

TRASTACTIONAL ANALYSIS – EDUCATIONAL APPLICATIONS

Streszczenie: Artykuł dotyczy zastosowania jednej z koncepcji psychologii społecznej i psychoterapii jaką jest analiza transakcyjna w edukacji. Koncepcja ta powstała sześćdziesiąt lat temu w Stanach Zjednoczonych i została zapoczątkowana przez Erica Berne (1910-1970), który znalazł wkrótce licznych kontynuatorów w wielu krajach świata. Analiza transakcyjna obok psychoterapii zaczęła być popularna również w poradnictwie, edukacji, usprawnianiu struktur organizacyjnych przedsiębiorstw, a ostatnio również coachingu. W Polsce badaniami nad zastosowaniem edukacyjnej analizy transakcyjnej zajmuje się od 2010 roku Zespół Badawczy Edukacyjnej Analizy Transakcyjnej w Akademii im. Jana Długosza w Częstochowie.

Słowa kluczowe: analiza transakcyjna, edukacyjna analiza transakcyjna, perspektywy edukacyjnej analizy transakcyjnej.

Summary. The article presents the applications of one of the concepts of social psychology and psychotherapy, namely transactional analysis in education. This concept originated 60 years ago in the United States and was conceived by Eric Berne (1910-1970), who was soon followed by numerous academics in many countries in the world. Apart from psychotherapy, transactional analysis gained popularity in counselling, education, organizational psychology, and, more recently, in coaching. In Poland practical applications of educational transactional analysis have been researched by the Research Team of Educational Transactional Analysis in Jan Długosz University in Częstochowa since 2010.

Key words: transactional analysis, educational transactional analysis, perspectives of educational transactional analysis

Formulation of the problem. Transactional analysis originated as a psychological and psychotherapeutic concept in the middle of the last century. It was developed by Eric Berne (1910-1970), whose full name was Eric Leonard Bernstein, and who was born in Montreal as one of two children of David Bernstein and Sara Gordon, the Jewish emigrants from present Belarus. In 1935 he graduated from the Faculty of Medicine at McGill University, the very same university his parents graduated from. His father died at the age of 38 of tuberculosis, and his mother had to support herself and her two children working as an editor and journalist. After graduation he moved to the United States, where in 1939 he obtained the US citizenship. During the World War II Berne served in the Marine Corps as a psychiatrist, and after the war he settled in Camel, California where he continued working in this profession. When he became aware of the restrictions of psychoanalysis, he suggested a new therapeutic concept, which he called transactional analysis [27]. He worked in a hospital in New York till 1943, where he did the psychiatric internship. In 1940

he opened his own surgery in Norwalk, Connecticut. In this city he met and married his first wife Elinor, with whom he had two children – Ellen and David. In 1941 Berne began his psychoanalysis training under Paul Federn and later Eric Erikson, although he did not finish it. His first works devoted to transactional analysis were written in the early 1950s. The concept of transactional analysis soon gained popularity and found numerous followers. Berne is the author of many books and articles, for example, “Layman's Guide to Psychiatry and Psychoanalysis” (1957), “Transactional Analysis in Psychotherapy” (1961) “Structure and Dynamics of Organizations and Groups,”(1963), “Games People Play” (1964), “Principles of Group Treatment” (1966), “What Do You Say After You Say Hello?” (1970), “Sex in Human Loving” (1970), “Beyond Games and Scripts” (1976), “Intuition and Ego States: The Origins of Transactional Analysis: A Series of Papers” (1976) as well as a book for children: “The Happy Valley” (1968). In 2010 at a conference in Montreal held to commemorate the 100th anniversary of his birth, his son Terry presented his father's unpublished manuscripts devoted to early childhood.

Berne founded the International Transactional Analysis Association (ITAA). The issues connected with pedagogy – which will be discussed later – appear in Berne's concept mainly with reference to a life script, that is a kind of parental programming, which decides on the choice of one's life path. Berne wrote: “A good kindergarten teacher can predict what kind of life a given pupil will have, whether s/he will be happy or unhappy, and whether s/he will be a winner or a looser” [8].

