

believe that the promotion of tolerance among pupils, namely communicative tolerance, can be an effective tool that guarantees solidarity, complicity, mutual respect and understanding between children with special needs and their peers.

The pupils' possession of communicative tolerance is the basis for achieving positive outcomes of inclusion in education, as it contributes to:

- the stimulating effect of more capable peers;
- the opportunity in a wide range to get acquainted with life;
- the development of communication skills and non-standard thinking (like children with special psychophysical development, so their healthy peers)
- the possibility of discovering humanity, compassion, mercy, tolerance in real life situations, that is an effective means of moral education.

The practice of working with pupils in various categories in the context of inclusive education indicates that each of them can adapt in society, bring it a favor and enjoy a full life in the circle of peers and friends. One of the ways to achieve this result is an inclusive approach that includes inclusion of children with disabilities in the modern system of social relations, and the pedagogical condition of joint education of such pupils can be designated as an "inclusive environment".

It should be noted that the spread of inclusion is closely linked with the processes of democratization of public consciousness, the international recognition of each person's right to a full life and education.

Key words: inclusive education, educational environment, communicative tolerance, internal integration, structure of activity.

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THE LIFE-SPAN APPROACH TO HUMAN DEVELOPMENT IN POLISH PSYCHOLOGY IN THE SECOND HALF OF THE TWENTIETH CENTURY

Development theories have four very important functions in the process of gaining scientific insights into human psychological development: (1) organise available knowledge of developmental phenomena into a cohesive whole, making it easier to explain; (2) facilitate the formulation of hypotheses and predictions of changes in human functioning and development; (3) determine the selection of methods suitable for investigation of developmental changes, collection and analysis of developmental data and (4) determine the modifications of the course of development processes (Liberska, 2011).

Polish psychology of human development has seen the formulation of at least several noteworthy theoretical conceptions. The conceptions are the best evidence of the enormous commitment of Polish psychologists to the resolution of the most significant issues in human development.

The selection criteria included: approach to the domain of human development, degree of cohesion and comprehensiveness of the proposed theoretical construct, clarity of the conceptual apparatus, incorporation of unique elements as well as explanatory potential and – to a certain measure – the possibility of empirical verification. All the theoretical approaches outlined in this article satisfy the generativeness condition. These criteria are met by the theories of development according to M.Przetacznik - Gierowska, M.Tyszkowa, A.Niemczyński, K.Obuchowski, Z.Pietrasisiński and J.Trempała.

Tyszkowa's theory of structuring and restructuring of experience

Maria Tyszkowa (1931-1993) wrote a number of publications devoted to selected aspects of human development. The crowning achievement of her research career was the formulation of the conception of human development conceptualized as a process of structuring and restructuring of individual experience. The conception was outlined in a number of Polish and foreign psychological journals in the 1980s and 1990s (Tyszkowa, 1986, 1996).

The main category in Tyszkowa's developmental conception is **experience**, while the main thesis is that mental development of each individual consists of collecting and processing experiences which undergo **structuring** and **restructuring** processes throughout the individual's entire life. The author regards experience as the basic material of human development. Experience is gathered in the process of the individual's **activity** triggered by various needs and aspirations. **Development** is defined as a sequence of changes which arise during the organisation of experience structures (structuring) and their subsequent transformation (restructuring).

Experience structures are internally cohesive and self-controlled mental structures with a capacity for development. The restructuring of experience is both a necessity determined by the individual's acquisition of new experiences and a precondition for adjusting the individual's further activity – by way of **equilibration** – to the specific conditions of external environment.

Human psyche becomes constituted by gathering and structuring experience acquired by the individual in their activity. However, mental development is also conditioned by the individual capacity for accumulation and organisation of experience.

The category of experience, fundamental in Tyszkowa's theory, is complex and multi-faceted, comprising: (1) **species experience**, (2) **individual experience** and (3) **social experience**. Universal elements of individual experience are related to basic developmental tasks, as well as difficulties and dilemmas that are specific to different periods in individual's life cycle.

