

## RETROSPECTIVE ANALYSIS OF POLAND QUALITY OF EDUCATION DEVELOPMENT (FROM 1980 UP TO 2000 YEARS)

### РЕТРОСПЕКТИВНИЙ АНАЛІЗ ЯКОСТІ РОЗВИТКУ ОСВІТИ (З 1980 РОКІВ НА 2000 РОКАХ) У ПОЛЬЩІ

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*Retrospective analysis of the factors and approaches for the development and improvement of the quality of education has been carried out. Thus, effective provision of education quality in the Republic of Poland during a specific historical period was distinguished. Moreover, the main peculiarities of the modern education were defined. We characterise the advantages of the possibility of implementation of appropriate reformal actions directed at modernization and improvement of the quality of education in Ukraine.*

**Key words:** education, quality of education, development, globalization, school, Poland.

*Здійснені ретроспекції факторів та підходів розвитку і покращення якості освіти та її ефективного забезпечення у Республіці Польща впродовж конкретного історичного*

*періоду. Конкретизується увага на найбільш вдалих особливостях якості освіти Польщі, що можуть бути у нагоді для вдосконалення української освіти.*

**Ключові слова:** освіта, якість освіти, розвиток, глобалізація, школа, Польща.

*Осуществлены ретроспекции факторов и подходов развития и улучшения качества образования и его эффективного обеспечения в Республике Польша в течение конкретного исторического периода. Конкретизируется внимание на наиболее удачных особенностях качества образования Польши, которые могут быть полезны для совершенствования украинского образования.*

**Ключевые слова:** образование, развитие, глобализация, школа, Польша.

**Introduction.** Talking about the development of education and related tasks, we address traditions and heritage of previous generations. Thus, Poland is undergoing a period of dynamic changes that cover all areas of public life. Global changes in the area of education, that is an integral part of the social system, began to take place yet in the second part of the 20th century and continue to take place still today. These changes have a reformatory character and are aimed at improvement of the system of organization and management of the quality of education.

Studies, oriented to the improvement of effectiveness and quality of teaching and educational process, play an important role in the theory of pedagogy and practice of public education. Thus, an increase of researchers in the above-mentioned area took place in the 70s years of the 20th century, and at this time the group of psychologists and pedagogues, consisting of B. Vilgotska-Onkon (1974), Ya. Konopnytskyi (1972), Z. Ksionzhchak (1971), K. Kuligovska (1971), I. Yashinovska (1972), began their intensive work in determining the reasons of underperformance of school students and development of the methods of improvement of the teaching and educational process [Wodzislowski R., 2018].

**The aim of the study** is to distinguish and analyse the main factors of development and improvement of the quality of education in Poland, basing on the scientific publications, and herewith, to distinguish positive methods of improvement of the national system of education.

**Methods.** According to the aim of the study, theoretical and applied (descriptive, comparative, analytical, logical, historical, chronological and retrospective analysis, prognostic) methods used in our research are presented.

**Discussion.** An educational policy of Poland, being on the threshold of qualitative new changes, which were determined by the more rapid development of civilization in the second half of the 20th century, began large-scale studies and assessments of the actual state of education. Thus, the Committee of experts headed by I. Szczepanowski was acting in 1971–1973, the task of which was the development of the Report on the State of Education in the Republic of Poland [7]. The main goal of the report was an assessment of the current school system and educational institutions, cooperating with that system.

The next step in the assessment of the quality of the system of education in Poland was the compilation of the report under the title “Expertise of the situation and development of education in the Polish People’s Republic (1978, head – B. Suchodolski) [15]. Besides the issue of the state of education in Poland, the other actual issue was determining the trends of development of the current system of education. The main purpose of the authors of the report was to conduct the analysis of the previous state of education and to evaluate the conception of school education, which at that time was based on the ten-year school as the main component of education.

