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Education as a hidden treasure: the value of lifelong learning



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Education of teachers should be treated not only as a one-time preparation for professional work done over a certain number of years in one or another establishment but rather as a continuous process based on studies and a specific «extension» – lifelong learning in the form of (In service training), eg in a school self-learning team, on holiday courses, by the so-called. Alternate studies, etc [1]. The aim of the article is to approximate the activities of teacher training institutions during the reform of the education system (1999–2017).

The idea of lifelong learning has at least two systemic understanding and justification:

– First and foremost about the competence of teachers and their professional training, the need to update knowledge in changing social and civilizational realities;

– Secondly, it is about carrying out educational tasks in collaboration with children / students / students and sharing knowledge that is scientifically valid, useful in life, functional today and «tomorrow».

The idea of learning as a lifelong process is accompanied by the professional work of people in all occupations. Pedagogical literature provides many arguments in this regard.

The tendency, whose impact on goals, content, methods, means and organization of didactic and educational work in education of various types and levels, is becoming more and more internationally recognized, is an attempt to subordinate education to the principle of continuing education. As a result, education is no longer limited to, for example, one level or the other, eg primary, since this process – lifelong – does not fall within any artificially defined time frame. This is especially true now, when the wisdom of the fathers, as B. Suchodolski once described it, is not usually enough for their son. Hence, a modern school must provide its graduates with not only a certain amount of knowledge, but also the ability to independently acquire it as a result of their own cognitive activity, planned, consciously and systematically. Teach future teachers this kind of teaching – this is one of the most important tasks of initial education. At least members of the Club of Rome have grasped the issue, exposing the necessity of «learning (and teaching – let's add one another) without limitation», says the report cited in this report [2].

Another educational tendency, worthy of note in the context of teacher education, is the treatment

of school and school learning, not so much as the only or even the dominant form, but the most commonly encountered one – rather demanding, such as parallel learning. In the era of dynamic development of electronics is the postulate as the most justified. However, its fulfillment requires a change of the previous function of the school. This institution loses – at what point it already exists – a monopoly of transferring knowledge to students and, without losing its task in this area, increasingly coordinates this function with the activities of non-school educational institutions, especially with electronic means of communication (There).

It must be emphasized that learning is one of the most valuable forms of human experience, a form particularly dynamic and directly related to the effectiveness of action. Therefore, the issue of learning should be given priority in didactics. In most of the textbooks of general didactics, the question of methods and techniques of learning is ignored, only J. Pólturzycki in his textbook has isolated the methods of learning – notes F. Bereźnicki [3].

Especially international educational reports have played a particularly important role in the evolution of understanding the importance of learning. At the end of the twentieth century, several global educational reports were published on the initiative of UNESCO, the Council of Europe and the Roman Club (There).

The first of these reports was the so-called. E. Faure's report (1972), translated into Polish entitled Learn to be (1975). The report was an important breakthrough in understanding the pedagogic sense of education. Since its publication in importance has gained the guiding principle of educational reforms, as a lifelong learning concept, as a condition of human existence (learn to be). The report emphasized the particular role of learning in overcoming civilization threats.



In 1979 an educational report was published under the auspices of the Roman Club under the distinguished title Learning Without Frontiers. How to close the «human gap»? (Polish edition 1982) [4]. This report emphasized the role of anticipatory and innovative learning, which should be a counterbalance to the prevailing pre-school learning behavior in the current practice.

Another report under the eloquent title «White Paper on Education and Improvement. Teaching and learning. On the path to the learner «emphasizes the ability to motivate and learn (learn and want to learn) [5].

The latest report prepared by the International Commission for Education for the 21st Century, led by J. Delors (1996), clearly indicates the role of learning at different levels of education.

The concept of lifelong education appears as a response to the challenges of a rapidly changing world. The J. Delors report calls for the placement of continuing education in the center of society. In order to meet this challenge, education should be organized around four aspects of lifelong learning that will be for each individual the pillars of its knowledge. According to the J. Delors report, continuing education should be based on four pillars:

- Learn to know;
- Learn to act;
- Learn to live together;
- Learn to be.

The recommendations contained in this report are still valid because the 21st century requires all personal responsibility for shaping collective fate.

The participation of adults in education and training is unevenly spread across the EU. In 2011, the lowest level was recorded in Romania (8%) and Greece (11.7%). In Sweden and Luxembourg, the highest percentage of adults participating in education and training (71.8% and 70.1%, respectively) were recorded in Sweden and Luxembourg. The other countries with high participation levels are Denmark, Germany, France, the Netherlands, Finland and Norway, where the percentage of learners ranges from 50% to 60%. In all countries with high participation rates, activity in non-formal education is very high. Data on participation by level of education show that while 61.3% of adults with tertiary education participate in education and training, those who have secondary education qualify at 37.7% [7].