Berne also described one game played at school called “Argentina”, in which students are expected to guess teacher's intentions and thoughts, yet they never succeed. He wrote: “School is a place abundant with situations which are impossible to predict both by teachers and students. Frequently they also do not know how to cope with such situations. A teacher can, for instance, play a game called “Argentina”:

Teacher: What is the most interesting thing in Argentina?

Student 1: The pampas!

Teacher: Nooo.

Student 2: Patagonia!

Teacher: Nooo.

Student 3: Aconcagua!

Teacher: Nooo.

At this moment students realize that the question is not about any facts from their textbook nor the things that are really interesting for them; their task is to guess what the teacher has in mind. This way the teacher drives them into a corner and they had to surrender.

Teacher (in an artificially sweet voice): Does no one else want to try?

Students: (silence)

Teacher (triumphantly): The Guanches!

Students feel stupid.” [8]

Although Berne did not pay a lot of attention to school, this area was not

completely neglected in his work, yet his followers focused on education to a much greater extent. In 1957 Berne presented the American Group Psychotherapy Association the basis of his new project called “Transactional Analysis: A New and Effective Method of Group Therapy”[67]. In 1962 he published a book entirely devoted to transactional analysis: “Transactional Analysis in Psychotherapy”. In the same year the first issue of “Transactional Analysis Bulletin” (TAB) [now its title is “Transactional Analysis Journal”], a journal edited by Berne, was published. The underlying assumption of transactional analysis is that every person at any age and at any stage of their development can learn to take responsibility for their life and can learn to make decisions. Three basic philosophical premises on which transactional analysis is based should be followed in order to achieve this :

- People are OK. TA assumes positive attitude towards oneself and others; people are considered inherently good; it is permitted not to accept the person's behaviour but not the person;

- Everyone has the capacity to think. Everybody, except for people with damaged brains, is able to think, so everybody is capable of making rational decisions concerning his own life, expectations and destinies, and of bearing responsibility for those decisions;

- People decide their own destiny, and their decisions can be changed.

Presenting the main material. Every person who is considered mentally healthy and able to successfully function in a community is an autonomous being. In TA autonomy is understood as the awareness of self and one's environment and the capability for reacting in a spontaneous way and for interacting with other people allowing for closeness and openness. The aim of transactional analysis is the development of a person both as an individual and as a community member. This means that the emphasis is placed on the development in terms of the person's agency through discovering his inner resources and practising his social competencies in order to effectively participate in the life of a community. The clarity of assumptions is one of the most important benefits of transactional analysis, as it facilitates interpersonal relations due to improving communication process. This is mainly the result of gaining insight into one's internal resources, which are conditioned by both upbringing and socialization as well as the person's activity and his ability to reformulate and free oneself from limitations which appeared in the process of his development.

Transactional analysis can be divided into four broad areas: structural analysis (transactional Ego States), structuring time analysis (especially transactional games), transactional analysis proper, and script analysis (a hidden life scenario of both individuals and communities).

The foundation of transactional analysis and psychological practices is a given personality structure. It consists of three complementary yet often contradictory Ego States, which are consistent sets of thoughts, feelings and experiences manifesting through particular behaviours. Parent Ego State (P) is created as a result of consolidated dispositions coming from our contacts with

parents or parent-like figures (rules, principles, norms, obligations, etc.). It is sometimes described as a 'learnt life concept'. Child Ego State (Ch) is its opposition, and it is a set of feelings and affective states reaching back to our childhood (awe, delight, curiosity, fear, etc.) and called 'felt life concept'. Adult Ego State (A) is a kind of a mediator between the other two structures, and it ensures an objective appraisal of reality through investigating and analysing oneself and the environment or deciding whether to reveal or not one of the other states in a given sequence of behaviour. It is called an 'invented life concept'.

Although it originated as psychotherapy, at present transactional analysis finds applications in a much broader range of areas. TA workshops are becoming more and more popular with people who are not professional psychologists. "The application of transactional analysis allows people to shape their lives without negative influence of their past, which is possible thanks to discarding faulty element of their life scripts and developing behaviours from the position of Adult Ego State"[57], as Maria Ryś, a representative of Polish pedagogy, writes.

