

DOI: <https://doi.org/10.34768/r1.2020.v46i1.14>

Anita Famuła-Jurczak*

University of Zielona Góra

ORCID: <https://orcid.org/0000-0003-4538-6843>

e-mail: afamula.jurczak@gmail.com

Miroslav Gejdos**

Katolícka Univerzita v Ružomberoku

ORCID: <https://orcid.org/0000-0003-2471-3024>

e-mail: miroslav.gejdos@ku.sk

Andrzej Kobiałka***

Staropolska Wyższa Szkoła w Kielcach

ORCID: <https://orcid.org/0000-0003-3331-1887>

e-mail: kobialka@myslenice.pl

THE ROLE OF INTERPERSONAL COMMUNICATION IN EDUCATION

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Keywords: communication, education.

The rapid pace of changes occurring in our society causes that we are increasingly faced with the question: what should be the aim of education? Finding the answer is difficult as the multiplicity and variety of factors that affect the development of the personality of our pupils is such that it is impossible to predict what impact they may have on the functioning of individuals. Given social changes taking place, the issue of a crisis in education is frequently raised. The aim of this paper is to show the importance of

* **Anita Famuła-Jurczak** – Ph.D. in pedagogy; scientific interests: communication, upbringing, socialization.

** **Miroslav Gejdos** – Ph.D. in pedagogy; scientific interests: history of upbringing.

*** **Andrzej Kobiałka** – Ph.D. in pedagogy; scientific interests: social work.

interpersonal communication in creating the educational process. The text shows changes taking place in the contemporary world and in light of this presents the category of education as well as the factors leading to the crisis in education. The analysis of the literature and the results of authors' own studies provide an opportunity to discuss the role of interpersonal communication.

ROLA KOMUNIKACJI INTERPERSONALNEJ W EDUKACJI

Słowa kluczowe: komunikacja, wychowanie.

Szybkie tempo zmian zachodzących w naszym społeczeństwie powoduje, że coraz częściej stajemy przed pytaniem: ku czemu ma zmierzać wychowanie? Odpowiedź na nie jest niezwykle trudna gdyż wielość i różnorodność czynników oddziałujących na kształtowanie osobowości naszych wychowanków jest tak duża, że nie jesteśmy w stanie przewidzieć jaki mogą one mieć wpływ na funkcjonowanie jednostki. Na tle zachodzących przemian społecznych coraz częściej mówi się o kryzysie wychowania. Celem niniejszego tekstu jest wskazanie znaczenia komunikacji interpersonalnej w budowaniu procesu wychowania. W tekście ukazane zostaną przemiany zachodzące we współczesnym świecie a na tym tle przybliżona zostanie kategoria wychowania jak również ukazane czynniki powodujące powstanie kryzysu w wychowaniu. Analiza literatury oraz ukazanie wyników własnych badań da możliwość do przedstawienia roli komunikacji interpersonalnej.

Introduction

We live in a world that is in a state of constant change, which means that the individual has to face challenges such as globalization, achieve profitability through growth, exploit opportunities offered by technology, generate intellectual capital as a source of competitive advantage and, above all, act in conditions of constant change. Therefore, the words of B. Suchodolski are still valid: when writing about the future of education, he pointed out that the times when changes in a person's life occurred slowly and their lifestyle was established once and for ever are over. This stabilization has been replaced by continuous and rapid change, which has led to the situation where "within a single generation, we see profound changes in the conditions of life and work, in the social structure, politics, scientific theories, morals, social life, and fashion" (Suchodolski 1985, p.23). The modern world puts

before man new requirements, demanding mental development as well as continuous increase of knowledge and improving one's skills (Gejdoš 2003, Suchodolski 1985). In what world does modern man live? Generally, it is a world in which one can observe an unpredictable timing and scope of changes in all areas of human activity, uncertainty and heterogeneity of the conceptualization of the world, clash of different value systems, and different conceptions of human life.

High hopes arise in today's education, which in recent years has undergone numerous changes. The implementation of reforms led to the need for a redefinition of the purpose of education and education functions, as well as for changes in the content and education programs. In the last twenty years, education has also faced many crisis phenomena, such as school crisis:

- social institutions – visible in the functions performed by school;
- organization – specifically, school bureaucracy;
- entity changes in the changing social reality, etc. (Schulz 1984).

The search for a new model of communication, which would be adequate to the requirements of the twenty-first century and allow for overcoming the crisis in education, cannot rely solely on the previous model but has to be based on a thorough, critical and reflective analysis of the existing models in the educational process of communication.