Lifelong learning is the leading task of teacher education institutions. In the book Occupational Psychology of Human Work in Index of Terms of Occupational Psychology, the reader will find the reader – Teacher, among others. The following terms: professional aspirations, professional inquiries, professional accuracy, professional development, professional development and professional pride [8].

Career pursuit is the tendency to get positive results in a given occupation or the desire to have specific qualifications in a particular profession. At

present, both the importance of career aspirations and their intensity are reflected in the intensity of teacher training, increased participation in science-method conferences, courses, seminars, workshops, open classes. Very popular and extremely effective form of teacher preparation is the training of pedagogical councils.

Career apprenticeship is a manifestation of interest in occupation and work, leading to a deepening of the secrets of work and profession. Appears to the interest of teachers whether the qualification actually corresponds to the needs of school and pupils, whether the qualification process is in accordance with the applicable educational rules.

Professional Accuracy is the tendency to precisely perform certain occupational activities and the results of their work. Career assignments are made by pedagogists, taking into account a number of determinants; Among other things is the program basis for the educational stage, the pupil's age and its psychophysical capabilities.

Vocational training is the improvement of your professional qualifications through postgraduate studies; It is following the student and the needs of modern society.

Professional excellence is the highest level of development of positive traits in performing work and professional tasks, recourse to values, observance of professional ethics. Personalistic and humanistic pedagogy is a challenge for teachers' self-development and the development of social competence.

A professional pride is a sense of personal dignity and worth of having a certain professional qualification and work experience in a given occupation.

All the above definitions support the value of lifelong learning, the interpretation of learning as an investment in self-development; It is therefore reasonable to compare your good education and update it to TARGET.

Vocational training centers and the task of reforming education.

Institutions of excellence in Poland carry out tasks related to the professional development of teachers and in the field of education; They allow teachers to gain additional qualifications and non-teachers – enable them to achieve pedagogical qualifications.

The end of the nineties (and the second millennium) is a period of great educational transformations in Poland. For improvement centers, it meant joining in the task „ Education reform (some theorists use the term revolution in education). The implementation of new tasks related to the implementation of structural reform (training of junior and senior directors), curriculum (new programs, enlargement of the publishing offer), reform of the teacher's professional status (career promotion) determined the work program of the vocational training institutions and influenced the content of the training plans. They materialized through educational grants first by the Minister of National Education, then Marshal Offices

in particular voivodships, and then by curators of education (pedagogical supervision authorities).

The reform of the education system has had and has had a profound effect on the change in the teacher qualifications structure; There was a need to prepare staff for a new kind of occupation. This task is carried out by academic centers and vocational training centers in cooperation with higher education institutions, by organizing qualification courses and / or postgraduate studies. Classes with postgraduate students are taught by academic teachers and by practitioners, facilitating the application of recognized and generally valid scientific theory in pedagogical practice. At the beginning of reforms – 1999–2005, teachers were most often qualified for the following specializations: early school education (pre-school education and initial education), education management, pedagogical training, pedagogical preparation, library and information science, oligophrenopedagogy, occupational health and safety.

At present, the range of specializations has widened and special needs include logopedia, sensory integration, early support for children with autism / Asperger syndrome, mediation, typhlogagogue, surdopedagogics, dietetics, mathematics, chemistry, physics, music. The names of the most often selected specialties prove interest in the pedagogical work of pupils with special educational needs and the provision of psychological and pedagogical assistance. Since 2010, many effective measures in inclusive and inclusive education have been observed in Poland.

Additional qualifications and qualifications may also be acquired by teachers participating in qualification courses, among which the most popular are courses of pedagogical qualifications, courses in pedagogical therapy, organization and management of education, family life education, library education and pedagogy of care and education.

In addition to qualification and postgraduate courses, teachers benefit from a wide range of enrichment courses, seminars, workshops, conferences, open classes, support networks, education fairs and science festivals. These forms of professional development concern selected methodological issues, such as integrated teaching, descriptive assessment, evaluation, and monitoring of the core curriculum. In designed forms of training the authors take into account the achievements of developmental psychology, pedagogy, didactics and management theories. The demand for teachers for methodological advice, instruction and openings is increasing.

At present, another educational reform is being implemented in Poland, with the task of continuing and recalling some of the changes introduced eighteen years ago, in 1999. It is necessary to learn seventh grade primary and secondary schools. Eighth, lengthening the time of high school education, technical secondary school, and transforming basic vocational schools into first and second sectoral schools.

There are many changes in the early school education, in 1999, the first learning material was introduced, teachers contacted the document, called the core curriculum, curricula and textbooks, to freely select teachers. There were 23 educational packages on the publishing market; Including elementary schoolchildren, as evidenced by the size and breadth of educational change. The implementation of the change was accompanied by intensive and interesting training, which I could directly observe as a director of a provincial training center and a teacher of initial education teacher, then early school education; I served this function for 18 years (1997–2015).

