

1. What is the role of workplaces in supporting the professional development of employees?
2. What models of human resources policy are conducive to the creation of human capital?
3. Which areas of professional development are preferred by employers for investing?

Career planning, development and monitoring - problem section IV.

The Section was moderated by: Prof. dr hab. Norbert G. Pikuła and dr Ewa Krause.

The panellists focused on the following areas:

1. To what extent can career development of employees be considered as an important factor in the development of human capital?
2. What career management instruments are used in the workplaces and to what extent?
3. What are the future challenges and trends in career management?

The plenary discussion concluding the *Social aspects of human functioning in the working environment* National Scientific Conference focused on one topic, namely *People in the working environment. What direction are we heading in?* "Work that is properly matched to individual preferences can make a person happy and fulfilled. Then, we can perceive work as an autotelic value – a value in itself."⁴ The participants of the discussion stressed the dynamics of changes taking place in the labour market and also in the working environment, which makes forecasting very difficult. This conclusion prompted the conference participants to reflect on the need for discussion and exchange of experiences on this subject. Therefore, the need to maintain the regular nature of the conference was emphasised.

Joanna Michalak-Dawidziuk

Works cited

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- Kust I., "Wyzwania dla edukacji permanentnej wobec zmieniającego się rynku pracy", [in:] I. Janicka, M. Znajmiecka-Sikora, *Rodzina i kariera. Równoważenie czy konflikt ról?*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź, 2014.

Report of the 23rd Tatra Scientific Symposium "Education of Tomorrow", Zakopane, 19-21 June 2017

The twenty-third meeting of scientists from Poland and abroad, including representatives of the Faculty of Educational Studies of the Adam Mickiewicz University, took place in Zakopane on 19-21 June. The long tradition of caring for the "Education of the Future" is a permanent part of the calendar of scientific events in the country. The words of Professor Kazimierz Denek, the initiator and creator of meetings at the foot of the Tatra Mountains, were the leading idea of

⁴ D. Kukła, "W kręgu refleksji nad wychowaniem do pracy", *Edukacja Zawodowa i Ustawiczna, Polsko – Ukraiński Rocznik Naukowy* No. 1/2016, Warsaw 2016, p. 114

this year's symposium: "Let's avoid calling ourselves experts on problems, who have more and more new ideas, but without a clear idea of how to implement them. Let's be real researchers of authentic, real-life problems of Polish education."

Speaking at the opening ceremony were: Chairman of the Organisational Committee of the 23rd TSS, Prof. WSB Dr hab. Piotr Oleśniewicz, Chairman of the Scientific Committee 23rd TSS Prof. Dr hab. Stanisław Palka and the Vice-Rector of the Humanitas University in Sosnowiec, Dr Mariusz Lekston.

Professor Stanisław Palka discussed the main organisational issues. He expressed his satisfaction with the fact that the symposium brings together more than 130 participants, including new and young people, which certainly gives hope for the continuation of the cycle. The Chairman of the Scientific Committee presented a new solution, introduced this year, for the plenary session to be attended by professors and also by doctoral students, which was welcomed. The professor expressed his position on the dispersion of educators and mentioned the need to be with each other in the future. He called for what was happening today to bear fruit in a year's time. He added that although the performance and actors would remain the same, the set design would change.

Dr Mariusz Lekston then officially opened the 23rd Tatra Scientific Symposium, including the participants among the luminaries of Polish pedagogy. He referred to the name "Humanitas," meaning comprehensive education. He stressed the need to create the possibility of intellectual versatility in education. The Rector appealed for the above-mentioned thought of Kazimierz Denek to be a real message, for the symposium to be a time and a place to see problems and proposals for action, for education to be the education of tomorrow, for the participants to be the voice of the environment to be heard also outside Zakopane.

Afterwards, Prof. UR Dr hab. Marta Wrońska paid homage to Professor Kazimierz Denek, admitting that it was he who invited us and infected us with a passion for science. She also appreciated the fact that we still know how to gather at the foot of Giewont. M. Wrońska concluded by expressing her hope that we will motivate each other as K. Denek for towards us.

The next part of the opening was entrusted to the honorary guest of the Tatra Starost, mgr inż. Piotr Bąk, who demonstrated excellent knowledge of the condition of Polish education and science and introduced the participants to the condition and achievements of district institutions. The host assessed the Tatra Science Symposium as a beautiful and valuable initiative, which particularly fits in the city of Zakopane. He stressed that it was a meeting place for people. He referred to the history of Zakopane, when in the "summer capital of Poland" the elite of Polish intelligentsia would discuss the future of the country. The Starost expressed his hope that the expectations and needs of the local community thinking about education would be met thanks to reforms and such meetings. P. Bąk invited the guests to touch on the regional identity, which, as he pointed out, is not just for show.

