

THE HUMANIZATION OF THE PROCESS OF EDUCATING LOGOPEDISTS (SPEECH-LANGUAGE PATHOLOGISTS) AT THE UNIVERSITY LEVEL

Наукові праці МАУП, 2014, вип. 42(3), с. 232–236

In pedagogic literature, the term humanism describes the intellectual current of the Renaissance, originating from classical traditions, especially those of Ancient Rome. The turn of 18th and 19th century in Europe was characterized by dynamic cultural growth, especially noticeable in terms of education, and therefore may be described as the triumph of Neo-humanism. Humanism is connected with numerous trends considering human development, along with the need to reform the surrounding reality: to improve human matters, the human personality, in general terms – to improve the human world, created for the Man and by the Man. It attempts to answer the most fundamental questions about the meaning of human life, as well as its objectives in the world.

It is also a measure of human responsibility for their actions, interpersonal and social relations, in other words, it performs the function of the conscience of the human community. The humanization of the educational process should concern the following areas [1]:

- “theory, philosophy, especially in the concept of society and the man himself;
- ethical system of values, its structure and hierarchy;
- social programs and realization practices, as well as the nature of group and interpersonal relations;
- the general attitude of the individual, their way of understanding life, and their attitude toward other people”.

In conclusion: humanism should be understood as the consideration of human beings, re-

specting their rights and needs both as individuals and as a part of a group, which constitute a significant factor in determining the conduct and actions undertaken by the authorities, institutions and organizations.

The process of educating logopedists may not be limited to educational means, since it must not only train a professional, but also equip the student, as a human being, with social skills, and prepare him or her to accept a system of values crucial to coexistence based on respect for human dignity. Therefore humanism and education are firmly connected within the process. Educating a human being to become a person with a well-developed, sensitive intellectually and socially personality, who has the motivation to broaden their knowledge and hone their professional skills, while at the same time being able to function well in individual and social situations, especially those which require helping others – that is a truly demanding and difficult task. However, it must be remembered that “the key focus in every educational activity is the human being, whereas the object is goodness. It should be understood as free from contextual and personal tinges. The interest of every human being is self-development. It allows for the individual to weather adversities and overcome misfortunes in a fashion, which prevents them from encountering “the social wall of indifference”, and looking into the future, they will only see opening social opportunities ahead” [2]. It seems that traditional ways of teaching may prove insufficient. Despite the ever changing reality, there is a noticeable trend of search-

ing for role-models on individual, professional and civic level among professors and teachers. The search is not limited to knowledge alone, but also includes the search for the humanistic approach towards others, patience and wisdom. The traits crucial in the shaping of attitudes of young people.

Attitudes and behaviors are considered humanistic when they are widely accepted and approved as universal and human. The categorization of human being in terms of “to have” and “to be” is rooted within the (theoretical assumptions, premises, principles) of new humanism. It is based on harmonious, multi-dimensional use in education of universal, absolute or utilitarian, consumer and cultural values. Humanism is a way of thinking and acting by a person, who is orientated on values rooted in philosophical and social ideas [3]. Cognitive values such as: authenticity, innovativeness, creativity, but also subjectivity, freedom, dialog, involvement, altruism, will, courage, human dignity, hope, respect and responsibility, are of profound significance both in education and social upbringing [4]. The phenomenology of human responsibility for oneself and the fate of others includes: attitudes and behaviors, consciousness and meaning, need and necessity, duty and obligation, natural predispositions and competences, along with the demand of their further development [5]. Pedagogic responsibility is the result of ethical conduct, supported by moral maturity, kindness towards other people, the desire to achieve professional and financial success, prestige, as well as fulfilling legal requirements [6]. Bogdan Suchodolski formulated the following principles for the fulfillment of professional responsibility in logopedists during the shaping process of education of a human being:

- the principle of objective authorities (considering of objective facts, phenomena and the processes present in the process of upbringing,
- the principle of reflexive, rational activity of the pupil,
- the principle of individualization of everyday behaviors,

- the principle of organizing a work team and educational environment,
- the principle of educational attitude (a conscious understanding of individualized feelings of friendliness and kindness combined with consequent demands) [7].

