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## **TRANSGRESSIVE APPROACH TO OUT-OF-SCHOOL EDUCATION IN POLAND**

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*У статті розкриваються сутність трангресії, трангресивного підходу в освіті, трангресивної концепції особистості у дослідженнях польських вчених; обґрунтовуються особливості реалізації трангресивного підходу у позашкільній освіті Польщі.*

*В статье раскрываются содержание трангрессии, трангрессивного подхода в образовании, трангрессивной концепции личности в исследованиях*

*польских ученых; обосновываются особенности реализации трансгрессивного подхода во внешкольном образовании Польши.*

**Ключові слова:** *трансгресії, трансгресивна концепція особистості, елементи-психони.*

Socio-economic and political changes taking place in Ukraine, globalization and integration processes that contribute to the creation of a single European and world educational space cause qualitative changes in the education system, in particular, transformation of extracurricular activities into out-of-school education and considering it as an important part of the educational system. The state policy in the sphere of out-of-school education, its legal, socio-economic, organizational, educational and pedagogical principles are defined by the Law of Ukraine "On Education" and "On non-school education", "Child Protection" and others. However, in the context of Ukraine's accession to the Bologna process analysis of foreign experience as for the problems of out-of-school education and new science-based approaches to its development, in particular Polish one, which is characterized by the presence of progressive achievements, implementing transgressive approach etc., becomes quite urgent.

The purpose of this article is to outline the nature of transgression, transgressive approach to education, transgressive concepts of personality in studies of Polish scientists; substantiation of peculiarities of transgressive approach to out-of-school education in Poland.

The analysis of pedagogical sources showed that the global educational practice referring to the notions of "school education", "out-of-school educational institutions" uses such terms as "non-formal education, "out-of-school educational institutions" (Polish - placówki wychowania pozaszkolnego), "additional education" (Russian - дополнительное образование), centers of free time (slovatsk. - centrum voľného času) etc. The International Standard Classification of Education (ISCED) developed by UNESCO presents the term "informal education" [1].

The peculiarity of out-of-school education is to provide personality's free time, its organizing in extracurricular educational and other social institutions.

The analysis of scientific and educational researches of problems of extracurricular education in Poland proved that in the basis of its development, along with such theoretical and methodological approaches as student-centered, axiological, active, cultural and synergistic ones, there is a transgressive approach.

For the first time the concept of «Aufhebung», similar to transgression, was used by G.V.F. Hegel in "Phenomenology of Mind" where it meant going beyond the borders of social being and gaining external observer's position as for the related phenomena. Existential interpretation of G.V.F. Hegel's studies in French neogegelianism stimulated the use of this concept by many representatives of modern French philosophy. Presently the concept of transgression is actively used by postmodernists – J. Batay grounds philosophical, literary, economic and theological strategies of overcoming not only social prohibitions, cultural traditions, moral regulatives, but also conditions of existence of thinking and sensitivity in the experience of "total imperfection". In the situation of creativity such motive of overcoming is directed foremost on the surrounding reality, and conflicting with the

imperfection of the world, an individual begins the search for its reasons and methods to change something [2; 3, p.726].

The author of «transgressive conception of personality», Polish philosopher and teacher Yu. Kozeleckiy, understands transgression as overcoming limits of possibilities and achievements of personality (as a result personality obtains (creates) new values – inventions, discovery of unknown laws, new methods of solving problems and others etc).

Yu. Kozeleckiy and his followers distinguish two types of transgression. Transgression of type P (private) consists in overcoming limits of the attained or the learnt by a separate individual. But transgression of type H (historical) consists in introducing changes which go far beyond a man's personal experience [7, p. 174].

Personal transgressions perform important developing functions. Transgressive character is inherent only in the development of individual, which is accompanied by conscious intention of changes. The source of transgressive actions is an individual hierarchy of individual needs. Transgressive changes of both types – P and N – can be both creative and expansive; can have both structural and destructive character. Yu. Kozeleckiy names three groups of human needs, in particular vital, public and personal, each of which can activate transgressive actions. Transgression is the result of a man's need, connected with permanent man's desire for confirmation and increase of his own value [5]. Individual activity, motivated by this need, can show up in two aspects. Firstly, as a rivalry with others with the purpose of increasing one's own value. Secondly, as desire for perfection – and not only in relation with the social requirements, but also in relation with the internal standards of perfection accepted by an individual. Strengthening of this necessity leads to the transgressive actions which can have creative character.