There are numerous applications of transactional analysis, for example:

- the structural personality theory (the structure is made up of Parent Ego State, Adult Ego State and Child Ego State);
- the interpersonal communication theory (various kinds of transactions and their properties: complementary transactions, crossed transactions, angular transactions, and duplex transactions);
- the interpersonal relations theory (games, the dramatic triangle, the script, the counter script, autonomy);
- the child development theory (conception, birth, early impact of significant persons);
- the psychopathology theory (addictions, personality disorders, third degree games);
- psychotherapy (the therapeutic contract, open communication based on equality of both parties, activating the feeling of responsibility for one's decisions);
- the tool for analysing organizations and training managerial staff (communication styles in an organization and in teams, the diagnosis of the sources of conflicts and ways of solving them, communication with the world outside the organization, individual and corporate values, human resources);
- the source of information on healthy parenting (grandparents, parents, guardians, imitation, models, encouragement, punishment, rewards, permissions);
- the tool for teacher training and learner training (effective communication, motivation, games, encouragement, punishment, rewards, influence and imitation) [2].

Educational transactional analysis. It should be noted here the applications of transactional analysis in education were discussed in the articles published soon after the creation of transactional analysis in 1963. One of their

authors was S. Soles, who analysed differences and similarities between a teacher and a psychotherapist. He also developed the framework for the teacher's role within transactional analysis and dealt with transactional games in the classroom [59]. In 1971 T. Frazier wrote about the role of transactional analysis in education: "the rules of transactional analysis can be very useful in the classroom. Educational objectives differ from the outcomes expected in psychotherapy, yet hopes, expectations, frustrations and achievements are also present in the classroom, and that is why the principles of human behaviour and group dynamics can be applied also here" [20]. It is obvious then that the beginnings of educational transactional analysis reach the very beginnings of transactional analysis itself. Berne himself inspired such an approach when he described transactional analysis as "the theory of social action", and a method of working with groups [65]. This means that transactional analysis can be used in various areas of human activity where one person influences another in any way, thus also in the broadly understood area of education.

The significance of transactional analysis in the theory and practice of education and pedagogy is more and more frequently emphasised by various authors [1]. The key doctrinal assumptions [29] which form the basis of educational transactional analysis can be summarised in the statement that educational efficiency depends on empathy and respecting the dignity of all persons taking part in the educational process. Those features contribute to successful relations between a teacher and a student. If learning difficulties occur, they can be overcome only if all parties involved are engaged in solving the problem: a student, his parents, teachers, school authorities, etc. All of them should be willing to cooperate and be ready to work within a consistent framework of a given theoretical concept or commonsensical yet undistorted understanding of reality. Educational transactional analysis can be useful in addressing the following problem areas: teacher training, parent training, building the atmosphere of respect and psychological culture at school, learner training, increasing motivation to learning, improving organizational functioning of schools and other educational institutions and the whole educational system.

Detailed aims of educational transactional analysis include:

- creating new perspectives for human learning and making learning and teaching more effective;
- a fresh outlook on activating methods, including learning by doing, student centred teaching, and student directed teaching;
- dealing with educational problems;
- the development of the blame-free theory, which can make teaching and learning less aggravating from the psychological point of view [17].

Two main principles underlying all activities undertaken within the framework outlined above must be observed both in psychotherapy and education, that is:

- a contract – it assumes that relations between a therapist and a client, as well as the ones between a teacher and a student, are based on a set of rules mutually developed and agreed on as well as shared responsibility;

- open communication – it assumes that all parties involved in the relation have the right to obtain information on what is going on [67].

