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The challenge of modern education

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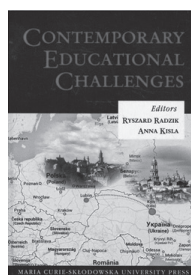
Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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The Challenge of Modern Education

Contemporary Educational Challenges,
edited by Ryszard Radzik and Anna Kisla,
Maria Curie-Skłodowska University Press,
Lublin 2015, pp. 191



The book entitled *Contemporary Educational Challenges* is a joint project of sociologists and philosophers from Maria Curie-Skłodowska University in Lublin (Faculty of Philosophy and Sociology) and the Pedagogical Dragomanov University in Kyiv (Institute of Sociology, Psychology and Social Communication).

The book consists of twelve articles that concern a wide range of educational issues, so the presented educational questions are broad—from general considerations on intercultural differences in the process of education to culture of East and West while some topics have a comparative perspective. The authors compare some issues in some European countries and even countries on other continents. The content of the papers is interdisciplinary and this is what makes the book very interesting. The authors have made both micro and macro analysis of some current educational and cultural problems.

In the first article, written by Urszula Kusio, the intercultural differences in the process of upbringing are depicted. The article shows the historical dimension of upbringing—the author has written about the upbringing process from the perspective of Eastern and Western thinkers and philosophers, as Confucius or Plato. However, the most important contribution of it is connected to social dimension of the difference of upbringing in Europe and Asia. Kusio claims that people in general have the same cognitive process but the process of socialization is much more complicated and unpredictable and that is

why it is much more interesting. Unfortunately, some parts of the paper contain some oversimplifications, such as the statement that “Chinese people believe in constant change, but with things always moving back to some prior state. They pay attention to a wide range of events; they search for relationships between things. Western thinkers in a simpler, more deterministic world; they focus on salient objects or people instead of a large picture” (p. 10). There is a question of the author of that review—can all Chinese people perceive and understand the wider dimension of life and the world around them while all Western people are not able to do so? However, the most important and interesting part of that article is about the differences of some values of Eastern and Western citizens. One knows that the values are the basic foundations of the beliefs and then the behaviour of people. Eastern people emphasize the importance of cooperation, taking care of the group—family, social community, society and pay less attention on personal, individual development that one can observe in most European countries. Then, the author of the article shows the irresistible power of tradition and also depicts the Eastern and Western model of upbringing. Moreover, she does so in a brilliant way and thus the article is definitely worth reading. It can also be used as the content on the academic subject of Comparative Educational Studies to show the students the differences between Asia and Europe and to help them understand the importance of comparisons for the wider understanding the world.

Joana Bielecka-Prus, in the article of the title *Pedagogical Discourse: Macro- and Micro-Social Analysis*, depicts the process of socialization in specialized institutions. In this paper, socialization is recognized as a communication process, as well as the impact of various interschool and extracurricular factors on the process of communication. The author focuses on the analysis of the communication process between different institutions that make up the educational system, as well as on the diffusion of discourses from other fields (e.g., economy), and dealing with the educational meta-discourse or a discourse analysis of a pedagogical discourse, which appears in a variety of social contexts such as the media.

Svitlana Stavytska takes on the subject of *Theoretical and Empirical Research Tool for Spiritual Self-Identity of the Personality*. This is a new one in the field of psychology and the author claims that it can bring some difficulties to define it and its methodology as well. However,

it is also very interesting issue and the author has shown the criteria and indicators of spiritual consciousness development, methodological tools analysis of the spiritual consciousness problem, and an analysis of the results of empirical research problems of the spiritual consciousness of young people. The article has both a theoretical and empirical dimension that makes it very useful and valuable. For the development of the spiritual consciousness of the person in adolescence, special importance is paid to the issue of the formation of values and values orientations that are the basis of philosophical positions. Moreover, according to the research that the author has already conducted and described, the most important values of the respondents are health, love, and happy family life. However, among the instrumental values one can observe: honesty, education, responsibility, strong will, cheerfulness, accuracy, independence, tolerance for the views and opinions of others. The results also indicate that “the young men and women realize socially-accepted criteria and requirements to the behaviour of the person, but they do not always have the strength of will and personal qualities for the implementation of these requirements” (p. 47). This article is directed towards both pedagogues and psychologists alike but also parents of adolescents can read it to understand their children and help them to be more conscious of themselves.

The three articles of Zofia Kawczyńska-Butrym – *Foreign Students: Internationalization of Higher Education*, Anna Kisla and Irina Zayonchkivskaya – “Display” of the Bologna Process in Ukraine, Marta Nazaruk-Napora and Andrzej Stawicki – *Principles of the Bologna Process and Their Implementation in Poland* show the European issue of higher education at the present time and have a comparative perspective. They show such problems as: the investment in social and intellectual capital and organization of higher education in some chosen countries, its organization according to the Bologna Process. They show the advantages and disadvantages of the Bologna Process. In the first article, one can read about the migration of Polish students that is very interesting and it motivates the reader to think about the range of the Polish students abroad, their motivation to study in different countries and their scores. The third article also depicts the obstacles to the process.

Another subject has been taken about by Stanisław Jedynak in the article *Philosophy of Education: Social Life and the Question of Individual Freedom*. Unfortunately, nowadays the philosophy of education

is not a common and well-developed branch of philosophy and it is often not treated as a specific discipline of philosophical study in its own right. The author expands upon it for the reader does so in a very interesting way. This article can be useful not only for philosophers but also for pedagogues who wish to explore the topic. The language is understandable for people that are not connected to that discipline.

Other authors have taken different subjects such as *Cognitive Needs and Information Demands in Education. How Technology Shapes Educational System* (Marek Hetmański); *Health Education in Poland. The Origin, Subject and Functions* (Włodzimierz Piątkowski and Luiza Nowakowska); *Educational System in a Process of Radical Change: Sovietisation of the Eastern Polish Territories* (Artur Wysocki); *Philosophical Counselling: Philosophical Practice in Therapy and Modern Education* (Andrzej Kapusta) and *The Role of the Educational Environment in the Formation of Students' Consumer Tastes* (Yulia Siusel) also consist of very sophisticated and significant topics.

To conclude, the publication is both extremely valuable and useful, with a broad and interdisciplinary perspective. It depicts knowledge from different disciplines such as pedagogy, educational policy, psychology, sociology and philosophy. The authors have taken very significant educational and social issues and expounded upon them fully. Most have a theoretical yet deep and wide perspective, whilst others have an empirical view that is very interesting and focused on practice. This book is definitely worth reading and can be of use to both specialists such as pedagogues, psychologists, philosophers and also some students of pedagogy or psychology who may wish to read it to broaden their minds. The author of this review recommends the book to a wide audience, especially because of its international dimension and interesting content. The authors are obviously devoted to the topics they have addressed and the language of the papers can be understood by people who are not connected to the given academic disciplines and thus it can also be recommended to students and parents of adolescents.

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