In 2014, there was a decrease in the age of compulsory schooling for children, from seven to six years, and in 2016/2017 school year, this organizational solution was withdrawn. This has been caused, among other things, by the lowering of the school age of children and by the insufficient development of the core curriculum; It turned out to be just too hard, not all the effects that can be achieved by six-year-olds.

It was not a comfortable situation for teachers and educational administrators, and even more so for publishers involved in the preparation of textbooks, exercises and other methodological materials. From the 2014/2015 school year, government textbooks have been made available free of charge to students as mandatory. These manuals have and have a lot of faults, due to the short preparation time.

You also need to add additional programming basics to the change registry. The program basis is a unified list of educational content, goals and anticipated effects at a given educational stage. Every stage of education has its own, admissible in Poland regulation of the Ministry of Education (MEN) program basis.

In the period 1999–2017, the program's core curriculum was published six times, each with slightly different educational effects (messages, skills and attitudes) and implementation conditions. The consequence of the changes were various ways of organizing pedagogical work, evaluating educational progress, and documenting and verifying results.

Signals signaled in the country cause much discussion and criticism in our country, and the frequency and mode of their preparation and implementation require systematic tracking of transformations. This also applies to the above mentioned program basis. It is important to acknowledge that the curriculum of early childhood education, which has been in effect since 1 September 2017, has been prepared with remarkable care so far, is based on the scientific basis of pedagogical knowledge. The new emphasis is on the development of key competences, integrated learning, the use of educational project design, social education, teamwork, literacy and linguistics, and multiculturalism, which has been considered by curriculum developers [9].



These changes in the structure of education determine the process of gaining qualifications by candidates for the teaching profession and the training offer of improvement centers. Education and development institutions must be flexible in these conditions to be able to carry out their tasks according to the needs of the teaching and learning environment. From the school year 2017/2018, a deliberately organized system of preparation of teachers and directors and all authorities responsible for the quality of education in Poland is planned for the reform of education. Educational platforms have been set up to include materials for teachers and students. Knowledge of information and communication technology and equipment of schools enables the use of online resources (see Scholaris). One of the new forms of improvement is to organize the comprehensive support that schools and teachers can provide to each other within the network. Exchange of experiences between institutions is an opportunity to overcome emerging problems, watching the strategies used. Introducing educational change requires a holistic approach; From properly prepared and implemented legal acts. Such a document became in 2016 the Education Law, which replaced the current law on the education system (in force since 1991). On the basis of this master act, specific regulations governing the affairs of education are issued. The school year 2017/2018 is the time of realization of new intentions in Polish education; Also in the professional development of teachers.

The annual statistical analysis confirms the fact that a large number of teachers and educators use the training offer prepared by consultant and methodological advisors and specialists outside the refinement institutions.

Teachers – clients of institutions of excellence, deepen their professional knowledge, update educational information, improve pedagogical competences, co-operate with various educational, care and educational institutions, plan professional development aiming at pedagogical championship.

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Анонсу

Тереса ЯНИЦКА-ПАНЕК

Освіта як прихований скарб: цінність неперервного навчання

У статті йдеться про те, що в Польщі установи підвищення кваліфікації виконують завдання, пов'язані з неперервним навчанням, тобто оновленням та модифікацією майстерності роботи вчителів. Цей напрям є особливо важливим в епоху освітніх реформ, коли потрібно дуже швидко підготувати вчителів та директорів шкіл до змін, які впроваджуються. Ідея неперервного навчання залишається надалі актуальною.

Ключові слова: реформа освіти, центри підвищення кваліфікації, навчання протягом усього життя, професійний розвиток, освіта як цінність.

Тереса ЯНИЦКА-ПАНЕК

Образование как скрытое сокровище: ценность непрерывного обучения

В статье говорится о том, что в Польше учреждения повышения квалификации выполняют задачи, связанные с непрерывным образованием, то есть актуализацией и модификацией мастерства работы учителей. Это направление особенно важно в эпоху образовательных реформ, когда нужно очень быстро подготовить учителей и директоров школ к осуществляемым изменениям. Идея непрерывного образования остается актуальной.

Ключевые слова: реформа образования, центры повышения квалификации, обучение на протяжении всей жизни, профессиональное развитие, образование как ценность.

Teresa JANICKA-PANEK

Education as a hidden treasure: the value of lifelong learning

Vocational training centers in Poland carry out tasks related to the updating and modification of teacher's workshops and further training, and allow teachers to obtain additional qualifications. This direction of work is particularly important in the era of educational reforms, where teachers and directors are to be rapidly deployed to implement the changes.

Keywords: Reform of education, improvement centers, lifelong learning, professional development, education as a value.