

СОЦІОЛОГІЯ ОСВІТИ ТА МОЛОДІ

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POLISH SCHOOL AND TEACHERS IN THE OPINION OF PUPILS (BASED ON THE SELECTED RESEARCH RESULTS OF THE LAST FIFTY YEARS)

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The chosen research results of the last fifty years, concerning Polish school and teachers in the opinion of pupils, which have been presented in the paper herein, indicate that in the last two decades the pupils' opinions of school functioning and teachers have been improved while comparing them to those of previous years (from the period 1960–1989). However this thesis seems to be justified in the light of representative results obtained from nationwide researches. It may be concluded from the other regional researches from the 90's and after the year 2000 that rather ambiguous attitude was observed among students towards school as the place of their comprehensive development, and their teachers. This situation is likely to result from the fact that Polish education system is still undergoing changes towards the European level of education. Although this process has not been accomplished yet, it is moving in the right direction of «good school», which modern oriented teachers call the school of the future. In Poland, however, still crucial is the question: whether the current Polish school is prepared to take up challenges that should enable multidirectional development of pupils? Therefore this paper aims is an attempt to find the answer to this current question.

Keywords: Polish school, teachers, pupils, multidimensional development.

The school is one of the oldest and most important institutions of social life. Its genesis goes back to the times of the Greek and Roman Civilisation, when its ideological fundamental

assumptions were formed and subsequently enriched by extensive experiences of later ages: of the Middle Ages, the Renaissance, the Age of the Enlightenment and the Positivism. Since times immemorial a sequence of transformations took place at the school, and for achieving the contemporary shape successive reforms in Polish, European and world educational tendencies, philosophical, ideological trends and social and economic transformations contributed [1, p. 221]. Regardless of an era, the school was a subject to the ceaseless criticism, on the part of theoreticians of the education, such as, for instance: J. Illich, Ph. Coombs, H. von Schoenebeck, E. E. Geissler and others. It is worth to indicate authors who are perceived as a contemporary critics of school in Poland: T. Lewowicki, C. Banach, Z. Kwieciński, A. Nalaskowski, T. Pilch, and K. Denek [2, p. 17, 23]. Criticism, however, is needed and desired, because it leads to the expected changes and allows their development.

It seems the truth that is not possible to give an adequate opinion on school, to design or to introduce reforms without taking into consideration the voice of individuals, who act in it: mainly of pupils and also teachers. This study, however, discusses the school and its aspirations towards the modern institution and the environment of pupils' multidimensional development through the prism of their opinion.

The term «school» has numerous designations and it symbolises a multitude of scopes. It is perceived as a building, a workplace, an organisation and an institution established with a view to the planned and systematic education and raising individuals of different ages, according to the adopted plans and curricula [3, p. 265]. Also an interaction with a pupil's family home is an objective of the school in the process of having an influence on their multidirectional development: emotional, intellectual, spiritual and physical [4, p. 14–15; 5, p. 159–164]. Inetta Nowosad notes that: «Cooperation of teachers and parents consists in supporting pupil development actively through including parents in the educational process of their children» [6, p. 341]. The school prepares them to choose their way of living and independent life [7, p. 6] in the ever-changing world. It aims at supporting the development of an individual pupil [8, p. 178]. Therefore, the school's objective is not only imparting knowledge to pupils, but also – in comparison to the social transformations of a contemporary family – exercising the education-protective functions. Thus it has a more complex function to fulfill – not only to convey knowledge, but also by means of teaching methodology to introduce students into cognitive processes and moreover in the face of social transformations of a modern family school fulfills educational and caring functions. At the initial stage of education, school for every single student becomes one of the most important and places affecting the process of shaping their personality. School influences by means of its daily course of students attending it and it is a very important place for socialization as well as it introduces a young generation into culture [9, p. 7, 48, 50–52].

For promoting development of pupils and correct realisation of functions entrusted to the school, it is not enough to supplement or convert curricula and to improve the teaching and raising methods. The contemporary school should be qualitatively new and open for changes. Its objective is to create better conditions of education, in a friendly atmosphere, and imposing greater requirements [10, p. 173].

The present school should give her graduates not only specific knowledge, but first of all the skill of independent learning. Moreover it should teach the adaptation to the quickly

changing conditions of life, to develop: elasticity in thinking and working, enterprise, active and creative. Such position is the element of system preparing young people to work [11, p. 206; 12, p. 51–55].