In practice it is most often realized through various trainings and workshops [3] for children and adolescents, through various methods based on transactional education which aim at students experiencing learning difficulties [21], and evaluative studies of educational syllabuses. Certain interdisciplinary studies also view school from the perspective of transactional analysis, treating it as an organization, cultural environment or a place where specific interpersonal interactions take place. Transactional analysis can uncover hidden and new dimensions of educational theory and practice. It was noticed by B. Bernstein [16] who, while analysing the cultural context of education in time and space, distinguished visible and invisible pedagogy. The former one is tightly controlled and highly structured, and a student is deagentized to a great extent and treated in an instrumental way. The latter takes place in an open plan and is a very important experience for a student and his development. It is particularly conspicuous during adolescence when contact with a teenager becomes more difficult, and the feeling of helplessness might appear. “The main difficulty is connected with the fact that both a teenager and his parents do their best to maintain the old Parent – Child relation” [24]. However, without transferring their relations onto Adult -Adult dimension, real communication will not be possible. Being aware of this mechanism can become an important task of transactional analysis. It could prevent the chaos in mutual relations in which parental prohibitions and orders are mingled with childish feelings, often negative and encumbering. The introduction of transactional analysis into British schools yielded interesting results, as a significant increase in the efficiency of both teachers' and students' work was observed. Encouraging students to adopt Adult Ego States was the first step in obtaining responsible attitude towards learning and appropriate behaviour. In order to popularize student's emotional development, the Institute of Developmental Transactional Analysis (IDTA) established a reward for children and teenagers (TEPACY) which promotes building positive relations at school [3]. It was also observed that teacher training which incorporates elements of transactional analysis results is conducive to creating positive interpersonal relations in the classroom. That is why in transactional analysis a teacher plays such an important role and his abilities to use different Ego states in contacts with students [46], his abilities to cope with students' destructive behaviour, especially students' interpersonal games [19], or his abilities to offer students psychological support [26] as well as numerous other issues are of utmost importance.

Conclusions and prospects of further researches. Unfortunately, educational transactional analysis does not enjoy due attention and recognition in Poland yet. The most important figures working in this field include Dorota Pankowska [51-55] from Maria Curie- Skłodowska University in Lublin and the Research Team of Educational Transactional Analysis from Jan Długosz University in Częstochowa [33-38].

In May 2010 the Senate of Jan Długosz University in Częstochowa established the Research Team of Educational Transactional Analysis, the only institution of this kind in Poland and abroad. Its aim is to carry out scientific research within the area of educational transactional analysis and to promote TA. The team members have a website, publish articles and a journal (Educational Transactional Analysis), conduct workshops covering various aspects of transactional analysis, promote Eric Berne's concepts and cooperate with schools, organizations and associations interested in transactional analysis. Numerous research programmes financed by the university resulted in publication of books and articles in prestigious academic scientific journals. One of their latest projects, initiated in 2014, is a study of the activity of adults in Poland aimed at obtaining a picture of contemporary Poles with reference to their personality, predispositions, activities and opinions on selected aspects of education in the context of the structural model of Ego States.

It remains to be hopeful that such a dynamic team will obtain numerous interesting results in their further studies in which they combine psychology and education.

REFERENCES TRANSLATED AND TRANSLITERATED:

1. Amundson N.E., Sawatzky D.D. An Educational Program and AT, «Transactional Analysis Journal», vol. 2. – № 6, 1976, pp. 217-220. (in English)
2. Applications:<http://www.analizatransakcyjna.pl/strona/zastosowania/4> (accessed: 14.01.2014). (in English)
3. Barrow G. Transactional Analysis, Pastoral Care and Education, «Educational Transactional Analyst», March 2007, pp. 21-25. (in English)
4. Barrow G. Bradshaw E., Newton T. Improving Behavior and Raising Self-Esteem in the Classroom. A Practical Guide to Using Transactional Analysis, David Fulton Publishers, London 2001. (in English)
5. Berne E. A Layman's Guide to Psychiatry and Psychoanalysis. New York 1969. (in English)
6. Berne E. Concerning the Nature of Communication, «Psychiatric Quarterly» № 27, 1953, pp. 185-189. (in English)
7. Berne E. Classification of Positions. «Transactional Analysis Buletin», № 1, 1962, pp. 10-23. (in English)
8. Berne E. Dzień dobry...i co dalej ? [Good Morning ... and What Next?] Dom Wydawniczy REBIS, Poznań 1998. (in Polish)
9. Berne E. Principles of Group Treatment, Oxford University Press, New York 1966. (in English)
10. Berne E. Principles of Group Treatment, Oxford University Press, New York 1968. (in English)
11. Berne E. Seks i kochanie. [Sex and love] KiW, Warszawa 1994. (in Polish)
12. Berne E., The Staff-Patient Staff Conference, «American Journal of Psychiatry», № 125, pp. 286-293. (in English)