The aim of the text is to show the important role that communication plays in preparing individuals for functioning in the world. For this purpose, however, a prior reflection on and approximation of several key issues is needed. First, it is necessary to better understand the category of education. Second, one needs to consider what the challenges of the modern civilization bring to man. In this context, it is necessary to present the category of crisis, in particular, to determine the causes of crisis in education. Third, one needs to reflect over the tasks faced by teachers who prepare students for life in constantly changing societies and the role teachers have in preparing students for complete communication.

Education – understanding the category

In the literature, one can find a variety of educational approaches. A multilateral analysis of the categories of education, one including definitions of the concept and pointing to the dilemmas associated with the recognition of its essence, was presented by B. Śliwerski (Śliwerski 2007). However, the words of B. Suchodolski are still valid. He believed that education takes on a new meaning, because “the issue transcends individual educational needs,

becoming one of the key elements of social policy. Preparing staff for economic and cultural development of all the resources of the national launch of 'capital' talents and skills involved in team work and social activities – all this becomes a condition for the planned development of the country. Therefore, all countries of the world – both developed and those that join the path of development – are paying more attention to sound and efficient operations in the field of public education” (Suchodolski 1974, p.5).

Changes in the social structure and in the relationship between man and the environment in which he lives suggest that education should be closely linked to social life, and social life itself should be at the core of man's education. Educational activity should be consciously undertaken by educators, it must be well organized and linked to the environment in which individuals live.

Suchodolski considers education to be an important part of human life. According to the author, the role of education in the widening and deepening of human life is of particular importance since “social life ceases to be the site of operation and exploitation, injustice, and weave walk” and is becoming “a reality created by man.” (Suchodolski 1974). Civilization changes made life a participatory unit of education in contemporary societies (Suchodolski 1974). Likewise, A. Radziewicz-Winnicki emphasizes the importance of public education. He points out, however, that the cooperation between education and economy in the area of preparing individuals for functioning in the changing world remains a wish. The failure to adapt ideals and goals of education to the needs of society results from the discrepancy that exists between the changes in the education system and social change. A. Radziewicz-Winnicki notes that “educational changes occur too slowly, because the understanding of innovation in the field of training and education of society has been very conservative in nature” (Radziewicz-Winnicki 1999).

Education involves both instrumental and axiological changes. The first ones are related to the formation of knowledge about reality and about its impact on one's abilities. Axiological changes include activities related to the world of building and shaping attitudes, beliefs, as well as the hierarchy of values. This means that the purpose of education is to mold individuals who are able to lead life focused on their needs, but who simultaneously do not this in a parasitic way but aim to support the development of society (Suchodolski 1987, p.52).

According to B. Suchodolski, this is a difficult task for teachers. On the one hand, they have to prepare a young person for life in the future; on the other hand, they are not sure what the future is going to be like. So, the

question is whether education needs to be adaptive in nature or whether it should seek to prepare utopists, fascinated by the future. According to the same author, adaptive education will deepen the civilizational crisis and become a threat to civilization (Suchodolski 1990, pp. 408-409).

Changes force civilization to verify the necessity of a vision of education. Thus, according to B. Suchodolski, understanding the critical training changes that occur in the educational process is a necessity. In today's world, the existence of blurred boundaries is obvious, thus, any separate entity should be prepared for seeing not only local but also global problems. Such education is related to developing alternative ways of thinking and preparing for the defense of values, assets and obligations. But what is alternative thinking? According to B. Suchodolski, it is "thinking that looks for solutions other than those that exist in reality, i.e., in the prevailing views of the existing legal systems in existing institutions. Thinking that removes the shackles of our minds limiting the horizon circle of things done. It is an expression of the existence of a dual reality: that which is and that which is created" (Suchodolski 1990, p. 409).

Towards what do educators strive? According to B. Suchodolski the question of how to be man appears in studies by psychologists, sociologists, and anthropologists. However, as the author points out, works in these fields frequently depend on who is describing the man, and discussions about what it means to be man are imprecise. In this context, a question about education arises, specifically what should be taken into account in the educational process.

The educational activity should "help young people build a worthwhile and happy life, build a community that is inwardly rich and interconnected with others, a committed and creative one" (Suchodolski 199, p. 14). At the same time, teachers need to remember that educational activities include only a certain area of human life. Such activities are directed at giving hope for the individual's better fate.

