



DOI: 10.1515/rpp-2015-0001

Dr. Habilitated, Full Professor, **ZYGMUNT WIATROWSKI**
Wrocław University of Humanities and Economics, Poland
Address: 1 Pl. Wolności str., Wrocław, 87-800, Poland
E-mail: Wnp@wshe.pl

POSITIVE AND DISPUTABLE CONSEQUENCES OF CONNECTING SCIENCE AND EDUCATION WITH LABOUR MARKET WITHIN NEW POLISH REALITY

ABSTRACT

The problem of positive and disputable consequences of connecting science and education with labour market within new Polish reality has been analyzed. The dominant determinants of contemporary civilization development namely science, education and labour have been stressed. Tasks of pedagogical sciences have been outlined among which are accumulation of knowledge on the educational reality, a reliable description in form of reporting, determining how educational processes should proceed, summarizing the collected results of observation, detection of relationships and interdependencies between educational phenomena and formulating conclusions in the form of general statements, presenting appropriate courses of educational processes, providing knowledge necessary for transforming the educational reality. The theoretical analysis of the literature references and documental sources gave grounds to state that it is high time for carrying out a far reaching reconstruction of science exercised in vast structures of higher education, education, often implemented "by force", for the social and political applause, without sufficient concern about the effects and the quality of education, including the context of the possibility of full employment and natural strive for a career, almost pathologically functioning labour market, failing to solve and continually worsening and widening the difficulties increasingly experienced by employees.

Key words: civilization development, science, technology, education, labour market, labour pedagogy, work organisation, managers and workers' qualifications and references.

INTRODUCTION

There are a lot of uncertain questions as for our civilization development, the most important of which concern determinants of further successful growth and scientific, technical, economic, cultural and educational progress. Scientific and didactic, educational and pedagogic problems are of the utmost significance to our study for they are connected with professional skills gaining. Nowadays Polish society is becoming more and more educated with better qualifications and professional and civil competences that contributes to the development of knowledge and better labour conditions. As it was mentioned in the title of the study, the broad sense of pedagogic activities with the concept of "labour market" can lead to profound misunderstandings. The same situation appears with connecting science and education with the concept of "labour market". So, we consider necessary to show and explain those problems with the understanding "labour market" concept.

THE AIM OF THE STUDY

The aim of the study is to determine positive and disputable consequences of connecting science and education with labour market within new Polish reality.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical analysis of the literature shows: in Poland as well as in other countries the labour market has been playing the essential part in the development of society for the



last twenty years. Moreover, the connecting labour market with science and education not only requires the special attention of society, but is also necessary for the latter. Within new Polish reality in the fields of science and education certain doubts arise. Nowadays, precise observations and state of affairs' analysis lead to the statement that there is a long and hard way to the aforesaid combination. These concepts function spontaneously and are questionable to a significant degree that is quite an undesirable attitude. In this situation very important, urgent tasks and necessities stand before labour market and labour pedagogy, professional pedagogy in particular. We can assume that similar situations take place in Ukraine as well. These considerations are confirmed by prof. W. G. Kremien, prof. J. A. Zjazun, prof. N. G. Nychkalo's studies. It should be mentioned that prof. N. G. Nychkalo's statements in her study (together with Polish scholar F. Szlosek): "Professional education in Poland and Ukraine in the background of political changes" (2008) are particularly interesting and convincing.

To achieve the established goal, the following approaches served as methodological basis to prove positive and disputable consequences of connecting science and education with labour market: comparative-analytical method, thanks to which the overview of the native and foreign literature has been made; general scientific methods such as analysis, synthesis, generalization, systematization of the collected data; theoretical generalization and prognosis which resulted in the conclusion and the perspectives of further scientific researches.

RESULTS

Since for the first part of our consideration we have adopted the above formula of the title, therefore complex nature of things needs to be reminded. For more than two centuries the conceptual category "civilization" has been most often considered as the direction of human development. "Most often" as today there is a disseminated claim that there does not (and probably will not) exist, either a generally accepted definition of civilization, or the ground on which its different understanding could be agreed upon. The concept of civilization is very broad (universal), and it refers to the sphere of historical human products, the existence of which makes the explanation of the human world in purely natural terms unreliable or at least insufficient (Wielka Encyklopedia PWN, 2002).