Beginning of the 80s years of the 20th century was financially difficult for a Polish system of education. Therefore, monitoring of education was started again only at the end of this period. Thus, the committee of the experts on the issues of national education was called on February 25, 1987, according to the order of the Council of Ministers of Poland. The committee was given the following tasks: to conduct monitoring of the state of national education and to develop appropriate recommendations concerning its improvement. The result of such actions was writing

the Report under the title "Education – the national priority" in 1989 [8]. Cz. Kupisiewicz was the head of the collective of authors. The report reflected information on the state and directions of development of the national system of education of the Republic of Poland. This work consists of 31 author's thematic articles, which were published under the common title "Education under the conditions of threat". The authors of the report raised very sharp and argumentative issues, offered to preserve eight-year elementary school, and besides this, four and five-year secondary school. It is important to note, that the report included diagnostics of the state of education of previous years, and offered to move away from ideological representations regarding the goals and educational tasks. It was quite a new step in comparison to the previous monitoring practices. Unfortunately, these studies did not have a significant impact on the improvement of education in general.

The process of development of new directions of improvement of the quality of education in Poland took place under conditions of profound social and political and economic transformations characterized by the transition to a market economy and pluralism of ideologies, changes in the nature of labor, which required a much higher level of general education. An important event took place in the educational policy of the country in 1990 – the direct intervention of the state in the area of education was done, which led to the pluralism of the system. Those times educational policy, which was an important element of the social strategy of the state, in the process of its development tried to consider unsolved in the past and relevant at that time tasks, which arise at the certain stage of historical development of the country. In addition to this, the government tried to consider west European trends in the development of education as well. There was a significant gap between global needs of the society and result of education, between objective needs of the time and generally insufficient level of the development of education observed in the system of the national pedagogy of Poland. Critical assessment of the activity of Polish school from the European Union assisted implementation of radical changes, which touched not only separate elements of the system of education, content, methods, and means of education but, firstly, general doctrine of education.

Thus, in 1993 Polish government using its own resources conducted diagnostics of education and published the document "Good and modern school – continuation of changes in the system of education" [4], in which the important and actual thing was country's obligation to provide accessibility of the secondary and high education for those part of youth, which had appropriate skills and desire to continue education on the higher levels of educational system, which was characterized as the beginning stage of political and socio-economical transformations.

It is necessary to emphasize that Polish scientists attempted to find answers to the following questions in further monitoring studies of the education: should the new school model correspond the state of the country or be oriented on the prospectives of its development; is it necessary to improve the current system of education or to create principally new one; which changes should be conducted and in what direction should they be done, etc.

We consider, that F. Bereznitsky has most successfully formed the ideas concerning the complex approach to the goals, content, methods, organization, and means of teaching and educational work. "The school of the future, – as the Polish specialist wrote - should meet the requirements of the modernity from the point of view of the realization of its functions: educational, teaching, diagnostic and guardian. The doctrine of the adaptive education should be changed into the doctrine of creative education. It is impossible to achieve the set aim without creating the new pedagogy, and, first of all, psycho-didactics of creativity. The participation of both theorists and practitioners is needed in this process" [1, p. 39].

Therefore, during the following years intellectual forces of the country were concentrated on the studying of the state and creation of perspectives of its economic development, Thus, the Ministry of National Education prepared the document "Main directions of improvement of the system of education in Poland" which began the new stage in the formation of the education policy in the country in 1994 in order to enable realization of the directions of improvement of the system of education [10]. The content of this document certifies that Poland as a member of the UN comprehensively supports international decisions, oriented on the democratization of education, and realizes own methods of improvement of the quality of education according to the established world tendencies.

During the following years, the process of formation of educational policy in the country was accompanied by a profound study of the result of the studies of the development of the education, carried by western specialists and UNESCO institutes. "Transformation of Polish education required samples, preconditions, tips", – as it was noted by well-known polish pedagogue Yu. Poltuzhytskyi [13, p. 15]. Thus, we consider it is important to emphasize that reports on the problems in education, prepared by different international organizations at the end of the 20th -beginning of the 21st century have played and are playing exceptionally significant role in the development of didactic thought on education and formation of the system of national education in Poland.