In conclusion, it can be said that education is the process of creating the conditions that allow units to gain experience that will become the basis for the development of their personality. The process of education should take into account changes taking place in society. Therefore, it is worth considering what changes occur in the world around us.

Guidelines for the development of society and the education crisis

Civilization does not develop in a vacuum. As B. Suchodolski notices, it is a result of human activity which is becoming increasingly complex. The author points out that today's civilization is at a crossroads (Suchodolski

1990, p.12). On the other hand, the developing human civilization creates new possibilities, opens up new horizons, and becomes a civilization based on consumer lifestyle. This lifestyle, opposed to the commitment and responsibility, shows that people can live comfortably. Following B. Suchodolski's line of thinking, it can be seen that there is a feedback loop between civilization and human activity. On the one hand, the activity leads to the development of human civilization; on the other hand, the higher the level of civilizational development, the higher the level of human development (Suchodolski 1960).

This results in a continuous increase in the number of tasks and the scope of work of education that prepares the individual for living in changing societies. At the same time, education will determine how people depend on whether and to what extent they will be prepared to live and work in a given society.

Paying attention to the relationship between being prepared to operate in a changing society and the tasks that are put in front of the individual is particularly important in the case of employment requirements. Modern civilization sets new perspective on consumerism. It does not determine the prestige of a man but shows civilization as a market for goods meant for fun and superficial entertainment.

This raises questions: What will the future be like? Will the future be a continuation of the present, or will it be its opposite? Publications analyzing visions of future show that the transformation of civilization plays an important role in production requiring well-prepared teams of people. Preparing staff includes not only the transfer of specific knowledge or skills but a sophisticated "ability to afford to participate in the scientific and technical progress, as well as in the organization of life, which are required by the modern industrial civilization" (Suchodolski 1990, p. 21).

Based on the current trends, it is impossible to predict what direction future developments will take. It can be said that modern civilization is characterized by a high coefficient of variation, the rapid pace of life, as well as progressive development of information and knowledge. Therefore, education faces qualitatively different tasks which can be broadly defined as "human attitudes that are open and accustomed to searching for the key to understanding what changes are taking place in a man's surroundings, country, and in the world" (Breitopf, Janiec 1979, p. 356).

In a changing society, which increases the role and need for creative personalities, important questions arise about the shape of the future, a future in which education will play an important role. According to T. Husen's predictions, educational tasks will include:

1. anticipating consequences of current educational decisions (organization of education, building schools, constructing programs) for the future;
2. determining the scale of educational phenomena in numerical forms;
3. studying and predicting changes in the hierarchy of society (Husen 1974, pp. 15-24).

Predicting consequences that result from changes in education (the structure, the purpose of education and training) as well as the consequences associated with changes in the hierarchy of values can be important both for the functioning of education and culture, society and economy. As R. Wroczyński wrote: “civilization, however, variable, regardless of the pace of the transformation taking place, does not necessarily lead to the permanence of changes in the functioning of the education system. On the contrary, one can formulate the view that the permanence of school transformation is the result of imperfections, expected development of the relations between education and the lack of in-depth educational forecasts” (Wroczyński 1976, p. 299). Changes that occur in our society are most apparent in the form of:

- “The rapid development of information technology, as technology becomes faster in performance, less expensive, readily available, versatile and user-friendly;
- Globalization of production (goods and services), finance, markets;
- New challenges to the role and sovereignty of nation states, deepening ties between national and international structures;
- Wave of innovation and entrepreneurship in the world after overcoming traditional barriers of time, borders and even language” (Pachociński 1999, p. 7).

In the context of changes occurring in society, the question about education crisis arises. What is a crisis? The category of crisis appears most frequently in psychological and economic literature. Generally, one can say that crisis is inherent in human existence, witnessed by people constantly. The category of crisis is analyzed by researchers representing various fields of knowledge. From the point of view of psychology, crisis is described in terms of an emotional crisis (psychological). Crisis is the experience of understanding an event or situation as an intolerable difficulty that exceeds a person’s comprehensive resources, affecting their strength and mechanisms of coping with difficulties (James, Gilliland 2004, p. 26).

James and Gilliland point out that crisis is a complex situation, a situation which consists of strands of various events occurring in the environment in which a person operates (James, Gilliland 2004, p. 26). The analysis of dictionary definitions of the crisis reveals that this is a turning point, an important emotional event in one's life, a moment of reflection on the breakdown.

