

ФІЛОСОФСЬКО-ЕТИЧНА КОНЦЕПЦІЯ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

УДК 378.12.014.3

UNIVERSITY TEACHER IN THE LIGHT OF CHANGES IN UNIVERSITY EDUCATION

Danuta Topa

*Institute of Educational Studies
Pedagogical University of Krakiv, Poland*

The article considers the dilemmas of university and education environment such as the quality, access criteria, financing ways, efficiency, massive importance of academic education, scientific and research activity. It focuses on the educational boom in Poland for the last 20 years and states the number increase of people with university degree due to the opening of evening and extra-mural studies in public universities and funding of private universities. According to the statistics there are currently 448 universities in Poland, amongst which over 300 are private. The paper also defines the extremely significant role of a teacher in the academic education, and in solving the didactic, educational, patronage problems, as well as economic, cultural and social ones. It discusses the academic teacher's duties and his/her mission in scientific, educational activity.

Key words: university education; academic teacher; educational roles of the academic teacher; teacher's duties; value system; educational, didactical and research activity.

The dilemmas of university education during the last years are in the centre of attention not only of the university and education environment but also in that of politicians, economists, demographers and public opinion. The quality, access criteria, financing ways, efficiency, "massivity" of academic education and scientific and research activity have become the subject of opinions presented in the newspapers and internet portals.

The changes, which have taken place in Poland since 1989 did not cover the education system and university system of education, because as a necessity the economy was the main subject of changes. For the last 20 years we have dealt in Poland with an educational boom. The number of people with university degree has risen by 100% up to 5.2 mln. The causes of such an increase are seen in the opening of evening and extra-mural studies on public universities and in funding of

private universities. Currently in Poland we have 448 universities (the most in Europe), amongst which over 300 are private. They employ more than 16 thousand tutors, in most cases these are second jobs for public university teachers or retired ones. Statistically there are 40 students per one lecturer in private schools, which is three times more than in public ones.

In 2008 a decrease in number of students was noted (by approximately 12 thousand people) and the forecasts say that after four years the number of academic youths will be lowered by nearly a half (up to approx 2.2 mln people), thus the amount of students will be decreased. The demographic depression will result in a more fierce competition between schools for students and also in disappearance of a significant number of schools from the educational market. The advantage of the entering depression may be seen as an improvement in quality of teaching in universities as well as survival of the most prestigious ones.

C. Banach [1] emphasizes that all directing teams of the education system (16 ministers during 18 years of transformation) do not cope with adaptation to expectations and demands of contemporary times. Success of innovative and reformative actions demands, according to the author, a dialogue – in the first place – studying by the teachers and education decisive people of the educational assumptions and strategies of educational policy, as well as comparing the situation of education in Poland with achievements of other countries in this area.

The significance of high education increases in contemporary world. An increase of demands faced by young people can be observed. In order to fulfill these expectations more youths starts education at higher level. The youths go to universities not only to gain knowledge but also due to lack of idea what to do in their lives or under the pressure of the environment. The lack of more general vision and concept together with serious public and scientific debate over the standard of education of the young Pole should rise concern and make occasion – in M.J. Szymanski's² opinion – for disputes pertaining to teaching programs subjects and pragmatic fight for high positions among publishers, program authors and handbooks. This can result in a loss of so called deeper dimensions of human education and care for shaping of young man's personality.

The teacher plays an extremely significant role in the process of academic education. It is expected that he or she will participate in solving of didactic, educational and patronal problems as well as economic, cultural and social ones. In order to face it he or she should have more skills developed at high level.

Despite the fact that the pedagogic systems are so much different from each other, they agree to the fact that good education and teaching can be a work of a good teacher-instructor. Doing different professional roles is a specific feature of teacher's job. Social changes, changes pertaining to education and teaching model result in increase of expectations towards education system. Expectations towards the teacher and his professional role change as well. The area of activity of the

university also has changed. J Brzezinski formed eight dimensions which cover the university space, they are:

- autonomy vs. dependence
- unity of research and teaching vs. separateness of research and teaching
- pluralism vs. exclusivity of one ideology
- tolerance vs. xenophobia
- individualism vs. collectivism
- orientation to truth vs. orientation to utilitarian goals (practical)
- commonness vs. locality
- change vs. stagnation [2].