Another important concept in Tyszkowa's developmental conception is **activity** – regarded as an intrinsic feature of life, inborn in humans as in other living species. Activity drives a constant exchange between the individual and the environment at the level of biochemistry and psychology. Another major developmental factor is the **environment**, including socio-cultural aspects. All the factors listed above are involved in **dynamic interactions**, whose character changes

throughout human development. Tyszkowa assumed a clear sequence of associations existing between different developmental factors.

All accumulated experiences – after being processed cognitively, affectively and evaluatively in the mental apparatus – become building blocks used in its constitution, thus contributing to structural and functional changes. Constructive adaptation is the foundation for further individual development to realise a person's potential.

Seeking an explanation of the rule governing dynamic transformations of relations in the system formed by the individual and the external world, and in the two subsystems (the individual, the world), Tyszkowa invokes processes of **equilibration** and **homeorhesis**. Changes occurring in mental structures and in the environment trigger modifications in their equilibration processes which determine further developmental adjustments of the mental system and in the individual's activity moderated by that system.

Summing up, the concept of structuring and restructuring of experience proposed by Maria Tyszkowa views development as a process of constitution of mental structures and is classified into the constructivistic conception.

In Tyszkowa's theory (1) the underlying principle of mental development is the structuring of experience, (2) own activity is conceptualized as the main driving force of development; (3) experience is regarded as an intervening variable between activity and mental structures; (4) the main purpose of development is constructive adaptation to the environment and fulfilment of one's development potential; (5) individual development is approximated by the spiral model and defined as a sequence of changes in the individual's mental system, consisting of the incorporation into mental structures of processed experience gathered in the course of the individual's own activity in the environment.

The conception of structuring and restructuring of experience is a broad and versatile model accounting for human mental development. For about a dozen years, a team of researchers headed by Maria Tyszkowa conducted studies with a view to building sound empirical foundations supporting the main theses of Tyszkowa's human development theory.

Przetacznik-Gierowska's theory of activity development

Reflections of Maria Przetacznik-Gierowska (1920 - 1995), on human activity and its developmental changes over the lifespan. She embeds her studies in a multi-faceted conception of developmental factors.

The individual's **own activity**, according to Przetacznik-Gierowska, represents biologically determined active involvement in explorations and transformations of the surrounding reality. The relationships between the individual's own activity and development are direct and causal. Consequently, she classifies human activity as a determinant of development.

Being a **determinant** of mental development, the individual's own activity is constantly shaped and improved as the individual's life progresses. "The progressive nature of human activity means (...) that across the lifespan the domains of human

activity become broader and various activities undertaken by people are gradually improved” – whereas the general pool of activities, as well as their forms and types, are modified to ensure optimum regulation of relations with the surrounding world (Przetacznik-Gierowska, 1973, p. 181). In this light, a major attribute of activity is its **plasticity**. It is high in early periods of human development, i.e. during childhood and adolescence, reaching its peak in the initial period of early adulthood when the individual attains mental maturity. In this phase of development, the individual’s own activity also achieves the highest **dynamics** and the greatest **pace** of changes. However, as people move towards middle and late adulthood, the impetus of human activity steadily declines.

Przetacznik-Gierowska distinguishes four major **directions of developmental changes** influencing the subject’s **own activity** over the lifespan. The four directions are determined by four pairs of crucial – and mutually complementary – developmental processes (Table 1).