The author believes that the concept of holistic education oriented at moral and social responsibility should be presented and analyzed in a broad research perspective, in light of interdisciplinary approaches, in terms of socio-ethical attitudes acquired through the participation in social life. Katarzyna Plutecka describes the personality of a special education specialist using six pedeutological paradigms:

- the paradigm of humanness
- the paradigm of enabling authority
- the paradigm of the sense of responsibility
- the paradigm of helping the helper
- the paradigm of self-actualization [8].

Broadly defined Speech-Language Pathology (Logopedics) is oriented at correction, elimination or improvement of language ability (speech) and communication pattern impairments. Being an interdisciplinary field, it offers multi-faceted and multidimensional explanations of the causes and mechanism of pathological realization of language patterns, but also offers treatment and therapeutic actions.

A speech-language pathologist should possess interdisciplinary knowledge and skills, as well as have a therapeutic personality, allowing for effective work with both children and adults with communication difficulties or complete inability.

Speech-Language Pathology as an interdisciplinary field of science.

Logopedics treats speech as a complex phenomenon composed of language and communication skills together with the process of their implementation during the process of socialization (resocialization).

The process of human socialization primarily takes place through symbolic communication, through the negotiation of meaning with language as its means. Speech impairment always hinder the process of socialization. Those who are unable to fully meet the socially established

patterns of communication trigger negative social attitudes. The group either limits their access to certain areas of social life, allows them to perform only certain social roles, sentences them to isolation (e.g. deafness) or subjects them to ostracism. A person with speech impairment is forced to implement their communication behaviors in a singular pattern which differs from the norm. The change of such communication pattern is a tedious task. Speech impairments are therefore connected with an internally conditioned necessity of implementing a specific communication behavior and, at the same time, the inability to display the socially accepted behavior. Active participation in social life is the basic component in the process of socialization of an individual. Speech impairments not only hinder language interaction, but are also connected with limiting the cognition of reality, causing the individual to remain in their own world, inaccessible to others.

Human cognitive function is implemented, among other things, through language and the effect of the function is a conceptually organized knowledge, which is the representation of reality. According to contemporary theories language constitutes the basis of thinking. It organizes reality in the human mind and imposes ways to interpret it. The world of experience and emotions is also accessible through language cognitive structures. Mastering of the language allows for the individual to get to know the surrounding world at the highest level of generalization. Language, therefore, is essential to achieving the formal operational stage, while the human cognitive potential is closely tied to linguistic acquisition at the appropriate stage of natural child development [9; 10; 11]. For a fuller understanding of the significance of language, it must also be mentioned that language and speech impairment may also be the result of defects and dysfunctions. More and more commonly occurring problem nowadays is the delayed development of the child's speech, which may lead to socializing problems within the peer group. The lack of language in, for example, alalia or severe mental retardation, condemns the human being to remaining in their own, isolated world. Logopedic

therapy, through the use of expert methods and techniques, develops speech, language and communicative competencies and improves the execution of communicative acts, therefore it assists in developing competencies and improves their performance. Speech impairments consist of a lack of language competency understood as the knowledge of the language system, or of an undeveloped or underdeveloped efficiency in the implementation of that system. Impairments of performance or implementation may concern all of the components of the utterance, i.e. the content, the form and the substance of a statement (e. g. speech impairment in schizophrenia, where not only the form of the text is distorted, but sometimes also the substance of the elocution, or in the case of stuttering or stammering, where beside the substance distortion, tautology (content distortion) and interference in the text coherence (form distortion) can also be noted. Other problems are posed through speech disorders connected with partial or complete disintegration of the language and communicative systems (e. g. aphasia), where the logopedic treatment focuses on the rebuilding of all of the competence types [12; 13].