A.Ryk emphasizes that “today as never before, man is faced with a particular drama of self existence” [12]. M.C.Nussbaum [13] pointing out a deep crisis in education system as well as in society , appeals for education directed towards human development. Such education leading to creation of appropriate stands of world’s citizens must , in author’s opinion, promote personal development of pupils/students and prepare for playing citizen roles.

The teacher is a person , who ”teaches, educates and develops his pupils (children, youths adults)” [11]. He is “appropriately prepared specialist for conducting teaching and educational work in educational institutions” [17, S. 439]. According to E.Czykwin the teacher thanks to his work has a chance for personal development [3].

Related words to the word teacher are: educator, lecturer, professor, pedagogue, instructor, lector. (...) Historically, this term has covered also private teachers, mentors, tutors, coaches etc [17, S. 439].

According to the act of high education “academic teachers “ are : scientific and didactic workers, didactic workers, certified librarians and certified workers of documentation and scientific information” [15].

J. M. Małecki calls the *academic teacher* a highest level worker for education, working in a university. His duties are not only teaching but also carrying scientific research. The scientific worker , according to author , should be characterized by : reliability, research passion, popularization of knowledge. The didactic work of a teacher is different to that of the academic teacher in the fact that besides teaching the youth he is, first of all, supposed to encourage them to self-study [9, S. 23–25].

A.Węgrzecki, “academicity” understands as a certain form of maturity. The task of the academic teacher is to make the youths face tasks , which are able to be coped with (keeping the freedom) and get adequately activated. The author thinks that the most important thing in academic education is to create for the student conditions for development with reserve for autonomy .

According to the “Teachers Card” we can select among the academic teachers: “assistants, adjuncts, lecturers, senior lecturers and university professors” (Karta nauczyciela, ustawa z dnia 26 stycznia 1982 r.).

Every teacher has an influence on his pupils: he influences his behavior, way of thinking and customs. This influence should be positive in order to contribute to the development of a young man. Academic teacher “whether he wants it or not has an influence on the way of reception and perception of the world by the youngsters, on forming the life orientation” [7].

It is worth to discuss whether universities are an appropriate place for educational activity. According to the act of high education the duties of the college cover carrying scientific research, education and bringing up youngsters [15].

The education function of the college means carrying particular activities in order to create value systems in the students, certain needs and motives, preparing them to life in the society and for future work [8].

J.M.Malecki notices a decrease in interest in educational activity in universities during last years. The reasons can be found in treating the bringing up as political or ideological indoctrination. He thinks that the academic teacher has important educational roles to play, but he should use different methods than the teacher of children. He sees an obstacle in educational activity as a mass profile of studies, which hinders individual approach to a student. He sees a chance for realization of education in seminary classes, conversations and during consultations and oral exams. The most important, in author’s opinion, is to show on own example, what is in the doctors oath: “clear honesty of life and customs”. J.M.Malecki sees sense of responsibility for “what is written, published, said and what is done” as the most important component of the teachers ethos [9, S. 24-25].

The teacher’s profession carries different expectations towards his person. Academic teacher is a scientist who deals with research work, in the first place. Secondly, the academic teacher is a teacher – he carries didactic and educational activity.

The ethos of academic teacher – J.M.Malecki notices – includes an ethos of a scientist¹⁶. Academic teacher should therefore be a scientist: have a passion for research, follow in his research criteria consistent with science, be reliable in research, and popularize knowledge.

According to A.Karwinska “traditional roles of scientific worker, as well as other teacher roles cover amongst others expectations pertaining to:

- securing and passing cultural heritage
- stimulating individual and students’ self-development
- stimulating stands and desires favoring social change.

The scientific worker is expected to contribute to the development of particular branch, creation of new reserves of knowledge and new ways of evaluating and passing it.” [6].

J.Nagórny [10] pays attention to increasing phenomenon of indifference to values – great contemporary drama which should become a challenge for pedagogues. It is important to define superior value system which will be a base and a support for the whole human life. There is a need of such moral education , which will help the young man not only to discover essential dimensions of human life but also to realize them.