Nowadays we observe the creation of «expert society», in which the importance of education is focused on and professional activity assumes expert character [24, p. 40–41], the question about good quality of education and consequently good school is of even greater importance than ever before.

Striving for good school is equivalent to holding educational establishment that is modern, innovative, open to environment, safe, friendly, capable of transformations, changing thus flexible response to the needs of participants in education and the environment. Such school not only teaches and cares but also supports its students in the versatile development of their personalities. It is considered that in the knowledgeable society school must undergo constant improvement depending on the needs and conditions of contemporary times [10, p. 170–175]. The school that is in need is the one which in the strain of daily educational and caring activities aspires to be the establishment: dynamic, modern, immediately responding to changing reality, taking care for excellent students as well as supporting those with poorer results, responsible for the versatile development of its students [25, p. 66–68; 26, p. 8–16].

School should also join the families and other educational entities to prepare young people and children to life, mainly to fulfil the family and citizenship roles. Moreover, together with other institutions they should develop pupils' life [10, p. 173]. The need of opening the school «to the outside» is also recognised by I. Nowosad who claims that the future of the school is in the very necessity of its entities to cooperate and to open to external environment [8, p. 357].

The objective adopted in this article is recognition of the pupils' developmental potentials at the Polish school through the opinions expressed by them. Therefore the chosen results and conclusions from various surveys were analysed in the period over than fifty years: since fifties of XX century till 2013. The presented empirical material, of course, does not constitute the exhaustive study on how the school functioning and teachers' work are evaluated by the pupils. However, it is possible basing on it at least generally to depict the tendencies which over last decades have taken place in the Polish educational system.

The conclusions based upon the selected research results from the period 1960–1989

One of the first researches carried out by Hanna Świda after World War II, in the years 1956–58, among high secondary school students in Warsaw it is to be concluded that school education was not attractive for those students who were forced to realize their interests off school. According to their opinion, school did not develop students' potential capabilities and awarded those who were poorly independent, with average intelligence, and who satisfactorily carried out their duties imposed by educational program. Students liked their teachers but hardly ever respected them and did not trust their teachers with their private problems. The youth formed their postulates referring to the required image of school. According to their opinions, school should be well organized and provide attractive knowledge that would be useful to understand life better. Teachers should be wise people and should understand the

youth, not to judge them based on appearances, be trustworthy and knowledgably guide young people [13, p. 121–127, 134].

Studies of Świda point at the fact that pupils could not develop fully at the school functioning in this way, they were conscious of small development potential, and moreover – they felt the need of the educational system reform. Numerous demands directed at the school and teachers are an evidence of the above.

The findings of researches carried out in 70's and 80's of the last century show that the tendency for negative evaluation of the school and teachers by the young people persists. Majority of those days students evaluated the atmosphere at school as definitely bad. School tasks did not require, according to their opinions, any creativity, individual ideas and solutions. The students emphasized that they had learnt the content of their course books and then reproduced information in this way obtained. Tasks undertaken by school were quite unattractive to them. In the youth's opinion, school more often awarded conscientious realization of student duties ('excellent student') – as confirmed by 72,0% of the surveyed students, and less often courage to express one's own opinions and beliefs (6,7%). Almost 70,0% of learning students claimed that teachers preferred students who did not ask 'problematic questions' [14, p. 230–231].

The 70's and 80's, like the first two decades of the People's Republic of Poland (PRL), did not bring the radical changes in the Polish educational system. The pupils – as the above conclusions from surveys show, were not satisfied with their development at school. The school tasks did not release the activity and the creativity in them. The above data also shows that the teachers remained passive, they only required from pupils as much as it was provided for in the approved curriculum. This situation was very disadvantageous not only for the talented students who wanted to pursue their passions and aspirations, but also for so-called average or poorer pupils, who probably did not feel motivated for developing the creativity in themselves, expanding interests during lessons or extracurricular classes.

What comes as surprise is that teachers of these days – as results from the research carried out by Public Opinion Research Centre (CBOS) from 1986 – in definite majority (92,8%) declared that school should above all encourage students to demonstrate their initiative, and 91,4% of them were of the opinion that school's fundamental task was to award the skill of independent thinking [15, No 0163].