13. Berne E. The Structure and Dynamics of Organizations and Groups. New York 1966. (in English)
14. Berne E. Transactional Analysis in Psychotherapy. A Systematic Individual and Social Psychiatry, Grove Press, New York 1961. (in English)
15. Berne E. W co grają ludzie ? Psychologia stosunków międzyludzkich [What People Play ? The Psychology of Interpersonal Relations] PWN, Warszawa 1987,1998. (in Polish)
16. Bernstein D. Odtwarzanie kultury [The Reproduction of Culture], PIW, Warszawa 1990. (in Polish)
17. Emmerton N, Newton T. The Journey of Educational Transactional Analysis from Beginning to the Present, «Transactional Analysis Journal», vol. 34, № 3, 2004, p. 289. (in English)
18. English F. Transaktionale Analyse und Skriptanalyse Aufsätze und Vorträge. [Transactional Analysis and Script Analysis, Essays and Lectures] Altmann, Hamburg 1976. (in German)
19. Ernst K. Szkolne gry uczniów. Jak sobie z nimi radzić. [School Pupils Games. How to Deal with Them] Wydawnictwo Szkolne i Pedagogiczne, Warszawa 1991. (in Polish)
20. Frazier T. L. The Application of Transactional Analysis Principles in the Classroom of a Correctional School, «Transactional Analysis Journal», vol. 1, № 4, 1971, p. 16. (in English)
21. Fine M.J., Covell G, Tracy D.B., The Effects of TA Training on Teacher Attitudes and Behavior, «Transactional Analysis Journal», vol. 8, № 3, 1978, pp. 236-240. (in English)
22. Garrison C, Fischer R, Introducing TA in the Public School System, «Transactional Analysis Journal», vol.11, № 3, 1978, p. 244-246. (in English)
23. Ibid., p. 285.
24. Harris T.A. W zgodzie z sobą i z tobą. Praktyczny przewodnik po analizie transakcyjnej [In Harmony With Each Other and With You. Practical Guide to Transactional Analysis] Instytut Wydawniczy PAX, Warszawa 1987. p. 204. (in Polish)
25. Herzog W. Pedagogika a psychologia. Zarys wzajemnych relacji. [Pedagogy and Psychology. Outline of Mutual Relations] Wyd. WAM, Kraków 2006. (in Polish)
26. Hough P, Teachers and Stroking, «Transactional Analysis Journal», vol.3, № 1, 1971, pp. 38-39. (in English)
27. <http://www.ericberne.com/>
28. <http://www.answers.com/topic/eric-berne#ixzz1CMmbliri> [accessed 08.02.2010]
29. <http://www.itaa-net.org> [accessed: 08.02.2010]
30. <http://www.eat.ajd.czyst.pl/czasopismo/>
31. Jagieła J. Analiza transakcyjna - perspektywy aplikacji pedagogicznych, [in:] Analiza transakcyjna w teorii i praktyce pedagogicznej, (ed.) [Transactional Analysis - Perspectives on Pedagogical Applications, [in:]