Man's thinking and his creative activity according to Yu. Kozeleckiy is the most specific type of transgression. The phenomenon of transgression takes place in four planes (spaces): material, cognitive, social (public) and internal (subjective). The Material plane (space) involves things and phenomena which surround a man. By different kinds of technico-technological creativity a man creates artificial environment. The cognitive plane (space) has symbolic character. Its essence is that a man casts aside the ramshackle way of thinking and creates a new one, performs discoveries, enriches different branches of knowledge etc. [4, p. 123-136]. The social plane (space) is related to forming new types of public contacts, reforming social and political systems etc. The internal plane (space) consists of structures, states, psychical conscious and unconscious processes.

Defining four planes (spaces) of transgression is important from the cognitive point of view as it enables better understanding of the process of «overcoming itself», and consequently the process of creativity (creative achievements).

The transgressive approach requires another look at individuality (personality) of a man. Yu. Kozeleckiy offers the structure of personality of five elements-psychemes: cognitive, instrumental, motivational, emotional, personal. Cognitive psychone – «I know...» - consists of two types of judgements: descriptive and evaluational. Instrumental psychone – «I can...» - covers ability and skill (elementary operations which enable different transformations). Motivational psychone – «I aim to...» («will»)- this constituent of personality activates the

motivational process, determines its general direction, supports it, halts or leads to the end thoughts and acts. Emotional psychone – «I feel that...» consists of stable neurophysiological and psychic elements, which are responsible for generating emotional states and processes, as well as affects and moods. Affective structures and processes are marked by a relative autonomy. An important role in relations between an individual and the world is played by autoptic and heteropathic emotions. The first ones concern one's own personality (satisfaction from the achieved, aesthetical experiences). The second ones are concentrated on other people (liking, love, feeling of shame belong to them). Emotions in life of man play an important role, – they are a motive to activity, determine the direction and enable overcoming of obstacles on the way to realizing a purpose. Personality psychone – «who I am...» is neurophysiological, psychical and spiritual structures, which together make existential-identification essence of personality, coded in persuasions (persuasion as for one's existence, integrity, uniqueness etc.) [4, p. 123-136].

In the «psychone» structure of personality, as seen, there is no central system, – all its constituents are equivalent, equilibrium is kept among psychones.

We will follow the opinion of the Polish researcher. Human's individuality makes up a structure which changes under influence of a few factors: genetic one, habitat, transgressive actions. Psychones here «broaden» and combinations between them appear. It happens under influence of the environment and transgressive actions. The latter Yu. Kozeleckiy contrasts to the adaptive-protective actions. The first ones are a reaction on the attained possibilities and lead to changes, the second ones are caused by the actions, conditioned by the necessity of adapting to the certain situation and connected with maintaining status quo. The first ones are subjected to the internal management, the second ones – to the external.

Yu. Kozeleckiy distinguishes six basic phases of the transgressive process: a) motivational (in this phase activation of necessities comes and arises up psychical tension between the unsatisfactory actual state and the desired state); b) planning of cognitive or social actions, which in the future will allow to cross the limit of previous achievements; c) estimation firstly of the subjective probability of success and failure, then – positive value of success and negative value of losses, and consequently choosing the best variant; d) realization of the selected action; d) use of new transgression to satisfy the personal needs or contribute into a culture.

On the basis of Yu. Kozeleckoy's conception the Polish teachers develop the theory of transgressive education, the purpose of which is a comprehensive development of a personality. To become acquainted with principles of this theory let us appeal to works of two well-known teachers.

G. Mushinskiy offers his own model of general education, based on the principles of transgressive approach. The researcher points out that in the process of studies knowledge mastered by a student in some way co-operates with the available knowledge, as a result of what it will be either included in the composition of the already existing cognitive structure, or, if there is no possibility of such integration, will be left out of it. Only knowledge, which is a component of the cognitive structure of personality, is the knowledge mastered in the conceptual way. Knowledge which is out of the structure mentioned can be mastered in a mechanical way [6, p. 46]. Such understanding explains the essence of the process of studies:

the thing is not to provide a student with as much knowledge about the world as possible but to form certain cognitive structure of his personality which covers a set of knowledge and gives it necessary functional order for possibility of independent actions. This functional order means that separate information is included into the structure of certain subsystems or systems of individual's cognitive structure. An individual can «invoke» certain knowledge, i. e. activate it, submit it to subsequent intellectual operations as a result of which new mental constructs may arise. So it is possible to make a conclusion, that only knowledge, built-in in the cognitive structure of personality, is effective, active, one which can be both implemented in activity and subject to creative transformations.