Table 1

Developmental processes of human activity over the lifespan

Complementary developmental processes of activity:	Directions of changes in activity over the lifespan:
differentiation - integration	Human activity changes in both directions simultaneously. Consequently, the individual is able to master new activities and coordinate them by merging into systems of increasing complexity, thus creating intersystemic relations. The process culminates in expanding hierarchical organisation of activities and measures.
Interiorization – exteriorization	During early periods of development, activity is manifested as reactions and simple actions. Gradually, the individual replaces actions performed on material objects with operations and acts involving substitute objects (drawings, models, mock-ups, counting aids), words and sentences spoken “out loud”, and – as the final stage – with internal activities performed “in one’s mind” (i.e. mental operations).
realisation - automation	In the course of their life individuals become increasingly aware of their acts, endeavours and reactions, thus enhancing their capacity to create intentional behaviour, plan it/em, monitor and modify their progression to achieve a predefined goal. Activities which are carried out at a relatively high frequency become automatic, i.e. proceed without any – or with only limited – conscious

		control, in this way achieving higher effectiveness (e.g. reducing the period necessary for their completion).
socialisation individualisation	-	Early phases of development are dominated by solitary activities (e.g. two- or three-year-olds playing mostly on their own). Over time, however, more and more activities are performed in a group setting. However, the unique style of completing tasks and partaking in activities is shaped from the earliest moments of life. It is affected both by the individual's inborn capabilities and environmental influences.

Summarising, throughout human development the structure of activities is expanded, growing in comprehensiveness, cohesion and social coherence – and thus becoming both more effective and economical.

Niemczyński's theory of development in the individual lifecycle

Adam Niemczyński is the originator of the conception of development across the individual life cycle. The conception was first proposed in 1980 and expanded in subsequent publications.

The author framed his conception around the model of human development across the complete life cycle. Niemczyński (1980) starts out with the premise (ground-breaking at the time of development of the conception) that the process of human development takes place throughout people's entire lives. The path of individual development is shaped by interdependent **biological and socio-historical factors**. As a result of intertwining between the path of biological development and the path of socio-historical development, the individual's organisation of behaviour is modified. The main source of developmental changes affecting the **organisation of behaviour** is the **internal contradiction** between the pursuit of specific goals and the need to attain them in specific life circumstances. It calls for the development of new ways of activity that will enable the individual to fulfil their goals and contribute towards: 1) the emergence of new requirements and setting new goals, and 2) to the appearance of another contradiction. This pattern gives rise to a complex structure of the individual's activity cycles which are differentiated depending on the period of development and living environment.

In the earliest period of human development (**the first two years of life**), developmental transformations of the inborn organisation of behaviour are dominated by four **types of activities**: 1) instinctive, 2) orientational-habitual, 3) perceptive and 4) interactive. Aside from the realisation of the biological line of development, the initial period of life is also devoted to the pursuit of socio-cultural pathway, since from the earliest moments of life a child is a member of a socio-cultural community with which he or she interacts and forms the earliest bonds. The process of **socialisation of the child's activities** is thus triggered.

The next developmental period is **childhood**. This phase is distinctive for another process which is important for individual development, namely the **intellectualisation of activities**. Intellectual operations emerging in this period are a basis for prominent changes in the internal organisation of the child's activities, preparing him or her for future engagement in culture-creating functions.

The next period of development comprises **puberty and adolescence**. In this period the third process determining the human path of individual development, namely **personalisation of activities**, appears. In the process of growing up, the individual constructs a unique system of life goals and designs taking into account tasks associated with the cultural context. The system acts as a centre of integration of individual's activities. It also defines the individual's **unique character and distinctiveness** against the background of the surrounding social environment.

During **early maturity** the role of centres of coordination and integration of activities is performed by the conception of one's own identity and the vision of one's own life. A process of **complementing the personality structure** is activated, which permits integrating the vision of one's life with the actual progression of social processes. Full integration and stabilisation of personality requires gaining independence from variable situations and the confusion of social processes.

In the period of **mature age** the standards of values get determined, which enable stabilisation of the personality and one's aspirations. Development of the ability to accurately assess procedures for achieving one's values and aims in specific life conditions makes it possible to set off the process of **personality exteriorisation**. Thanks to this process the individual become involved in the process of culture development.