The first plenary section was opened with a lecture by Prof. Dr hab. Stanisław Palka, entitled: "Thematic areas of cognition, research and design of tomorrow's education." The speaker outlined eight thematic areas, indicating the directions of cognitive and research activities. The shape of tomorrow's education consists of: basic values, areas and components, organisation and implementation of education processes, implementing and supporting entities, conducting research together with using it for educational needs, taking advantage historical and foreign experience, data from extra-educational research and finally forecasting and designing tomorrow's education. Therefore, it can be seen that the thematic spectrum has a broad scope.

It includes axiological tasks, elements related to small homelands and regional awareness of education goals. It touches upon the issues of marginalisation of people with disabilities, moral education, aesthetic education, care, prevention, therapy and spending free time. The participants of the symposium were invited to analyse all elements of the educational process. There was room for teachers, as well as for research on entities supporting families and local governments. The last group of issues focuses on questions of the future and questions about the shape of education. Even if the TSS does not change much globally, it is considered to have an indirect impact on itself and on teachers. Stanisław Palka has raised the profile of such dialogues, giving them a unique meaning with a recommendation to saturate social awareness through our experiences, because it is we who educate teachers.

Professor UAM Dr hab. Jan Grzesiak spoke about the requirements for scientific theories about education, about the voices of criticism towards pedagogy and especially didactics, about the pillars of theoretical and cognitive didactics, about the sequence of changes in education, about the good change in the context of pedagogical progress, about their phases in the full cycle of psychopedagogical diagnostics. He expressed his conviction that academic teaching needs educational measurement, calling for rational changes in the education system.

Prof WSB Dr hab. inż. Janusz Morbitzer presented the lecture “The contemporary student as *Homo mediens* – the educational implications”, introducing the new category of the student – *Homo mediens* – to the audience. The aim of education is to make one good and wise. The professor referred to data showing that over 93% of young people are constantly online. We shape tools and they change us. The logosphere is being replaced. There is a change in people’s minds from those formed under the influence of the printed word into so-called hypertext minds, characterised by the disappearance of deeper reflection. The speaker stressed that in 2016 as many as 63% of Poles did not read a single book. He evoked several disturbing facts, using the metaphor of the “chicken in a hen house.” We further heard about the excess of information and the inability to process it, about “tablet children” who come into contact with on-screen media too early, which in turn leads to brain dysfunctions.

The young generation’s identity capital was discussed by Prof. UO Dr hab. Edward Nycz, who juxtaposed the role of culture (growth and construction) with contemporary culture (transcendability). He stated that the social space of youth is one of the areas socially confused due to refusal to recognise local values and norms, establishment of institutions that do not implement aspirations of youth, and atomisation of processes of individual experience and living. According to the speaker, the resources of an individual’s identity capital are determined by the process of intergenerational transmission of knowledge, cultural patterns and family life, and its development determines access to educational and cultural institutions and the use of mass media. The professor discussed the transformations of civilisation and contemporary culture, reviewed various approaches to defining identity, to emphasise that today, humans defines their identity through who they want to be at a given moment. There is talk of a variable, hybrid identity. In the conclusion, the participants of the conference heard about a certain dependence – when the Consumer grows within us, Humanity disappears. The speaker used Stanisław Lem’s quotation to summarise that “we have fallen into the abyss of stupidity and we cannot see that there is some eclipse of values and blurring of their hierarchy.

In the lecture on individualisation and socialisation in education, interdisciplinary approaches were presented by Prof. US Dr hab. Janina Świrko-Pilipczuk. She referred to Wincenty Okoń’s principle of individualisation and socialisation, prevalent in didactics. The speaker

raised the issue of subjectivity in education, its crisis, with emphasis on the myth of subjectivity and an invitation to a search for its new formula.

Dr Aleksandra Kamińska presented a study on a generation Y employee in the face of changes in the global labour market, highlighting the needs and expectations towards the work of contemporary young adults.

Prof Dr hab. Wojciech Kojs presented the key problems of education and pedagogy in relation to teaching learning (with a view to the education of tomorrow). There were also a few words of recollections about Kazimierz Wenta. W. Kojs evoked his memory by analysing his texts from the past years, proving that he thought about the future in them, he used the word “dream” in reference to the theory of self-teaching, predicted changes in individualised styles of education based on cooperation, promoting problematic methods focused on the person of the student.

The next speaker at the plenary session was Prof. UwB Dr hab. Anna Karpińska. In the trends of thinking about didactics, she referred to the current situation of didactics and presented various models of its understanding and practising. She stressed the need to pay particular attention to the place of didactics in the canon of pedagogical studies. According to A. Karpińska, didactics should have the status of an inter-area discipline. She recalled Tadeusz Lewowicki’s words that didactics experienced a period of kind of fatigue with the well-established paradigm. The speaker expressed her concern about the state of didactics, noting the need to rebuild and reconstruct Polish didactics.