Generally, one can say that crisis is a state of imbalance with important breakthroughs. Crisis is accompanied by a sense of chaos, confusion, uncertainty, and accompanied by impulsive behavior. Frequently, in moments of crisis, an individual wants to redress the balance, refers to the habitual strategies and measures that are inadequate to the situation. Since crises result from the failure of existing strategies, it is necessary to develop new solutions. In a crisis situation, a person is accompanied by the feeling of helplessness, vulnerability, because the previously used methods of response and treatment turned out to be unsuccessful.

Why do we speak about a crisis in today's education? First, the education crisis stems from the lack of authority (Mazur 2013). Second, the lack of a clear system of values is frequently pointed out. In the literature, one finds a number of different approaches to the category of values. For the purposes of this paper, it is assumed that value is a concept that implies desire for something that can be directly or indirectly verbalized by a person. What is desirable for an individual determines the direction of the choices made. Previous studies indicate that the difficulties in the design and implementation process of education are conditioned by the growing inconsistency of the system. M. Wojciechowski points out that "the inconsistency of the social system also extends to the field of educational views showing a very chaotic picture. It is almost impossible to find a view on educational impacts in which general consensus would prevail and which would not contradict another, opposite view (...). This implies a generalized reaction of parents and teachers to pupils. This generalization shows in schools defending requirements and focusing on objects and abstract reality detached from the immediate family, and social activities. As a consequence, the relationship of the child to the world and other people who determine their own place in the world as well as the acquisition of skills by working with other adults are negatively influenced. Also, the crisis of education influenced the lack of clearly defined aspirations. Finally, due the multiplicity and diversity of information coming from the world, interpersonal communication is impaired and this in turn leads to the disruption of the educational process. Let us look at the role of communication in the educational process" (Wojciechowski 1993, pp. 103-104).

Interpersonal Communication in education

What should the future of education be like? The answer to this question is found in a number of reports on the state and prospects of education. Generally, it can be said that in the process of education we strive to shape the powers of civilization, axiological, competencies related to the ethos of science, as well as – and perhaps primarily – competencies related to interpersonal communication (Bogaj 2000). According to Z. Kwieciński, education of the future must be total and constructivist. As explained by the scholar: “Total means: comprehensive, full, global, all-encompassing and integrative. Constructivist means: being able to create its participants into individuals who can implement self-critical and creative thinking, make plans and control their lives, are equipped with the skills that help them rebuild their lives and adapt after each change and crisis, are able to reconstruct and create equitable relationships at any scale” (Kwieciński 2002).

The analysis of numerous reports on human functioning in the future, leads to the conclusion that one of the most important features that individuals should have is the competence of communication. According to Ida Kurcz (2000), communicative competence is the ability to use language codes that are adapted to the possibilities of perception. Since the modern world is characterized by the influx of diverse and extensive information and a variety of value systems emerges, it is important to revisit the principles of proper communication. For the communication process to take place and to be understandable, seven key elements must occur:

- source – sender of a message,
- coding – transformation into symbolic character,
- communication – encoded message,
- channel – means of communication (oral communication, written, visual),
- decoding – translation of the message into an understandable form,
- recipient – recipient of the message,
- feedback – feedback on the understanding of the message (Sikorski 2002, p.196).

Who is the sender and what is his/her role in the communication process? This is a person who formulates the message and whose goal is to transfer it to another person. In the first stage of building the communication process, the sender encodes a message, i.e., a specific content is translated into the symbols functioning in a given social group. Since the message is tailored to a specific individual or group of people, the sender

must be sure that the symbols he/she uses will be understood by the recipient. The message formulated by the sender passes through certain means or routes of exposure. What form the communication event takes depends on such elements as the characteristics of information, its validity, and how easy its coding is. The recipient reads messages through decoding. After reading and decoding, the receiver informs the sender about how he/she understood the meaning of the message. The sender gets from the receiver feedback on how the message was decoded. The feedback can take a direct (verbal acknowledgment of the message) or indirect form (action or documentation). Receiving strong feedback contributes to a more efficient communication. The communication process can be characterized by means of the following questions:

- Who is this?
- What is this?
- In what way?
- To whom?
- With what result? (Sikorski 2002, p. 196)

What is the communication in the education process that takes place in schools like? Numerous studies show that it is unilateral. The teacher is in a strong position in the classroom¹. One of the purposes in the survey was to reconstruct the direction of the communication occurring in the classroom. The study involved 58 students attending middle schools. It was qualitative in nature and used the technique of free, targeted conversation. In the study, the technique of free targeted intelligence was used. The choice of the technique was dictated by the fact that during conversations the interviewee follows the interview guidelines. While conducting the research, the researcher is allowed a lot of flexibility in asking questions. Although the researcher's questions relate to specific issues, they are open questions. The researcher customizes the content and language of each question to the possibilities of the respondent. The interviews were conducted with students, teachers and headmasters. Additionally, the study used methods involving projection technology (unfinished sentences, drawing, photographs), as well as qualitative observation and the analysis of school documents.