This problem has already been the subject of numerous studies, and even of monographic studies in various fields of scientific knowledge. In the case of the sphere of scientific research and educational activity as well as pedagogy in general, particularly interesting analyses and records were defined a few years ago by Waldemar Furmanek in the work titled "*An outline of the humanistic theory of work*" (2006), including part five titled "Development of Information Civilization and Labour Problems" where the author analyzes:

- global challenges of the information civilization;
- the labour market in the information society (Furmanek, 2006).

Four years later, professor Waldemar Furmanek at Ciechocinek conference held under the title "Pedagogy in the perspective of the knowledge and labour society" defined his understanding of the information society by writing about knowledge as an axiological category of information society (Furmanek, 2010). Here are some thoughts and records by W. Furmanek or adopted by him from other authors, obviously in reference to the determinants of the development of civilization which fall within the scope of our interest in this part of the study: "... A new era of civilization is based on new concepts, a new way of understanding the world. The era of industrial civilization was characterized by a mechanistic understanding of the world. The era of information civilization is characterized by systemic understanding of the world as a process in a complex system". "... It is worth



emphasizing that the issues of the development of civilization are characterized by long-term dynamics, where the nature of civilization changes determines (also reminded by Zygmunt Wiatrowski) the nature of the labour market. Huge social and civilization changes are accompanied by the phenomena of the collapse of the ethical foundations of life and the disappearance of moral authority". "... The end of labour, voiced by J. Rifkin, may mean the end of the civilization. It may also be the symptom of the beginning of a great new social transformation, the rebirth of the human spirit. The future is in our hands". "... Obvious in this context is also the matter of a tight labour market. The labour market is evolving towards competence. Hence the need for the acquisition of beliefs about the necessity of continuous lifelong learning (model LLL)" (Furmanek, 2006).

Already, on the basis of these extracts and thoughts adopted, one can conclude that there can be distinguished numerous determinants of contemporary civilization development. In order to confirm the validity of such an inference, let us also quote a few thoughts and theses widely discussed in the aforementioned second study by W. Furmanek as well as in the study by Z. Wiatrowski (in the same Ciechocinek set): "If we take into consideration that the contemporary development of civilization results from many determinants, then we can accept the thesis that "among the dominant determinants a particular role is contributed to the technological development as well as to contemporary state of knowledge and information of dominant special role of technological developments and the contemporary state of knowledge and information. This creates a peculiar arrangement of the determinants of development – consistent and complementary, naturally defining the way of the transition from the information to the knowledge society, and according to Z. Wiatrowski – to the knowledge and labour society, obviously approached very recently, from the position of the XXI century." "Information technologies and the knowledge used in them are the determinants of the development of the present time civilization". "The third main determinant of the development of civilization has always been and will always be culture in all its forms and possible manifestations. It is therefore, both the material and spiritual culture, but also multilateral arrangements and multicultural formulas, among which a particular role is contributed to multicultural social communication." (Furmanek, 2006).

Highly-ranked professionals and theorists of conditions and civilization problems might incline to expand the aforementioned main determinants of the development of civilization by many others, and will continuously enrich this classification applied for our pedagogical needs. Quoted after the PWN Universal Encyclopedia the most current position on this issue quoted after the PWN Universal Encyclopedia assumes such a possibility and even the need. If there was time and space for an expanded dissertation within a given scope, our considerations could be referred to generally understood and defined role of science. Therefore, we deliberately approach the issue fragmentary by referring only to the educational sciences, especially that this is the area which falls within the scope of our particular interests.

It should be mentioned that more detailed tasks of pedagogical sciences include:

- accumulation of knowledge on the educational reality and a reliable description in form of reporting and descriptive sentences as well as determining how educational processes proceed;
- summarizing the collected results of observation, detection of relationships and interdependencies between educational phenomena and formulating conclusions in the form of general statements, presenting appropriate courses of educational processes;
- providing knowledge necessary for transforming the educational reality, presented in the form of evaluative and normative sentences (Wiatrowski, 2005).