- Transactional Analysis in Pedagogical Theory and Practice] J. Jagieła, Wyd. WSP, Częstochowa 1997, pp. 17-41. (in Polish)
32. Jagieła J. (ed.) Analiza transakcyjna w teorii i praktyce pedagogicznej. [Transactional Analysis in Pedagogical Theory and Practice] Wyd. WSP, Częstochowa 1997. (in Polish)
 33. Jagieła J. Gry psychologiczne w szkole. [Psychological Games at School] Oficyna Wydawnicza Nauczycieli, Kielce 2004. (in Polish)
 34. Jagieła J. Komunikacja interpersonalna w szkole. Krótki przewodnik psychologiczny [Interpersonal Communication in School. A brief psychological guide] Wydawnictwo RUBIKON, Kraków 2004. (in Polish)
 35. Jagieła J. Komunikacja interpersonalna w szkole. [Interpersonal Communication in School] Wydawnictwo Rubikon”, Kraków 2004. (in Polish)
 36. Jagieła J. Narcystyczna szkoła. O psychologicznej rzeczywistości szkoły [Narcissistic School. About the Psychological Reality of School] Wydawnictwo «Rubikon», Kraków 2010. (in Polish)
 37. Jagieła J. Psychopatologiczne aspekty analizy transakcyjnej. [in:] Z zagadnienia pedagogiki specjalnej, (ed.) [Psychopathological Aspects of Transactional Analysis. [In:] From Special Pedagogy, (ed.)] A. Siedlaczek-Szwed. Wyd. AJD, Częstochowa 2004, pp. 125-146. (in Polish)
 38. Jagieła J. Słownik analizy transakcyjnej [Dictionary of Transactional Analysis] Wyd. AJD, Częstochowa 2012 (in Polish)
 39. Jagieła J. Transactional Analysis (TA) as a Way of Improving the Interpersonal Competence of Teachers in the Twenty-first Century. First Internet Conference for Educators Pedagogical University of Częstochowa (Poland) University of Luján (Argentina) and University of Ljubljana (Slovenia) [in:] «The Quality of Education in the Light of Educational Challenges and Tendencies at the Third Millennium». Anna Kozłowska and Boris Kožuh (ed.). Wydawnictwo WSP. Częstochowa 2001, pp. 34-41. (in English)
 40. Jagieła J. Wstęp do analizy transakcyjnej [Introduction to Transactional analysis.]. Przewodnik dla studentów pedagogiki społecznej, Wyd. WSP, Częstochowa 1992. (in Polish)
 41. Jagieła J. Психологическое обоснование транзакционного анализа в теории педагогики и методике физического воспитания [The Psychological Substantiation of the Transaction Analysis in the Theory of Pedagogy and the Methods of Physical Education. Collection of scientific papers]. VNIIFK 2000 Moscow, 2001. 359-366. (in Russian)
 42. Jagieła J. Транзакционный анализ в теории педагогики и методике физического воспитания. Монография. [Transactional Analysis in the Theory of Pedagogy and the Methods of Physical Education]. Bestprint, Minsk 2001. (in Russian)
 43. James M. Jongeward D. Narodzić się, by wygrać. Analiza transakcyjna naco dzień [To be Born to Win. Transactional Analysis of the Day] Dom Wydawniczy REBIS, Poznań 1994. (in Polish)

44. James M. Techniques in Transactional Analysis for Psychotherapists and Counselors. Addison-Wesley Publishing Company, 1977. (in English)
45. Kehler T. Transactional Analysis Revisited. Human Development Publications, 1978. (in English)
46. Kenney W.J. Problem-Student Effects on Teacher Ego States Behavior, «Transactional Analysis Journal», vol.3, № 11, 1981, pp. 252-253. (in English)
47. King G. Umiejętności terapeutyczne nauczyciela [Therapist's Therapeutic Skills] Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003, pp. 61-62. (in Polish)
48. Matkowski M. Nierozpoznanie [in:] ABC psychologicznej pomocy, (ed.) [Unrecognized [in:] ABC of psychological help, (ed.)] Jacek Santorski, Jacek Santorski & Co. Agencja Wydawnicza. Warszawa 1993, pp. 59-70. (in Polish)
49. Matkowski M. Proces skryptowy i koncepcja miniskryptu, [in:] J. Santorski (ed.), Ciało i charakter. Diagnoza i strategie w psychoterapii somatyczno-charakterologicznej. [Scripting Process and Miniskrack Concept, [in:] J. Santorski (ed.), Body and Nature. Diagnosis and Strategies in Somatic-psychological Psychotherapy] Jacek Santorski & Co. Agencja Wydawnicza, Warszawa 1995, pp. 81-88. (in Polish)
50. Olak A. Wpływ analizy transakcyjnej na kształtowanie postaw interpersonalnych w organizacji [The Impact of Transactional Analysis on Shaping Interpersonal Attitudes in the Organization] «Zeszyty Naukowe Akademii Ekonomicznej w Krakowie», № 715, 2006, pp. 65-81. (in Polish)
51. Pankowska D. Metodologia analizy transakcyjnej – przegląd badań [The Methodology of the Analysis of Transactions – Review of Studies] «Przegląd Badań Edukacyjnych», № 1, 2008, pp. 99-115.
52. Pankowska D. Nauczyciel w perspektywie analizy transakcyjnej [Teacher in the Perspective of Transactional Analysis] Wydawnictwo Uniwersytetu im. Marii Curie-Skłodowskiej, Lublin 2010. (in Polish)
53. Pankowska D. Stosowanie analizy transakcyjnej w praktyce szkolnej a zdrowie psychiczne, [in:] Zdrowa szkoła – zdrowy uczeń. Edukacja wobec współczesnych zagrożeń zdrowia [Applying Transactional Analysis in School Practice and Mental Health, [in:] Healthy School-to-School Student. Education Against Contemporary Health Threats] A. Grabowiec (ed.), A. Bogucki, A. Bochniarz, Wydawnictwo «Neurocentrum», Lublin 2008, pp. 123-134. (in Polish)
54. Pawłowska A. Uwarunkowania realizacji funkcji personalnej w ujęciu analizy transakcyjnej, (doctoral thesis) [Features of Realization of Functions of the Personnel in the Aspect of Transaction Analysis (doctoral thesis)] Wydział Zarządzania, Uniwersytet Warszawski, 2003. (in Polish)
55. Pankowska D. Wykorzystanie analizy transakcyjnej w pracy nauczyciela, [in:] Rozpoznanie i szkice pedagogiczne [The Use of Transactional Analysis in the Teacher's Work, [in:] Pedagogical Diagnoses and Sketches] (ed.) D. Jankowski, WSH-E, Łódź 2005, pp. 51 – 69. (in Polish)