Logopedics understood in this way is strictly connected with such fields of study as sociolinguistics, metalinguistics, neurolinguistics and psycholinguistics, which concern all aspects of human language behaviors. And so, sociolinguistics being the composition of sociological and linguistic research stresses the social origin of language, its ability to maintain stability and coherence in human everyday life, its functions of integration, which are acquired during the process of internalization of sociolectic indexes adequate for social relations [14].

According to Bernstein's theory language is the basic tool for interpersonal communication and plays the most significant role in the process of socialization [15]. Socialization is the basic channel of cultural transfer, which allows for human identity to be formed. It is the process of learning social roles, internalizing values and acquiring social competencies and skills [16].

Speech, in turn, depends on the existing circumstances and symbolizes their fragments —

“Using speech, the individual chooses its components both on the structural and vocabulary level, according to the rules observed by the social group” (own translation of quoted fragment) [17]. According to Bernstein between language (*langue*) and speech (*parole*) there exists a social structure determining what may actually be said. Bernstein’s theory introduces the concept of two language codes: elaborate and restricted.

The elaborate code allows the individual to choose the linguistic solution, enables author’s commentaries, expression of intentions, speculation, etc. The restricted language code stimulates emotional responses, non-verbal communication (gestures, movement, prosodic speech elements) and is characteristic of in-groups or communities.

Based on this theory, it can be concluded that the development of language competence among persons undergoing re-socialization could effectively contribute to their emotional, cognitive and social development, and through it, to their better functioning in the society. It is possible that persons endowed with broader language competencies, both on the level of syntax (grammar) and semantics (vocabulary), will be able to change their social image, which in turn will allow them to find employment requiring such competencies, as well as establish interpersonal relations unavailable to them before. According to Bruner [18; 19] language in its lexical sphere codes specific experiences. It influences cognition and assessment of reality through language coding. Alongside of intellectual development, cognition and situation assessment (also social) develop through the creation of the so-called verbal designates. In cognitive development stimulating environments, during intellectual training, language performs thought steering function along with the creation of abstract concepts. Mead’s [20; 21] model of socialization also assumes that the individual is a product of the society, and its shaping is influenced by the process of communicating. Communication allows for the establishment of the meaning of symbols and social significance, and the subjective creation in a symbolic environment.

The restoration of the person to their due place in the society depends mainly on their ability to communicate with others. The more efficient that communication is, the more effective the process of socialization (re-socialization) will be. Therefore, speech therapy understood in such a way as presented in this article is not only limited to the generally accepted meaning of “speech therapy”, but leads directly to the re-socialization work focused on teenagers, adults, those excluded, marginalized and labeled as unfit.

The psychological aspect, logopedist’s responsibility is understood as a positive trait of personality, crucial to shaping the attitudes of others. The phenomenon of responsibility is synonymous to the social situation in which a specific person-subject functions, taking responsibility for his/her actions in an existential dimension. For pedagogues it is significant to answer the question of how to shape such responsibility. What contents and actions can influence the creation of predispositions towards being unselfish, self-sacrificing, devoted and generous towards others. Modern special education (pedagogy) demanded the change of thinking about universal humanistic values and the ways of practicing them. The alternative to humanistic pedagogy, which spread in Poland during the time of political and systemic change, called for theories and practice, consequently drawing upon all currents of education and all recognized ways of problem solving connected with academic education and personality shaping of the future professional pedagogues (logopedists).



Literature

1. Kunikowski J. Humanizm współczesną potrzebą wychowania i nauczania, [w:] *Myślenie i działanie pedagoga*. — Warszawa: Wyd. Pedagogium Wyższej Szkoły Pedagogiki Resocjalizacyjnej, 2009.
2. Konopczyński M. *Metody twórczej resocjalizacji*. — Warszawa: Wyd. Nauk. PWN, 2006. — S. 47.
3. Wojnar I. *Humanistyczna pedagogika — w nieprzejazdnym otoczeniu*, [w:] Gajda J., (red), *O nowy humanizm w edukacji*. — Kraków: O. W. “Impuls”, 2000. — S. 27.