¹The research study presented in this article was created at the time of writing the PhD dissertation entitled: *School picture from the perspective of the so-called middle school students. "Virtual"*. The work was written under the supervision of prof. zw. Maria Dudzikowa (a full professor). The dissertation was co-financed from the KBN 029 29th 1H01F grant.

The study was conducted in two middle schools, the so called ‘virtual’ ones, i.e., those with school branches. It was conducted in the Lubuskie Voivodeship. This region was selected for a number of reasons. Firstly, this is an area with the lowest number of middle schools (which is related to the size of the region). Secondly, the pupils in this region have achieved the lowest number of points in the middle school exam in consecutive years. Thirdly, since the reform of the education system was implemented in 1999, the biggest number of such schools has been functioning precisely in the Lubuskie Voivodeship. The respondents were the first and third grade students of two middle schools in the Lubuskie Virtual. The choice of the sample was deliberate. I conducted fifty-eight conversations with students, seventeen interviews with teachers, and two interviews with the headmasters of both schools (Famuła-Jurczak 2010).

It was assumed that during classes students acquire experience that supports their development. Teachers may enlarge the teaching matrix for students, complicate, enrich and, finally, change it. According to the assumptions proposed by J. Dewey and implemented in the educational system, teachers are not “a repository of knowledge” and should not adopt the attitude of superiority towards their students. “During the lesson, you move away from one-way communication to discussion and self-exploration by students” (Ferie 1992).

The first range of questions arising is: What picture of the teacher emerges from these drawings made by students? Did teachers create conditions for self-learners seeking knowledge, or rather try to convey conceptual knowledge and ready, “standard” interpretations of the world?

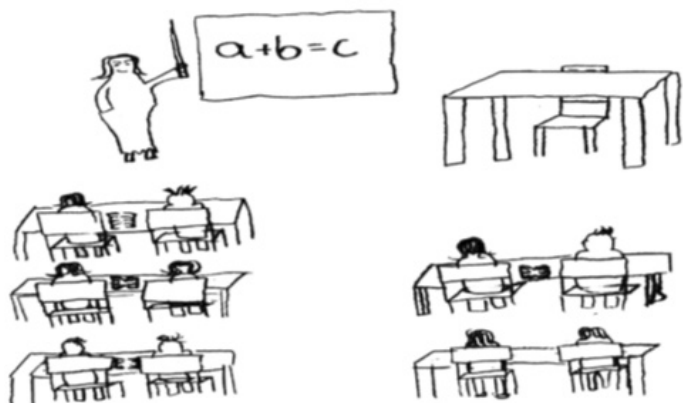


Figure 1. Classes in school (a third-grade student, school B).

The seating arrangement and the placement of the teacher determine the direction of communication in the classroom. Drawings made by one-fifth of the respondents show the traditional arrangement adopted in the classroom. Their analysis leads to several observations. All the drawings showed a teacher's desk – it is in the center of the classroom. The placement of the desk determines the role played by the teacher: here, it distinguishes between the subordinated and the subordinating person. Students' desks are arranged in rows. This carries a message about the expectations regarding patterns of work, who to deal with, who collaborates with whom, and what ways of learning the student has to adopt. Additionally, this arrangement does not allow students to contact with one another. Such a configuration also prevents the teacher from initiating discussion and discourages students from sharing ideas. It can be assumed that such an arrangement turns communication into a lecture or an instruction.

The second range of questions is: What is the perspective of the interviewed middle school students on how the class is run? Is the assumption of the teacher's dominant role that emerged from the examination of the drawings confirmed? From what the students said, one can infer that a typical class takes the following order: [...] "That's what it's like, for example, during our Polish classes. At the beginning of the class, the teacher introduces the topic, next, we open the books, read, and do the exercises" (a third-grade student, school A).

