sjp.pwn.pl/szukaj/edukacja.html> [dostęp 12.12.18 r.]

³ Okoń W., *Nowy słownik pedagogiczny*, Wydawnictwo Akademickie „Żak”, Warszawa 2001, s. 87.

conflicts — in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to know; by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do; in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Learning to be so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills⁷.

SMART education, that is, setting goals that are to be simple, measurable, achievable, relevant, timely defined is, in our opinion, only one of many methods for implementation of activities. In strictly defined SMART activities, it is difficult to find ideas and values that are important in the cultural system of a given community. These determine the life aspirations of its members, which cannot be measured empirically, or within set time horizons, even when they have a realistic character, eg starting a family . An example of this is research on the life goals of Poles and the pilot studies carried out by the authors among students⁸. In nationwide research,

⁷ *Edukacja — jest w niej ukryty skarb*, red. J. Delors, Wyd. UNESCO, Warszawa 1998.

⁸ Goals and life aspirations of Poles. Communication document BS / 161/2010, CBOS, Warsaw 2010; Trempała W., Rajek M., Pazderska A., Life aspirations of young Poles in the context of a changing reality — research report, "Świat Idei i Polityki" 2016, vol. 15,

regarding life goals, the top three answers are, in order,; finances, work and family⁹. In cyclical studies of the main life goals among Polish youths, respondents mention in the order: family, career and life in love. University students, on the other hand, listed: work, family and material security as their life aspirations¹⁰. Of course, among the chosen goals, there are elements that are measurable and easily translated into the language of certain parameters, but there are also those answers that cannot be treated in this way. For example, "... be a good person, ... do something that I will be proud of, which will help others." The studies carried out by the authors also asked about the way in which respondents understood the concepts of "resourcefulness and success". For the younger generation, these concepts are a signpost that allows them to move in a rapidly growing world. "... determination" and "... creativity" are the most common words used to describe "resourcefulness" by young people. In contrast, the perception of others as "resourceful" is associated mainly with "... the ability to be flexible, ... going with the flow of life, ... leading to change." When asked what they believe to be their greatest achievement in life so far, respondents answered: "... passed the secondary school-leaving examination, ... chose a field of study that satisfies them, ... started work and ... becoming independent"¹¹. A significant proportion of young people notice a connection between their achievements and support from their parents, although many of them also mark their own features such as: regularity, optimism or persistence. Therefore, both factors are likely to be of

pp. 287-311; Pilot studies carried out by the authors of this publication in November 2018 among full-time and extramural students of the Faculty of Humanities of the University of Szczecin and students of the University of the Third Age (retirees) — the total number of respondents was 107

⁹ Cele i dążenia życiowe Polaków. Komunikat z badań BS/161/2010, CBOS, Warszawa 2010, s. 3

¹⁰ Draft based on pilot study Szczecin November / December 2018

¹¹ Draft based on pilot study Szczecin November / December 2018

importance: family and personality interact with each other quite significantly¹².

It is even harder to adopt a technocratic approach to education in the concept of SMART when looking at what the elderly recognize to be their greatest life achievements — the first place here is the family, including their own children¹³ and, although slightly different than the young generation, they explain "resourcefulness" as a necessary skill to have in modern times. Between the "old" and "new" is the middle generation. "... Learn, ... have a good job, ... be ambitious, ... be able to do a lot, ... be able to solve life's problems, ... be able to take care of your position and interests" — these are the features of a resourceful man in their opinion. For the success of life they consider first of all starting a family and graduating. The collectivist attitude is mixed with individuality. Nevertheless, it is worth noting that keeping up with changes means constant education for this generation.

If we therefore assume that education is more than merely acquiring knowledge, but it is a way towards the comprehensive formation of an individual, including setting their life goals and the socially accepted ways of implementing them, it seems that the SMART-oriented method is insufficient. The concretization and measurability of the objectives pursued by the individual at a precisely defined time may trigger the phenomenon of transferring ways of self and other assessment to the level of short-term actions. It is a shortening of the temporal perspective and short-term thinking, that is, from being here and now, it does not build long-term relations and setting social goals not only seen through the prism of benefits achieved by the individual. The formalized way of looking at education proposed by SMART may lead to the treatment of the participants of this process as objects that are parameterized,

and assimilated, task-based knowledge cannot include everything, including "unwritten" social rules. In addition, it does not allow for taking into account and pursuing aspirations of an altruistic nature, because how can "... be a good man, ... have friends, ... fight for human rights" be measured¹⁴? The SMART concept will not give us a measurable response on how to realize these life aspirations. We do not want to say that we are completely against its use. As a method of teaching — not of education — it can be applied, especially where the content is easily translated into the way it proposes, but it is only one of many teacher's tools that he can reach. Research has shown that regardless of generational affiliation, the challenge for modern man is the need to keep up with changes. Without permanent education, setting goals, challenges, working on oneself, it is not possible to achieve this challenge. We can only guess what this will be and what it may involve, and this does not allow us to use the SMART concept to prepare an individual for living in a changing reality. It can, however, equip one with the necessary competences to face a new situation. It is here that we see the possibility of using the SMART method.

Literature

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3. *Okoń W.* Nowy słownik pedagogiczny, Wydawnictwo Akademickie "Żak", Warszawa, 2001.
4. *Trempała W., Rajek M.* Pazderska A. *Aspiracje życiowe młodych Polaków w*

¹² Draft based on pilot study Szczecin November / December 2018

¹³ Draft based on pilot study Szczecin November / December 2018

¹⁴ Draft based on pilot study Szczecin November / December 2018

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6. Strony internetowe:

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SMART-ОСВІТА: НОВІ ПОБОЮВАННЯ Й СТАРІ ПРОБЛЕМИ

Анотація

Аналізуючи різні трактування поняття «освіта», автор надає перевагу польській педагогічній традиції, у якій це поняття розглядається досить широко, уключаючи разом з навчанням також і виховання. Автор висловлює переконання, що освіта є особливим процесом взаємодії, спрямованим на формування особистості відповідно до цінностей і ідеалів, що склалися в суспільстві, і поділяє точку зору, згідно з якою освіта — це дещо більше, ніж здобуття знань у певній галузі, це ще й усебічний розвиток особистості. У статті підкреслюється, що процес навчання слід розглядати перш за все з погляду того, як допомогти індивіду стати активним, свідомим і креативним у досягненні своєї життєвої мети. SMART-освіта в межах такого підходу розглядається лише як один із багатьох способів здійснення такої взаємодії.

Проведене авторами пілотне дослідження показує, що для більшості поляків основними життєвими цінностями є матеріальне благополуччя, успішна кар'єра та родина, при цьому молоді респонденти (студенти) додають до цього переліку ще й такі цілі, як «бути коханим», «стати гарною людиною», «зробити щось, чим можна було б пишатися». Людськими якостями, необхідними для досягнення цих життєвих цілей, що не піддаються комп'ютеризації, молоді поляки вважають винахідливість, цілеспрямованість і творчий підхід до життя. Останні, на думку автора статті, навряд чи можуть бути прищеплені учням в обмежених рамках технократичної концепції SMART-освіти.

Ключові слова: концепції освіти, навчання й виховання, розвиток особистості, безперервна освіта, життєві цілі.