There arises a question: under what conditions does a transfer of knowledge, i. e. conversion of it from valid operating systems to new, happen?

Activation of cognitive activity takes place when a young person gets used to activity in the process of which he/she overcomes certain difficulties and solves problems. The crucial breaking point in didactics is related to genetic psychology of Piaget. The fundamental thesis of this theory is based on the idea that basic component parts of thinking are not static images of reality, but internal charts of activity.

A young person masters not images, but mental operations which were performed in the process of activity. The knowledge mastered in such a way becomes a part of certain operational structures and can be used in individual's activity. It can also be transferred from the former operational systems to the new ones. Transfer of knowledge is related to quite difficult cognitive activity which covers not only identification of some certain case and classifying it to the proper general category in one's cognitive system, activation of certain knowledge, necessary for clarification of certain case, which is connected to placing it in a certain relationship of cause and effect chain, but also prediction and proper actions, aimed at realizations of certain changes. It is possible to assert, that conceptual knowledge based on the processes of understanding, is subject to transfer.

The methods of forming the operational systems of students' knowledge at modern Polish school have features listed below.

At first, in the process of school education there happens including of knowledge into operational charts, which are formed contrary to young person's aspirations to simplification of school requirements. School requirements are connected foremost with the situations of control and mainly with reproduction of the mastered knowledge, what is sufficient for overcoming of the control barriers or criteria, tests, examinations, etc. created by school.

Secondly, knowledge which is obtained by students creates mainly such operational charts which are used by them to avoid threats, but not to solve important vital problems. Young person's activity is not aimed at verification of his own possibilities, but, on the contrary, it is school which constantly «measures» the student according to different criteria. An exception is cases of «exclusion» of especially skilled pupils from a dominant chart (their «autonomization»), arranging by them of their own system of knowledge.

Thirdly, the modern system of general education is characterized by unique intellectual reserve. It is evident not only in the ossified and static educational

programs, but first of all in the conviction that the certain (obligatory) volume of knowledge must be mastered by students by a certain method which enables reproduction of that knowledge. Essential here is the «receiving» of certain volume of knowledge, but not its active acquisition and operative usage.

We «deal here, no doubt, with a unique phenomenon of «disintellectualisation» of education. The contents of studies does not belong to any certain mental activity, to forming and development of which it must serve. It (contents) becomes the autonomous purpose of education» [6, p. 49].

Fourthly, an inalienable feature of the system of obligatory general education is student's passivity, which appears in the fact that the realization of process of studies at school is reduced to student's exact performance of out-of-school teacher's commissions; in its turn the role of out-of-school teacher comes only to managing student's activity.

Fifthly, lack of the proper individualization of process of studies, taking into account possibilities of young people. Individualization of studies in the modern system of education is regarded as providing every student with possibility to choose his own way of self-realization based on his subject activity. It is necessary to break away from dominant at school motivation such as «threat», the essence of which is student's fulfillment of requirements and commissions of school not so much hoping for success, but being afraid of defeat [6, p. 49 - 51].

G. Mushinskiy underlines that transgressive approach enables to see the necessity of far-reaching changes in the modern model of compulsory secondary education, in particular: there is a necessity to pay more attention to the process knowledge interiorization, or including it in the system of cognitive structures, based on conceptual knowledge; knowledge which is formed in the mind of a young man person must create an individual structure involving a number of mental operations, such as abstracting, comparison, generalization, analysis, finding connections, raising questions, searching for arguments, analogies, finding out the role and genesis of the phenomena, realization of interpretation; there is a necessity for knowledge operationalization, which consists in ability to apply it both at school and in new situations for a young person; subjective interpretation of a pupil, i.e. his active position in planning and fulfilling tasks, and also personal acquisition of knowledge; positive motivation and developing the activity of young people on its basis; taking into account the processes of personalisation of a young person, their development and support. It is also necessary to involve young people into public forms of developing knowledge [6, p. 51].

In our opinion the theory of overall education of the Polish scientist-teacher V.Okon the subject of which is development of a person which is carried out under the influence of education (school and out-of-school) correlates with the requirements of the transgressive approach to education.