In his speech, Professor Tomasz Zimny referred to the motivational aspects of school monitoring and assessment. He admitted that school is supposed to be a place where students learn instead of being taught, where they are supposed to become active and not passive. In the three basic human activities – play, learning, work – there are diametrically different ways of motivating. T. Zimny posed the question of whether the curriculum expressed care for development if it was addressed to the average student. In his opinion, the program should induce the student to self-control what they do and to self-evaluate.

The plan for changes to the process of academic education focused on social values was supported by Prof. UŚ Dr hab. Ewa Szadzińska. She introduced the idea of harmonised development, of a value-oriented personality. Among the proposals for changes to the elements of the educational process are: focus on solving problems, taking into account the interdisciplinary approach with a balance of social, economic and environmental elements. The speaker’s conclusion was that the function of academic education should be changed from an information function to an identity-forming function.

Dr Anna Batiuk also delivered a lecture during the plenary session, entitled “Security in the family – lonely old age.” She admitted that old age remains on the margins of social life. Security has recently emerged more and more frequently as a need, as a value, as a good without which a harmonious and happy life is impossible. Once, the family’s security was guaranteed by its past and its tradition. The community family nourished its roots, with a clear division of roles, and guarded its security by constant social control. According to the speaker, the family broke up, became inefficient and in need of support. A. Batiuk gave some sad truths about the fact that today, old age does not have an owner, it once had its place, while today no one wants to claim it, and even the number of doctors who specialise in geriatrics is decreasing. The media do not want old age either, because the camera does not like old people. The speaker posed the question of who should deal with old age. She proposed the creation of an old-age philosophy that

would allow one to prepare for this stage of their life. According to Dr Anna Batiuk, we should educate people for old age.

Drs Grzegorz Godawa and Łukasz Ryszka gave a presentation on the popularity of the “teacher of tomorrow” at school in the light of private narration. They suggested the following slogan: popularity

of the teacher of tomorrow, the gradual nature of the teacher’s work, the categories of variability, saturation with uncertainty. They also mentioned the problems of the educational system, such as its constant changes, didactic pragmatism, formalism of education and lack of room for innovation. They also pointed out the difficulties in the individual feelings of the pupils.

The last speaker in the plenary session was Dr Sonia Wawrzyniak from the Faculty of Educational Studies at the Adam Mickiewicz University in Poznań, who introduced the audience to the dilemmas of education in a multicultural environment. She began with a claim that there is a need to pay attention to pupils with special educational needs from migrant backgrounds. She made it clear that the sooner stimulation takes place, the greater the chance of returning to normal development. Dr S. Wawrzyniak used data from a UNESCO report to confirm that these students are not receiving support. The main barrier in their diagnosis is the lack of knowledge of the test language, which is why it is recommended to use culturally independent tests, using a verbal scale. According to the speaker, schools are not sufficiently prepared to receive students from different cultures. The lecture also discussed the role of correct attitudes of teachers towards cultural diversity. It is important to create an environment that is supportive and open to multiculturalism. Children who do not speak Polish have the right to additional classes. Summing up, the speaker referred to UNESCO’s four pillars of learning: “Learning to know, to do, to be and to live together.” The speech was the conclusion of the plenary session.

Subsequent papers were delivered in four discussion panels:

1. Values, goals and tasks of education of tomorrow. Diagnosing and forecasting education of tomorrow.
2. The areas of education of tomorrow.
3. Organising the processes of education of tomorrow. The entities that organise the education of tomorrow.
4. Conducting and using pedagogical research in the education of tomorrow. Educational innovations.

In the first area, the following topics appeared among a dozen or so topics: The face of contemporary patriotism and bravery in an educational context (Prof. Dr hab. Bogdan Szulc), Diversification of motivations towards studying and academic dishonesty of students (Dr Dorota Ciechanowska) and The constructive dimension of organising the space of freedom in children’s Education (Dr Sabina Wieruszewska-Duraj).

The scope of issues in the second thematic group included, among others: Eating habits of primary and middle school students (Dr Izabela Plieth-Kalinowska), Environmental aspects of shaping eating habits of pre-school children (Dr Katarzyna Wojciechowska) and Selected motives of physical activity in the water environment in the light of values (Dr Anna Kwaśna).

The third panel discussed the following topics: The teacher’s relations with the student as a space for educational manipulation (Dr Aleksandra Aszkiełowicz), The teacher of early school-age children as the author of creative activity. Myths or facts? (Dr Teresa Neckar-Ilnicka), Determinants of the development of talented students (Dr Maria Porzucek-Miśkiewicz)

and The significance and possibilities of using imagination in pedagogical work with individuals and groups (Katarzyna Kiepas-Remesz).