The process of **final integration of personality** takes place at the turn of late maturity and **seniority**. At that stage of life a person has a chance of experiencing the affirmation of their life.

Summing up, human development ultimately results in gaining a **biographical perspective**. The essence of human development is the pursuit of increasing **autonomy** and affirmation of life (Niemczyński, 1994).

It should also be noted that the author has been working on the empirical verification of the main theses of his conception using his own original method called the Interview on Biographical Dilemmas. Results obtained hitherto confirm the association between the biographical perspective and age, and a gradual increase in autonomy along with the progression through consecutive stages of life cycle.

Trempała's temporal model of development

Janusz Trempała is the author of a temporal model of human development (2000, 2007).

Three **basic premises** underlying Trempała's model are: (1) development consists of self-organisation of individual experience; (2) temporal sequencing is the most important and the simplest rule for the organisation of experience; (3) time is neither a constant, nor a homogeneous parameter of human functioning and development.

Time is a factor that cannot be left out of the analysis of human functioning and development understood as a process of changes. The basic **markers of the flow of time** in psychological studies include clock time and calendar age. The passage of time can be viewed as a property of transforming systems, including subsystems of the human psyche. Referring to the psychological theory proposed by Kurt Lewin, Trempała assumes that any change in human functioning and development takes place in a specific **spacetime**. The spacetime of changes is multidimensional, while the world is organised as a multilateral structure. Accordingly, Trempała's model includes four different **types of time** (different measures of time flow) associated with four **types of events**. They are: (1) **physical time** – a derivative of changes occurring in the space of physical events (e.g. movement of the stars, season cycles); (2) **biological time** – a derivative of changes in the space of biological events (e.g. biological rhythms); (3) **social time** (e.g. normative cycles of social life); (4) **psychological time** – in the space of intra-mental events (e.g. subjective experience cycles). In all of these dimensions time flows differently and has a different meaning.

The assumption of spacetime multidimensionality makes a basis for the thesis that **developmental changes are relative**. It means that the same developmental change acquires a different meaning and can be variously interpreted – for example, in normative or non-normative, on-time or off-time terms, or even in progressive or regressive aspects – depending on the type of time markers applied in the analysis.

The temporal model of development also emphasises the **principle of synchronisation** of changes taking place over the course of human development (see: Neugarten's conception of being “on-time” and “off-time”).

In a brief **summary**, Trempała's temporal model of development is an original attempt to structure the function of time in human development. His model is situated within a conception of developmental psychology across the lifespan: it does not introduce any temporal or structural boundaries restricting developmental changes, and does not define the aim of human development relating its progress with future adaptations that cannot be easily predicted. Considering the mechanism of developmental changes, the temporal model of development may be classified as a contextual and relational system.

Pietrasiański's biographic theory of human development

Zbigniew Pietrasiański (1924 – 2010) presents his original views on human development promoting subjective orientation. The main topic of his studies was an individual absorbed in the practice of life which gives rise to that individual **biography**. Pietrasiański (1990) assumes that the biography of each subject should be viewed processually, i.e. as a sequence of activities spanning the period from birth until death and performing the role of a superior regulatory structure. The structure embraces records of the past, anticipations of the future and activities taken in the present which are determined by the former two. Human biography (and thus human development) is determined by: 1) **hereditary and environmental factors** classified by Pietrasiański under the umbrella term of “formation” and 2) the **co-creation factor**, categorized as “self-creation”, an element involved in the process of formation of

individual's own life path. Developmental factors distinguished by Pietrasinski as well as the individual and their mutual interactions, combine into a biography **formation system**.