Modern school, aimed at providing its students with harmonious development, comes across different obstacles and fails. The main reason for this is, according to V.Okon, ignoring balance in education, which is nowadays directed exceptionally on development of intellect, and emotional development is neglected. Balance in education, according to the scientist, can be provided by involvement of young people into out-of-school education.

V. Okon's conception is based on three types of arguments – physiological, psychological and pedagogical.

Arguments of physiological nature come to the necessity of harmonization of work of both cerebral hemispheres. Cerebral hemispheres perform identically important functions in an organism. Centers which are in the right hemisphere are responsible for imagination, intuition, holistic, integral coverage of the phenomena, divergent thinking.

The left hemisphere is responsible for verbalization, logical and analytical thinking, mathematical operations, «manages» the processes of transformation of information.

Both cerebral hemispheres do not function independently. «Organizing cerebrum's work is actually understood as organizing co-operation between both hemispheres» [8, p. 198]. Results of researches, as marked by V. Okon', point to the fact that perceptive functions of the right hemisphere are the important factor of producing non-verbal and verbal information which is supported by the work of the left hemisphere. From the didactics point of view it is important to construct the educational programs in such a way as not to neglect any cerebral hemisphere.

Concerning the arguments of psychological nature, V. Okon defines them according to three types of activity: intellectual, emotional and practical.

Due to the intellectual activity an individual cognizes the world and himself. It can be realized in two ways, i.e. either through mastering the knowledge accumulated by the humanity, or through their discovery in the process of solving problems.

The emotional activity comes to experiencing values and their generation. It is told here according to V. Okon about gladness which a young person can get from experiencing various cognitive, moral, public, aesthetical and other values.

The practical activity is related to cognition of reality which an individual must change, following principles of rationality.

As for the arguments of pedagogical nature, they, in V. Okon's theory, are presented by four «ways of studies»: mastering, revealing, experiencing and activity.

Studies through mastering are related to the cognitive aspect which comes in three kinds – as observation, initial sensory conditionality (warunkowanie sensoryczne) and as acquisition of knowledge. Two first methods in school practice have less value. An important role is played by acquisition of knowledge, which can take place both directly and indirectly. Direct studying plays an especially important function, as the main feature of human cognition is not information about the world, but the world itself [8, s. 199].

Studies through revealing is related to pupil's solving problems: an orientation in the problematic situations, created by a teacher, formulating variants of solving problems and their verification. This way develops the mind of young people, above all imagination and thinking.

Studies through experiencing consist in forming such situations both in school and out-of-school educational work, in which activation of the emotional experiencing takes place for pupils under influence of accordingly exhibited values – in a literary work, a theatrical performance, a film, a piece of music, a piece of architecture, a human act, landscape, the quiet of evening etc. [8, p. 203].

Experiencing is always a display of attitude toward values. The results of studies through experiencing play an important role in forming a personality.

Studies through activity. In out-of-school practice this type of studies can appear in different ways. The most effective is such its variety, which combines orientation and informative aspects and which is at the same time directed at student's independent activity which makes the latter notice, formulate and solve practical problems [8, p. 206]. The value of activity appears in its educational influence on will and character of the individual. Studies through activity prepare for participating in public life.

Theory of overall education by V. Okon provides an out-of-school teacher with many concrete decisions in the sphere of realization of different didactic-educational objectives, orients on using different methods, different strategies of classes depending on educational purpose. The indisputable advantage of this conception is that it appeals to different components of knowledge, activates different life positions, assumes participating of pupils in the different forms of realization of educational process, solving of individual and collective tasks to realization of which independent work of pupils under the supervision of out-of-school teacher is related. A student here has a wide possibility of choice of the proper suggestions as well as their realization. So conditions for activity and transgressive character of both teachers and their students are thus created.

Consequently, the conducted research allowed to make such conclusions: out-of-school education is the important constituent of the Polish educational system; transgression as overcoming limits of person's possibilities and achievements takes place in four planes (spaces): material, cognitive, social (public) and internal (subjective), each of which enables better understanding of the process of «overcoming oneself», and consequently the process of creativity (creative achievements); conception of out-of-school education in Poland is based on principles of transgressive approach, which is aimed at overall development of young people, coming from the fact that personality is made up by psychones (cognitive, instrumental, motivational, emotional, personality), which influence the direction and method of activity; from the didactics point of view the major and most effective ways of realizing transgression is solving problems.

The prospects of further investigations are seen in research of philosophical principles of leisure activity of young people in the system of out-of-school education in Poland.

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