The participants of the last team spoke on the issues of: Values in the teaching profession – use of a systemic method of analysis of ambiguous concepts (Prof. UAM Dr hab. Małgorzata Kabat), Selected fields of optimisation of music education in primary classes in the opinions of students (Dr hab. Rafał Majzner), Selected psychological concepts of wisdom from the perspective of research on learning in late adulthood (Dr Agnieszka Kozerska) and E-meryt or, the blogging senior – a research report (Prof. UR Dr hab. Marta Wrońska).

In this part of the symposium, attendees could listen to nearly ninety speeches, including Dr Emilia Musiał on teal schools where young people make choices, are responsible for themselves and plan their educational path. In such institutions, responsibility for one's own education is handed over to students, moving away from frontal teaching while respecting the individual pace of learning. In teal schools, the teacher is given a new role. This model of organisation meets the needs of self-fulfilment, as well as the development of one's aesthetic and cognitive capabilities. The speaker discussed examples of already existing Polish schools awakening to this concept. She stressed once again that the focus should be on developing the potential of the individual and moving away from a teaching and admonishing culture towards learning.

Prof Dr hab. Stanisław Dylak, delivering the paper "Skinner today," talked about the fact that humans will never be independent, but we can help them regain this independence. It is not possible to motivate students to read a required book, but there is art in making them read books once they have left school. So the overarching goal of teaching and success will be to shape the willingness to read. In the opinion of the speaker, behaviourism works because one cannot raise a human being without a behavioural approach. He emphasised the role of hardship, independence in learning and long-term planning with its impact on human development and life. Emotions serve the intellect as long as they are controlled. S. Dylak stressed that the goal of the school should not be to prepare people for the future, because we do not know what it will be like. Neither should it be preparation for the technology, because we are also not sure that it will be. In the professor's opinion, what is really important for the individual is the quality of life and that should become the main goal of the school. Although love and morality are not recipes for a simple life, an independent person should be who is shaped. Behaviour is the only object that can say what kind of people we are. Behaviourism in education shapes behaviour, but we should also shape our minds to influence behaviour (reverse behaviourism). The speaker said that morality must be practised and cannot be learned.

In her speech, UMCS Dr hab. Anna Marta Żukowska referred to the concept of free expression in art and art education as presented by Anna Trojanowska-Kaczmarek. She talked about the pedagogy of expression, about the concept of free expression in education, developed on the basis of the idea of a new upbringing, about the new thought that respects the need for the child's spontaneous, undirected artistic activity expressed through word, music, movement, drawing and painting.

The place and role of physical education in the statutory activity of the school was discussed by Prof. Dr hab. Kazimierz Żegnałek, who presented the results of the research and the report of the Supreme Audit Office on the condition of physical education in Polish institutions. They do not seem to be optimistic. The speaker initiated a discussion on such issues as dilemmas concerning assessment in physical education classes and avoidance of sports activities. In his conclusions, he pointed out that there is a clear need for changes in curricula.

Dr hab. Teresa Parczewska took the listeners towards nature, recalling her memories of Norwegian outdoor educational practices. She began her speech with the guiding idea of a school she visited in Oslo: the child should be happy and joyful. The speaker characterised the 21st century by perceiving endangered childhood, nature deficit disorder, the disappearing bond between children and the world of nature, social, emotional and spiritual orphanhood, the decline of the authority of the family and school, where the child becomes a consumer of images and goods, where there is no space characteristic only for the child. As she added, a number of children's diseases and problems result from the lack of contact with nature. There are situations where nature is perceived as a source of misery, presented as a threat to security. According to T. Parczewska, the education system, media and parents discourage children from playing outside. She raised questions of how to rebuild a child's relationship with nature. The solution is forest kindergartens and schools, where children, regardless of the season and weather, spend most of their time in nature. The article was inspired by a study visit to educational institutions in Oslo, which implement forest education. The advantages of the natural environment include its uniqueness, attractiveness, diversity and the fact that it is not created by adults. Summarising her position, Professor Teresa Parczewska emphasised that nature provides an excellent opportunity for socialisation.

The following spoke in the discussion: Prof. Dr hab. Wojciech Kojs stated that safe oases for children are possible. The greatest social capital is the one determining what children are like when they leave school. Literature strongly emphasises that there must be a compatibility of action and emotions in education.

It is impossible to refer to all the topics discussed in Zakopane. Undoubtedly, they have created a map of current and important issues, because they concern education and its sciences. The three-day Tatra Scientific Symposium "Tomorrow's Education," apart from an intellectual feast, was an excellent opportunity to exchange scientific experiences, contacts and to explore regional secrets.

Maria Porzucek-Miškiewicz