From the current perspective (the second decade of the XXI century) it should be added that pedagogy in all its breadth and complexity turns out to be, above all, useful and helpful in forming the modern man, citizen and employee and at the same time determines the way of gradual evolving of children, the youth, adolescents and adults to the role of the “real man” as well as to the contemporarily understood sense of career and the lifelong success.

In the disciplinary scientific approach we most frequently use the term “pedagogy”, which is a commonly recognized as science of education. Z. Kwieciński in the “Preface” to the academic textbook titled *Pedagogy* writes: “If we use the term “education” in its broadest meaning, then, apart from teaching and learning, understood as efforts made for the purpose of gaining knowledge and skills, we emphasize spontaneous and deliberate acquisition of fixed evaluative orientations, a relatively stable competence to act, that is the attitudes, developing consistent individual behavior characteristics of the person in changing situations at different periods of life, which means the formation of character and identity” (Kwieciński, 2003).

It is, therefore, the human development throughout one’s life and action. Certainly, there are numerous significant factors of such development, both internal as well as external which are mentioned in the relevant literature; among them a specific role is performed by “the cotemporary labour market” included and highlighted in the general title of this study, particularly in reference to an adult. Certainly, it still does not mean that the “labour market” literally determines everything. To be sure, it is not the “labour market” that is the most important, and it does not decide on significant problems and solutions which constitute substantial core of pedagogy, i.e. science included in the extensive area of humanities and social sciences. In this sense, the “Introduction” contains to the phrase “not only the labour market”. Since already at this point we got into a discussion regarding the actual role of the “labour market” in forming the modern times, this conceptual category will need therefore, further necessary explanations and stands.

It is undeniable that in many countries of the world, including the European Union, the contemporary labour market largely determines the global economic development. We mean in particular the developed countries. Despite that, there often occur unexpected situations and events; even in the United States, Japan and Germany. If we add to this the terrifying condition of Spain, Portugal, Greece and that of other European Union countries, this raises a serious question whether this “weirdly” shaped labour market is not a great obstacle to the correct economic and social development. Then, even the widely recognized thesis of contemporary economic development based on knowledge, generates various questions.

Yet, the situation looks different in the case of the so-called developing countries still including Poland and Ukraine. The dissimilarity of the given situation consists mostly in the fact that basically within the whole, over 20-year period of the new Polish reality, there has never existed the appropriately understood labour market, in which the entrepreneurs, in particular the owners of manufacturing plants, basically meant and could or wanted a lot. Economists from the old days have indicated that the contemporary labour market without large economic organizations means and will continue to mean little. Meanwhile, in Poland for “various reasons” clearly dominate small and medium-sized economic structures (ranging up to 50 or 250 employees). Typical large manufacturing plants, especially those remaining in indigenous hands, basically ceased to exist. The Polish economy was somehow “enslaved” by global world trends. It is not surprising then, that in the labour market in Poland formed in the aforementioned manner, previously dominated by too formally and administratively active employment offices, the chances for the correct solutions to the



difficult economic problems are rather small. Let us add to this, that the significance of scientific activity performed by excessively large number of institutions of higher education (mainly vocational), launching year by year an increasing number of graduates who expand the group of the unemployed, is actually of minor importance. The activities of the organizers and implementers towards increasing the role of science (despite already visible initiatives and efforts) are still hardly effective. Therefore, the role of science in formulating the correctness of modern development is clearly insufficient.

Over a hundred definitions and names of the concept of “education” have already been counted over, and yet the discussion in this respect continues. Bogusław Śliwerski in the *XXth Century Encyclopedia of Pedagogy* defines the most general and broadest understanding of education by writing: “Depending on the theoretical premises and social and political conditioning education is treated as:

- 1) a process of permanent learning throughout human life;
- 2) the right, and at the same time civil obligation of man as well as the social imperative;
- 3) an instrument of political power for implementing specific social party, trade union, national, cultural as well as other interests and objectives;
- 4) the area of social self-regulation, the main factor in the development of human capital, the quality of life of the society or civilization;
- 5) the type of symbolic violence imposing the culture of the dominant group on the representatives of other social groups, which is a the factor of social stratification generating mechanisms and opportunities for social advancement, as well as the selection and exclusion;
- 6) “culture screen”, which explains the complexity of its field of meanings and symbols;
- 7) the type of normative discourse, presenting a specific mental perspective, and enabling to opt for one party in ideological or moral conflicts” (Encyklopedia pedagogiczna XXI wieku, 2003).