The youth see the teacher depending on what value system he uses. Therefore the expressed opinions on different subject should accompany with his conduct. J.Filek mentions that being a good teacher covers a wider sphere than only subjective professionalism. One cannot be “womanizer, cardplayer and an exemplary professor” [5, S .28]. An academic teacher should not b characterized by double morality. The role of academic teacher is not only to lecture knowledge but also to pass the value system and to be an example with his conduct, at the university as well as outside it , in everyday life.

Discussing the subject of moral conduct of academic teachers, the problem is not to make each teacher a “walking ideal” or deprive him of the right to make mistakes. Paying attention to this problem is substantiated by emphasizing negative educational consequences , which can result from unethical conduct of the teacher, which have an influence on weakening of the teaching efficiency. The teacher’s profession is a social role, posing enormous expectations before them. Taking this role they must be aware of the weight laying upon them , they participate not only in didactic but also in educational process of the young generation.

The academic teachers are expected to be well intellectually and morally qualified. The requirements which the teachers must face are influenced by the education profile in which he participates. The specializations such as: pedagogies, psychology, medicine sharpen the ethical requirements faced by academic teachers, because they pertain to an essential sphere” health, development , security. M.Wegrzecka notes the academic tradition, which allows to create a picture of teacher’s duties connected to his ethos:

- high level of researcher knowledge,
 - aspiration to truth in scientific research,
 - researcher’s honesty,
 - criticism and carefulness in opinionating,
 - cooperation with other researchers and respect for their opinions,
 - the need to “ share the intellectual richness in educating young people”
- [16],
- conscious shaping of students’ characters.

The world of values includes not only moral values. The youths moves among numerous groups and types of values, therefore in L.Dakowicz's opinion an important issue is to create in young man's mind an ability to move around in the world of values and competency in making right choices. Choosing the values one can follow the direction of different criteria: own profit, value of the give thing or social , cultural or spiritual wellness. Inexperienced youths can make bad choices, follow wrong motivation, set inappropriate goals. The teacher-educator should play a significant role in this issue, who being more mature and experienced than the pupil should help young man in making good choices, pass him adequate values and be a good own example.

It is important that the teacher conducts himself morally, according to ethical, legal and cultural standards.

Being an academic teacher today is not an easy thing. In this confusion it is easy for the teacher to lose axiological order of standards and rules. The teachers face great responsibility. They do a social trust job, they are constantly observed by the youth who event the smallest teacher's mistake scrutinizes very severely. Additional difficulties in being a good teacher are constantly rising and changing expectations from the youth. Therefore it is important to help the teachers not lose themselves in this chaos so that they can properly play their role. That's why it is worth to equip the teachers with knowledge and directions how they should behave, in what direction they should perfect their knowledge and which virtues they should form and develop within themselves.

Continuing discussions about academic teachers are a sign of increasing fear caused by changes in the academic environment. One can notice a decrease in quality of education and other intensifying phenomena, which are alarming and not straightforward from the morality point of view ; i.e. teaching at two competing universities, decreasing of the number of hours of classes with students contradicting with the plans of studies, suggesting to buy own handbooks etc. Therefore a discussion about academic teacher and searching for answers to the questions about the essence and idea of being an academic teacher as well as a mission of the teacher in his scientific and educational activity is necessary.

-
1. *Banach C.* Edukacja nauczycielska wobec zadań transformacji ustrojowej i reformy systemu edukacji. w: *Nauczyciel w świecie współczesnym.* red: B.Muchacka, M.Szymański. Oficyna Wydawnicza „Impuls”. Kraków, 2008.
 2. *Brzeziński J.* Rozważania o uniwersytecie. w: *Edukacja wobec zmiany społecznej.* red: J.Brzeziński, L.Witkowski. Wydawnictwo Edytor. Poznań-Toruń, 1994. S. 24–25.