56. Phillips M. Doskonałość emocjonalna. [Perfection Emotional] Wydawnictwo AMBER, Warszawa 2000. (in Polish)
57. Ryś M. Konflikty w rodzinie [Conflicts in the Family] CMPP-P, Warszawa 1998, p. 5. (in Polish)
58. Schiff A., Schiff J. Passivity «Transactional Analysis Journal» [Passivity «Transactional Analysis Journal»] 1997, № 1, pp. 71-78. (in Polish)
59. Soles S. Social dynamics. A study of classroom games – Progress report, «Transactional Analysis Bulletin», № 8, vol. 2, 1963, p. 97, [after:] N. Emmerton, T. Newton, The Journey of Educational Transactional Analysis from Beginnings to the Present, «Transactional Analysis Journal», 2004, volume 34, No. 3, p. 283. (in English)
60. Steiner C. M. The Adult: Once Again with Feeling, «Transactional Analysis Journal», № 1, 2002. (in English)
61. Steiner C. M. Script and Counterscript. «Transactional Analysis Bulletin», № 5, 1966, pp. 133-135. (in English)
62. Steiner C.M., Scripts People Live. Transactional Analysis of Life Scripts. Grove Press Inc., New York 1974. (in English)
63. Stewart I. Ego States and the Theory of Theory: The Strange Case of the Little Professor. «Transactional Analysis Journal», № 2, 2001, pp. 62-65.
64. Stewart I., Joines V. TA Today. A New Introduction to Transactional Analysis. Lifespace Publishing, Nottingham 1991. (in English)
65. Stewart I, Joines V. TA Today. A New Introduction to Transactional Analysis, Lifespace Publishing, Nottingham, England and Chapel Hill, North Carolina, USA, 2009, p. 278. (in English)
66. Woollams S., Brown M. Transactional Analysis. Huron Velley Institute Press, Dexter, Michigan, 1978. (in English)
67. Zob. I. Stewart, Joines V, TA Today. A New Introduction to Transactional Analysis, Lifespace Publishing, Nottingham, England and Chapel Hill, North Carolina, USA, 2009, p. 284. (in English)

Стаття надійшла до редакції 25.04.2017

С. Г. Карпенчук, Л. Ю. Іванюк-Семенюк

ПЕДАГОГІЧНИЙ ЗАКОН У КОНТЕКСТІ ІСТОРІЇ РОЗВИТКУ НАУКОВО-ПЕДАГОГІЧНОЇ ДУМКИ

Анотація. У статті зроблено спробу розкрити педагогічні закономірності в аналогії із законами розвитку Світу, орієнтуючися при цьому на співіснування людини й Світу з метою створення умов для удосконалення як її фізичного, так і духовного потенціалу.

Ключові слова: закон, закономірність, розвиток у просторі й часі, ноосфера, система, гармонія, саморозвиток, самозбереження, Вищий Абсолют.