Therefore, the process of formation of qualitatively new Polish school underwent significant impact of the document, prepared by western scientists "Biała Księga Kształcenia i Doskonalenia

„Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa” (1995) (White Book of Education and Improvement. Teaching and learning on the way to society), as well as the report of J. Delors (1996) [11]. Analyzing international studies in the area of education, Polish scientists attempt to find the answer to the very important question: which educational tasks arise from the expected changes taking place in the 21st century. Thus, the report of the European Commission *Biała Księga Kształcenia i Doskonalenia „Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa”* (1995) (White Book of Education and Improvement. Teaching and learning on the way to society) is the document offering a model of the society constantly studying, – education and the process of knowledge obtaining should be uninterrupted, thus to accompany people through the period of life.

The above-mentioned document determines 5 main tasks for the area of education:

- 1) promotion of new knowledge, skills, and abilities;
- 2) convergence of the school and business sector;
- 3) fighting the phenomenon of the exclusion of those who do not have access to education;
- 4) opportunity to study at least three languages of the Commonwealth, one of which is native;
- 5) providing the same material and educational investment [6, p. 88].

The other document having a significant amount of the information on the issues of improvement of the quality of education is the report of the international commission on education for UNESCO under the title “Education. It has a secret contribution” (1996), in which 4 main tasks of the education on the edge of the 21st century are defined:

- 1) Study to know – this postulate means that knowledge re-acquires the nature of value and the ability to rehabilitate education, in particular general, profile and humanitarian.
- 2) Study to act – such task regulates the accentuation of the effectiveness of actions on such competencies of a person as autonomy, resistance to stressful situations, innovation, the rationality of decisions, communicative ability, ability to work in a team, technical and professional skills;
- 3) Study to live in the society – this means that it is necessary to develop in people the feeling of solidarity in the society, moreover, to seek compromise in conflict situations, teach tolerance and understanding of each other;
- 4) Study to exist – aims at overall development of the personality in the formation of individuality and in various forms of expression of the last [3, p. 32].

Two documents determine the strategy of the development of education in the 21st century, contain plans and projects for its reformation, that is in the interest of all countries of the world. In the second

part of the 90s in Poland theoretical studies were conducted, and practical steps were realized concerning the development of the conception of the improvement of education in the context of the problems, touched in these documents. The United Nations Development Bureau and the Ministry of National Education of Poland prepared “Report on social development” [2], in which its perspectives are understood as expanding the possibilities of the person’s selection of different areas of life and activity. The report focuses on one of the most pressing issues for Poland - the equalization of educational opportunities for children and young people.

The content of international and national reports on the issues of education, as well as analysis of the foreign and own practice of school education, gave Polish specialists possibility to form and reveal the perspectives of development of education. Thus, Polish education of the 21st century should meet the requirements of the society, that is more and more losing the human face, but “develops morality, that at the same time means the formation of a direct relationship between people” [14, p. 222].

The process of globalization of the education system is causing such changes that the modern school is incapable to realize. The most important goal is equality in education for children with both high and low economic security. Dynamic changes in the world make this problem much sharper, as the modern school does not create conditions for the overall development of a school student. P. Pakhochinskiy (2006) states that: “the school is more and more removed from society, especially from children and young people living in this society. Students need to adapt to life, aimed at the future, but the school does not help them in this” [12, p. 83].

Poland’s joining the Unified educational space helped Polish scientists to solve the difficult problem set before them – to form global tasks and goals of education, determine the content and means of improvement of its quality. For many years education was oriented firstly on the knowledge, while skills were in the background, and the main component of the human relationship was paid little attention. Thus, as Polish pedagogue W. Kszonzek states “<...> uniqueness and creativity, individuality and versatility of the individual were leveled. Instead, nowadays education grounds on relations, then skills are considered, and only at the end of the new hierarchy is knowledge” [9, p. 53].

Conclusion. The problem of improving the quality of education, and, thus, the efficiency of the educational institution, is quite acute in scientific and educational circles around the world, not only in Poland and Ukraine. Still, analyzing the number of sources on the issues of monitoring of education, we see that the Ministry of National Education of Poland productively works on the improvement of the curriculum,

introduces changes to the system of examination, improves methods of conduction of pedagogical supervision and external assessment of school activity. Innovations are being implemented in relation to the training of pedagogical staff with consideration of the so-called educational added value. Practicing teachers write textbooks that correspond to the new school curriculum. School principals introduce profile classes and attempt to substitute ineffective teachers with more active and creative ones.

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