Of particular interest for Pietrasinski is the contribution of the subject's **activity** in his/ her development and he differentiated between the activity (1) imposed by the environment and (2) autonomous. The individual's autonomous behaviour enables co-creation of the individual's own personality and life path. Pietrasinski distinguishes between two types of **self-creation: intentional** and **spontaneous**. The latter results in unintended personality changes referred to as secondary. The intentional and secondary changes in activity may lead to transformations of **micro-or macrostructure of the personality**. On the basis of his theoretical explorations into changes in activity, Pietrasinski has put forward a definition of human development as a side effect of activity taken up by the individual across their life span.

From the perspective of evolution of people as subjects of development, Pietrasinski has proposed a distinction between two main periods: **prereflective and reflective**. The former encompasses the first 12 years of life and early adolescence. In this period under the effect of external interactions, the individual builds basis for the development of personality and for the formation of cognitive processes needed for perception and solution of problems appearing in the subsequent (reflective) period. Pietrasinski emphasises that the necessary prerequisite for acquiring self-creation capacity is submission to influences which are initially independent of the person's will. During the prereflective period the individual prepares for answering the question about the attributes of his/ her developmental environment and their own person. For the majority of young people the extent of self-knowledge is, however, limited. They are not fully familiar with conditions affecting their development and its different alternatives. Consequently, young people enter the reflective period by engagement in ventures aimed at achieving high social status and material well-being rather than undertaking an independent and creative process of building their own biography. During adulthood, self-creation is usually spontaneous and arises as a side-effect of practical choices and biographical events. The subject's intentional self-creation is exhibited mainly in the co-creation of their own life path. However, intentional self-creation does not always ensure more beneficial development of the subject. The reflective period is still markedly affected by culture and environmental diversity in terms of setting directions for further personal development. Social environment can also be a source of models and pressures which restrict intentional self-creation and cause stagnation of spiritual life, stereotypisation of choices and solutions.

Adulthood typically has large reserves in the development of "average" people, manifested in the sphere of intellectual and social activity. The use of those reserves, even to a limited extent, carries an opportunity to achieve the level of **wisdom** they need (Pietrasinski, 1990, 2001). Even a perfectly ordinary individual acquires, with age, a specific form of wisdom called **biographical competence**, which

is an effect of long-term accumulation of life experiences. Pietrasinski defines biographic competence as a gradually developing ability which allows the individual to co-create their life and development in an increasingly enlightened and systemic manner”, while the role of the ability change in accord with changes in the environment and the person’s unique individuality. However, overcoming one’s own limitations and using abilities, developing one’s skills and potential relies more on socio-economic changes than on the self-creation knowledge.

Summing up, the Pietrasinski’s conception of development comprises the assumptions that the subject’s development is a side effect of everyday life practice, while life experience constitutes a base for life wisdom and biographical competence. Pietrasinski’s proposed approach to development across the life span links the individual’s achievement of autonomy and self-creation capabilities with establishment of the individual’s life path and the formation system whose central part is the individual.

An analysis of the main assumptions of Pietrasinski’s conception reveals a combination of the individual and social perspectives of development through the category of future orientation and biographical perspective. Adopting a biographical perspective sets the direction and structure of the individual’s activity in a manner that supports the realisation of values and goals which are significant either for the individual or for other people. It also maximizes chances for the achievement and/or maintenance of a defined level of quality of life in the foreseeable future.

Obuchowski’s theory of developmental personality

Kazimierz Obuchowski - in theory of **developmental personality** - defines development as one of task-specific personality changes. They are manifested in personality adjustments to the realisation of remote tasks, resulting in the enrichment of individual’s internal world, stabilisation of prosocial attitudes, improvement of the effectiveness of activities and enhancement of life satisfaction (Obuchowski, 1985). The category of **task** is one of the crucial aspects determining human functioning. It is understood as a status of things or affairs which is intentionally pursued. The tasks undertaken by the individual imposed by the external environment are referred to as **requirements**. If the individual accepts requirements as their own tasks, they become the focus of his/ her further activity.