3. *Czykwin E.* Samoświadomość nauczyciela. Trans Humana. Białystok, 1995. S. 5.
4. *Dakowicz L.* Świat wartości nauczycieli, w: *Myśl pedeutologiczna i działanie nauczyciela*, red: A.A.Kotusiewicz, Trans Humana. Białystok, 2000.
5. *Filek J.* O etosie nauczyciela akademickiego, Wydawnictwo Akademii Ekonomicznej. Kraków, 1998.
6. *Karwińska A.* Etos nauczyciela akademickiego komentarz socjologiczny, [w:] *O etosie nauczyciela akademickiego*, (red.) J. Filek, Wydawnictwo Akademii Ekonomicznej. Kraków, 1998. S. 119
7. *Kwiatkowska H., Kotusiewicz A.* (red.), *Nauczyciele nauczycieli*. MEN, PWN. Warszawa-Lódź, 1992. S. 3-4
8. *Maciąg-Sternik H.* Funkcja wychowawcza szkoły wyższej w opinii studentów, „*Dydaktyka Szkoły Wyższej*”, 1990, nr 1. S. 63-68
9. *Małecki J. M.* Przede wszystkim poczucie odpowiedzialności, w: *O etosie nauczyciela akademickiego*. red: J. Filek, Wydawnictwo Akademii Ekonomicznej. Kraków, 1998.
10. *Nagórny L.* Nauczyciel wobec współczesnych wyzwań moralno-społecznych. „*Wychowawca*”, 2005. Nr 5.
11. *Okoń W.* Nowy słownik pedagogiczny, Warszawa 2004, Wyd. Akademickie „*Żak*”. S. 266
12. *Ryk A.* Pedagogika dramatu. Poszukiwania antropologiczno-metodologiczne, Wydawnictwo Naukowe Akademii Pedagogicznej. Kraków, 2008. S. 5.
13. *Nussbaum M. C.* Kształcenie dla zysku, kształcenie dla wolności. w: *Pytanie o szkołę wyższą w trosce o człowieczeństwo*. red: B.D.Gołębiak. Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej. Wrocław, 2008.
14. *Szymański M. J.* Funkcje edukacji szkolnej w zmieniającym się społeczeństwie. w: *Szkoła w świecie współczesnym*. red: B.Muchacka, M.Szymański. Oficyna Wydawnicza „*Impuls*”. Kraków, 2008.
15. Ustawa z dnia 27 lipca 2005 r., Prawo o szkolnictwie wyższym. Art.108., Art. 3.
16. *Węgrzecka M.* Psychologiczna refleksja nad etosem nauczyciela akademickiego, w: *O etosie nauczyciela akademickiego*, red: J. Filek, Wydawnictwo Akademii Ekonomicznej. Kraków, 1998. S. 32
17. *Wołoszyn S.* Nauczyciel, przegląd historycznych funkcji, [w:] *Encyklopedia Pedagogiczna*, (red.) W. Pomykało, Wyd. Innowacja. Warszawa, 1996.

ВИКЛАДАЧ ВИЩОЇ ШКОЛИ У КОНТЕКСТІ ЗМІН У СИСТЕМІ ВИЩОЇ ОСВІТИ

Данута Топя

*Інститут наук про виховання Краківської педагогічної академії,
Краків, Польща*

Розглянуто дилеми університетського освітнього середовища, пов'язані з якістю, ефективністю, значущістю, фінансуванням й оцінюванням у сфері академічної освіти та науково-дослідної діяльності. Акцентовано на освітньому бумі у Польщі за останні 20 років, а також зростанні кількості молодих людей з вищою освітою унаслідок відкриття вечірніх та заочних курсів у державних університетах, субсидування приватних університетів. Зазначено, що сьогодні у Польщі відповідно до статистики є приблизно 448 університетів, серед яких – 300 приватних. Визначено найважливішу роль викладача в академічній освіті, у вирішенні як освітніх, дидактичних, управлінських, так і соціальних, економічних, культурологічних проблем. Висвітлено коло обов'язків академічного викладача та його місію в освітній, науковій діяльності.

Ключові слова: університетська освіта; академічний викладач; освітні ролі академічного викладача; обов'язки педагога; система цінностей; освітня, дидактична та науково-дослідна діяльність.

Стаття надійшла до редколегії 10.06.2008

Прийнята до друку 25.09.2008