In the interpretation of the term, the author also emphasises that “Education is, on the one hand, a factor which shapes human identity, but on the other hand it is the creative prerequisite for natural human development” (Śliwerski, 2003).

Zygmunt Wiatrowski in his turn, emphasizing the term “permanent education”, distinguishes four basic trends of educational activities: natural education, school education, parallel education and continuing education of adults” (Wiatrowski, 2005).

So widely and multilaterally understood and defined “education” has led to the situation that today everyone (apparently) knows so much about it and, which is a matter of particular concern, almost everyone seeks in it “salvation” to all ailments. That was also expressed by B. Śliwerski when he stressed that “education is the area of social self-regulation, the main factor in the development of human capital, of the quality of life of society or civilization” (Śliwerski, 2003). Certainly, this convention also includes “indeterminate labour market”, referring in excess to the conceptual category of “education”. The EU projects called “Human Capital” seem to confirm this “juggling”. Everyday and more insightful observations of the state of things in this respect indicate that for many of the organizers and contractors of these projects it is not competence and employees’ careers which really matter; it is the contractor’s business which is much more important, often without minimum preparation for this sublime activity.

This means that this particular, universal conceptual category, such as education, should be approached with larger seriousness, with higher responsibility and greater hope. It is also about a certain stabilization of the modern labour market, both in the global and the local dimension, which constitutes an extremely important issue of our time. And if so, education should not be irresponsibly associated merely with the indeterminate labour market. Labour pedagogy and other labour sciences in this context have particularly much to say and, to do.



In the praxeological everyday life of our time the elements of the relationship *science-education-labour market* are said to function accordingly, or at least such expectations are formulated. In particular, one would wish them to form a coherent and complementary structural system which would guarantee the high quality of multi-dimensional operating. This kind of emphases and expectations are highlighted in full force in the various documents and recommendations of the EU. We imply the EU and the National Qualifications Framework, in which the descriptors such as knowledge, skills and social competence have been given an extremely high priority. Certainly, the descriptors emphasized in that framework carry the hope for the higher quality of education, particularly in secondary vocational schools as well as in differently profiled colleges. Therefore, the learning outcomes associated with them may constitute a kind of breakthrough in the approach to contemporarily organized professional education, and in particular higher education, manifested both by teachers as well as by students of various disciplines. Namely good preparation, appropriate implementation of the study tasks and continued creation of conditions for those who study for being subjective and reflective are simply dominant determinants of the expected academic activities also in view of the new, more favorable economic environment in which the unemployment rate to a wide range of graduates will be minimized almost to zero. Then, also the currently functioning version of almost pathological labour market, particularly in Poland, will evolve towards achieving its appropriate role and significance in the aforementioned relationship. So far, it is difficult today to talk about the equal and complementary position of science, education and the labour market in the relationship constituting (in assumption) the content core of our whole dispute. One can rather say that currently, at least in the Polish social and economic conditions, each of the abovementioned elements is functioning rather “spontaneously” on its own, not the most interesting mode.

CONCLUSIONS

Summarizing quite brief analysis of this complex issue in the context of connecting labour market with science and education, we would like to indicate that it is high time for carrying out a far reaching reconstruction of:

- science exercised in vast structures of higher education, even at the expense of a significant quantitative reduction of those, often quite random colleges;
- education, often implemented “by force”, for the social and political applause, without sufficient concern about the effects and the quality of education, including the context of the possibility of full employment and natural strive for a career;
- almost pathologically functioning labour market, failing to solve and continually worsening and widening the difficulties increasingly experienced by employees.

These are, for obvious reasons, very important tasks of modern sciences of labour, including in particular the pedagogy of labour (and in Ukraine – professional education), in its subsequent decades of interesting scientific, educational and economic activities and therefore important civilization tasks and activities.

This research will contribute to the deepening of scientific researches on dominant determinants of contemporary civilization development, specific role of science in creation of consequences of contemporary development, as well as problems with science concept of scientific and praxeological dimension with further under specification and accordingly the obtaining of new scientific knowledge that will enrich and enhance methodological labour pedagogy level.