Having analysed key personality conceptions, Obuchowski proposed the distinction between **maturation and development**. According to Obuchowski, **development** takes place when the individual adopts new properties, which are not determined by the existing organisation of his/ her properties. In Obuchowski’s theoretical conception, individual development occurs along with realisation of tasks which are set by the individual and which are related to the individuals’ conception of themselves as a person and to the conception of the world. Remote tasks, which set directions and goals of human activity, not only give **meaning to human life**, but also play an important role in mental changes that are subordinated to the pursuit of aims (Obuchowski, 2000). In this way the author, assuming that development stems from **creative adaptation** to remote tasks, provides a basis for exploring developmental change as a transformation motivated by the pursuit of intentional remote objectives. In this light, **developmental changes** are those which make it easier for the subject to

master the future or – in other words – represent “a personality adjustment to the expected reality...” (Obuchowski, 1985, p. 11). They are thus clearly distinguished from changes resulting from the body’s maturation processes (biological ageing).

A vital developmental factor is the individual’s creation of a general and relatively **stable concept of activity** allowing for the elimination of the courses of activity which become less effective and for adoption of new, effective patterns of activity.

Obuchowski believes that development is only driven by activities which are not egocentric. The idea of developmental personality is a normative proposal. It relates personality development to cultural patterns, social conditions and pressures imposed on the individual (sometimes referred to collectively as the reality of life), recognizing their complex role which sometimes blocks the individual’s capacity.

The theory of personality development contributed to the thesis on the **revolution of subjects**, whereby people should independently create their conception of themselves and the world – and then realise that conception. Over the course of life, individuals change their status from the **human-object** (whose activity is governed by social roles and shaped by requirements existing in the environment) to **human-subject** (independently defining the goals of their activity, both in the shorter and longer time frames). In addition to intentionally modelling their life, setting goals and tasks, the human-subject status means that a person is aware of responsibility for their activities and prepared to assume that responsibility. The **feeling of being privately responsible** not only for one’s own life but, above all, for the **fate of the world** is, in Obuchowski’s view, an immanent attribute of contemporary humans-subjects and a manifestation of new individualism (i.e. **neoindividualism**).

Summing up, the Obuchowski’s developmental personality theory incorporates (1) change-inducing factors: biological, social (including: cultural, educational, economical, historical breakthroughs), the individual’s activity and stable conception of activity; (2) the role of remote tasks (particularly pro-socially oriented) in the regulation of human development; (3) the supreme goal of development: feeling of the sense of life and finding the meaning of life.

Conclusion

The article presents development theories developed by Polish psychologists in the second half of the twentieth century. They all have generative characteristics. Currently, they are subject to empirical verification. The authors of the described theories assume different assumptions about the nature and mechanisms of developmental changes. However, in all these theories, it is emphasized that the psychosocial development of man takes place in time. The creators of the theory seek explanations of development processes, accepting the thesis about the occurrence of developmental changes in the course of life or life cycle. Some researchers emphasize the occurrence of developmental stages, while others indicate continuity of development. Regardless of many differences in understanding the essence and main factors and mechanisms of developmental changes, they agree that they are embedded in a specific socio-historical context.

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ПСИХОЛОГІЧНІ ЗАСОБИ КОРЕКЦІЇ НЕКОНСТРУКТИВНИХ ЖИТТЄВИХ СТРАТЕГІЙ ОСОБИСТОСТІ

В статті актуалізується проблема корекції неконструктивних життєвих стратегій особистості, пов'язана з необхідністю розвитку перспективного бачення свого майбутнього, цілеспрямованості, саморозвитку та самореалізації. Представлено аналіз теоретичних підходів до вивчення категорії «життєва стратегія» з точки зору вітчизняних науковців, як план досягнення власного благополуччя, як часова перспектива, як створення умов для самореалізації, як послідовність мислення та поведінки для отримання певного результату. З позицій зарубіжних вчених життєва стратегія визначається як процес життєздійснення, як реалізація екзистенціальних