The respondents said that customarily the teacher enters the classroom, greets them, checks the register, then begins to explain the topic. One can see the institutionalization of certain behaviors. The teacher – a person holding authority over students – sets the stage for action, carefully sets the course of classes so that they do not rely on students' spontaneous actions. This is in contradiction to both the development of knowledge about the physical, emotional, and social conditions of students, as well as the assumptions relating to the principles and methods of teaching. From the narrative of students of both schools, there emerges the picture of the teacher who holds supreme position in the classroom. Communication is usually one-directional, students rarely speak, and they act so in order to please the teacher. Teachers do not create situations conducive to discussion and knowledge development, they reward students for the passive absorption of information. The interviews with teachers revealed that they preferred a learning style that can be defined as closed, formal, and didactic: there is no or very little space for negotiation between the teacher and students (Cohem, Manion, Morrison 1999, p. 231).

This observation fits well with the existing research on the functioning of the student in the classroom, whether taken by educators, psychologists or sociolinguists (Klus-Stańska 2005). I am aware that the theoretical assumptions accepted to analyze the situation of school are only one of the many possible choices. It is also worth noting that the schools in which the interviews were conducted were unusual schools. It can be assumed that a similar study carried out in other circumstances would lead to different results. The use of other theoretical assumptions could contribute to the emergence of a different picture of school.

The teacher-educator does not only transmit knowledge but also listens to students and hears the incoming messages. Therefore, he/she plays an important role in the application of the rules of active listening. These rules involve the following elements:

- motivation to listen is the most important single feature that distinguishes a good listener from a bad listener. To listen, you need to be stand somewhere close to the speaker, but to listen well, you really have to want it, and believe that we can learn something important. It is a mistake to assume that others do not have to say anything significant, because, for example, they are young, less educated, do not occupy such an important position in the government, etc.;
- objectivity during listening means respecting other ways of thinking, even if the opinion expressed is not shared by the listener. Objectivity is sensible when the listener notices the partner;
- the ability to listen to an entire speech, irrespective of its length. The listener should refrain from interrupting the speaker, control his/her tendency to attribute intentions and contradictory meaning to words. It also requires a hierarchy of communication about important, very important, and the most important matters. In general, it is the ability of giving the sender space to express their opinion;
- listening with insight, i.e., when receiving the message, one must try to understand its gist, not individual words or sentences. The listener should be able to answer the question, “what was meant by the sender who provided the message? What did the message mean for him/her? What was the sender’s intention while speaking?”;
- the process of interpreting should be consciously separated from the stage of listening. The phase of transfer should be consciously separated from the hearing phase;
- sensitivity is the ability to capture any signs of emotional responses, both positive and negative ones. When noticed consciously, these re-

sponses can be used in a constructive way; when unconsciously, a person will only duplicate the emotions. Insightful observation reveals even the slightest, but still important, signs of the speaker's nervousness. Awareness of the receiver is not limited to perception, but the speaker-receiver reactions are mutually overlapping;

- supporting an action that creates an atmosphere of acceptance and understanding for the speaker. It is about making it easier for him/her to present all the convictions related to a given subject. This is especially difficult when the receiver communicates that he/she is not interested in talking about him (Nęcki 2000, pp. 118-123).

To conclude, it can be stated that the contemporary teacher faces major challenges. The process of education is no longer a predictable and selective surgery aimed at shaping one's personality. As a result of the many changes taking place in our society, the process is being constantly disturbed and disintegrated. What way should education seek? For what future do we educate? The answer to these questions is not clear, given the constant technological changes and abundance of information that bring about changes in different areas of our lives. One can only appeal to the words of B. Suchodolski, who wrote that "[...] education should point to a critical and contemporary state of civilization manifesting dangerous development trends, indicate a growing threat, mobilize to action in order to protect against natural hazards and eliminate evil and conflicting sources." (Suchodolski 1990, p. 233). The importance of education in the changing world drew the attention of M. Dudzikowa, who emphasizes that "more and more often now, we must understand the need for education helping transform the present, and thus for the impact of intentional teachers – educators, conscious, planned, organized, dedicated to creating pupil's personality in such ways that will allow them, as adult members of the society, deal with changes and be able to transform both the world and themselves. The need for this arises as a response to the question about the nature and form of education in the light of contemporary problems. The scale is global, both geographically and demographically, reaching beyond one or even several states." (Dudzikowa 1989, pp. 172-183). Focusing on education that aims to prepare students for functioning in today's society, seems to be very important, especially in the society in which various, unpredictable changes occur.

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