REFERENCES

1. Apanowicz, J. (2003). *Metodologia nauki* [Methodology of Science]. Toruń : TNOiK (in Polish).
2. *Edukacja – praca – rynek pracy* [Education, labour, labour market] (2010). Pietrulewicz, B. (Ed.). Zielona Góra : Wydaw. Nauk. Polskiego Tow. Profesjologicznego; IETI Uniwersytet Zielonogórski (in Polish).
3. *Edukacja wobec rynku pracy: realia-możliwości-perspektywy* [Education and Labour Market: reality, possibilities, perspectives]. (2008). Gerlach, R. (Ed). Bydgoszcz : Kazimierz Wielki Academy (in Polish).
4. *Encyklopedia pedagogiczna XXI wieku* [Pedagogical Encyclopedia of the XXIth Century]. (2003). Pilch, T., Adamczuk, E. (Eds). T. 1. Warszawa : Wydaw. Akademickie Żak (in Polish).
5. *Filozofia mistrzostwa pedagogicznego* [Philosophy of Pedagogical Championship] (2009). Nyczkało, N. G., Szlosek, F., Kopsztein, M. (Eds). Radom-Siemianowice Śląskie : Wydawnictwo Naukowe Instytutu Technologii Eksplo (in Polish).
6. Furmanek, W. (2006). *Zarys humanistycznej teorii pracy* [Outline of Humane Labour Theory]. Warszawa : Adam Marszałek (in Polish).
7. Furmanek, W. (2010). Wiedza kategorią aksjologiczną społeczeństwa informacyjnego [Higher axiological category of information society]. In : Wiatrowski, Z. and Pyrzyk, I. (Eds.). *Nauki pedagogiczne w perspektywie społeczeństwa wiedzy i pracy : opracowanie zbiorowe* [Pedagogical sciences in the perspective of connection between society and labour]. T. 1. Włocławek : Lega Oficyna Wydawnicza Włocławskiego Towarzystwa Naukowego (in Polish).
8. Kremlen, W. G. (2011). *Filozofia antropocentryzmu w edukacyjnej przestrzeni* [Anthropocentrism philosophy in learning space]. Warszawa : Instytut Pedagogiki Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej (in Polish).
9. Kwieciński, Z., Śliwerski, B. (2003). *Pedagogika – podręcznik akademicki* [Academic textbook of pedagogy] T. 1 i 2. Warszawa : Wydawnictwo Naukowe PWN (in Polish).
10. *Nauka, edukacja, rynek pracy. Przede wszystkim współdziałanie* [Science, education, labour market. Interaction above all]. (2013). Plewka, Cz. (Ed). Szczecin-Koszalin : ZAPOL (in Polish).
11. *Nauki pedagogiczne w perspektywie społeczeństwa wiedzy i pracy* [Pedagogical sciences in the perspective of knowledge and labour society]. (2010). Wiatrowski, Z. (Ed.). T. 2 i 3. Włocławek : Lega Oficyna Wydawnicza Włocławskiego Towarzystwa Naukowego (in Polish).
12. Nyczkało, N. G., Szlosek, F. (2008). *Kształcenie zawodowe w Polsce i Ukrainie – na tle przemian* [Professional education in Ukraine and Poland in the background of changes]. Warszawa-Radom : Instytut Technologii Eksploatacji-Państwowy Instytut Badawczy (in Polish).
13. Rifkin, J. (2001). *Koniec pracy. Schyłek siły roboczej na świecie i początek ery postrynkowej* [Labour end. The decline of the labour force in the world and the beginning of the postmarket era]. Wrocław : Wydawnictwo Dolnośląskie (in Polish).
14. Wiatrowski, Z. (2005). *Podstawy pedagogiki pracy* [Basics of labour pedagogy]. Wydanie czwarte. Bydgoszcz : Wydawnictwo Akademii Bygdoskiej im. Kazimierza Wielkiego (in Polish).
15. *Wielka Encyklopedia* [Big encyclopedia]. (2002). T. 6. Warszawa : Wydawn. naukowe PWN (in Polish).