4. Denek K. Aksjologiczne aspekty edukacji szkolnej. — Toruń: W. E. akApat, 1999. — S. 37–38.
5. Romanowska-Łakomy H. Droga do człowieczeństwa. — Kraków: Wydawnictwo A, 2001. — S. 177.
6. Albińska E. Odpowiedzialność, [w:] Pilch T., (red) Encyklopedia Pedagogiczna XXI wieku. — Warszawa: WA “Żak”, 2004. — S. 776.
7. Suchodolski B. Pedagogika. — Warszawa: PWN, 1976. — S. 158–160.
8. Plutecka K. Znaczenie kompetencji zawodowych niesłyszącego surdopedagoga dla rehabilitacji uczniów z wadą słuchu, [w:] Wyczęsany J., Dyduch E., (red.), Krakowska Pedagogika Specjalna. — Kraków: WN UP, 2010. — S. 119.
9. Grabias S. Logopedia, jej przedmiot i stopień zaawansowania refleksji metanaukowej [w:] Przedmiot logopedii, red. Grabias S., seria “Komunikacja językowa i jej zaburzenia”. — Lublin: UMCS, 1991. — S. 26–48.
10. Grabias S. Język w zachowaniach społecznych. — Lublin: UMCS, 1997. — Wyd. 2.
11. Grabias S. Perspektywy opisu zapisu mowy [w:] Zaburzenia mowy, red. Grabias S. — Lublin: UMCS, 2001.
12. Styczek I. Logopedia. — Warszawa, 1981.
13. Jastrzębowska G. Z metodologii opisu alalii (afazji, dyzfazji rozwojowej [w:] Zaburzenia mowy, red. S. Grabias. — 2001. — S. 323–351.
14. Panasiuk J., Woźniak T. Pojęcie tekstu a zaburzenia mowy, [w:] Zaburzenia mowy, red. S. Grabias. — Lublin: UMCS, 2001.
15. Miller R. Socjalizacja, wychowanie, psychoterapia. — Warszawa: PWN, 1981.
16. Giddens A. Nowoczesność i tożsamość. Ja i społeczeństwo w epoce późnej nowoczesności. — Warszawa: WN PWN, 2006.
17. Konopczyński M. Metody twórczej resocjalizacji. — 2009. — P. 72.
18. Bruner J. S. Poza dostarczone informacje. Studia z psychologii poznawania. — Warszawa: PWN, 1978.
19. Bruner J. Going Beyond the Information Given. — New York: Norton, 1973.
20. Mead G. Umysł, osobowość i społeczeństwo, Warszawa PWN, 1975.
21. Mead G. Mind, Self, and Society / Ed. By Charles W. Morris. — University of Chicago Press, 1934.

The article concerns the need of humanization of the process of educating professional logopedists (Language-Speech Pathologists) at an academic level — the development of their professional skills and knowledge, but also their responsibility, respect for the needs and rights of others, sensitivity, reflexiveness, and the will and readiness to help other people, in such a specific, interdisciplinary field as logopedics.

Наголошується на необхідності гуманізації процесу навчання професійних логопедів (мовних дефектологів) на академічному рівні, розвитку їх професійних навичок і знань, а також їх відповідальності, поваги до потреб і прав інших осіб, чутливості, рефлексивності, а ще волі і готовності допомогти іншим людям у такій специфічній міждисциплінарній галузі, як логопедія.

Акцентируется необходимость гуманизации процесса обучения профессиональных логопедов (языковых дефектологов) на академическом уровне, развития их профессиональных навыков и знаний, а также их ответственности, уважения к потребностям и правам других лиц, чувствительности, рефлексивности, а еще воли и готовности помочь другим людям в такой специфической междисциплинарной области, как логопедия.

Надійшла 15 квітня 2014 р.