The declarations made by the teachers had nothing to do with their practical application during school lessons. The most probable obstacle in the realization of the above mentioned task must have been the Polish political system of those days (PRL), which supervised the content of knowledge provided by teachers to their students. Lack of free flow of information among teachers and students and restrictions imposed by censorship to the education program did not favour the development of partnership bonds between teachers and students and rather – as results from the research from the 80's – application of autocratic style when working with students on daily basis [14, p. 233]. A very dangerous, related variety is autocratic – defensive style called by Janusz Reykowski – the insecurity complex. This style results from the anxiety related with defending one's authority and reflects a teacher's fear of students undermining his/her authority and disobeying his/her orders. For this reason there are undertaken action timing at keeping constant control over students and using strict punishment even for trivia

failures. Students' reaction are usually various defensive behaviors consuming a lot of energy. Teachers using that style of controlling realize mainly their own objectives and fulfill their own needs – without delving into the needs of a group or individuals that are controlled by them. Overusing of this style results in the deterioration of the relationship between teachers and students and may lead to numerous open and hidden conflicts [14, p. 232].

The conclusions based upon the selected research results after 1989

In the 90s changes in the education and caring styles realized by school started to be observed. The emphasis was put on intense improvement of teachers' qualifications, extended promotion of activating methods of teaching and participation of educational institutions representatives in diverse central and international programs supporting the development of teaching competences. This caused remarkable change on the methods and quality of work at school. Nevertheless this process did not take place in all the educational sectors at the same time [16, p. 61]. This fact was related to the inertness of traditional teaching and caring model, which despite social and political transformations in Poland after 1989 is still present in the consciousness and work of teachers in many schools.

Findings of the regional researches conducted in the period 1995–2004

Rich resource of empirical material from that period has been provided by Józef Kuźma, and his empirical study based on the research carried out in the period 1995–1999 in 58 schools (primary schools including first level music schools) in the Polish regions, such as: Malopolska and Malopolska Wschodnia.

The research was of quantitative and qualitative nature. Poll method based on empirical methods and techniques constituted the basis for qualitative research. The latter ones were founded on various interviews and brainstorming session. In the research participated both teachers, pupils as well as their parents. By means of a questionnaire survey there were researched 184 teachers, 131 pupils and 837 pupils' parents. In the brainstorming sessions participated 285 teachers, 577 pupils and 52 teachers. In the research there were used 35 seminar papers [17, p. 135–138]. In the paper herein there have been used only some parts of the research results, namely those related to pupils opinions on school and teachers.

It results from the research that to the question: «if teachers introduce novelties and interesting ideas in their lessons?» pupils answered positively in the following schools: 29,7% at the Primary School in Zebrzydowice, 44,% at the Primary School in Myślenice, 46,4% at the Primary School in Rajsko, 66,6% at the Primary School in Skawinia and 70% at the Primary School in Jeleśnia. While to the question: «if teachers devote their time and help weaker or excellent students after lessons?» pupils answered positively in the following schools: 24,6% at the Primary School in Zebrzydowice, 46% at the Primary School in Myślenice, 55,1% at the Primary School in Rajsko, 60% at the Primary School in Jeleśnia, 63% at the Primary School in Trzebowisko and 66,6% at the Primary School in Skawina. The answers provided to the further questions such as that one: «if students like going to school?» also indicate to what extent school constructively influences its pupils' development, because 55–75% of the surveyed students answered positively to this question. It is worth focusing on the distribution of the opinions related to their expectations to be offered help by teachers

in difficult situations. The following numbers of pupils asked their teachers for help: 13% at the Primary School in Trzebowisko, 20% at the Primary School in Myślenice, 31,9% at the Primary School in Rajsko, 33% at the Primary School in Skawinia, 48,6% at the Primary School in Zebrzydowice, 60% at the Primary School in Jeleśnia and surprising 100% at the Primary School Harena [17, p. 191].

The above answers are not unequivocal but only indicate that in particular schools students differently evaluated school's creativity. It may be observed that some of these schools (in Rajsko, Skawina, Jeleśnia), were positively evaluated by the majority of pupils [17, p. 191]. The development potential of pupils at these schools was therefore greater than in the others. This result is a good exemplification of the thesis cited above after J. Kordziński that changes in the Polish educational system in 90's did not proceeded simultaneously in all educational sectors: in some they were more visible, and in the others – less.

The latter tendency is confirmed by analysis of graduation works of J. Kuźma carried out by the author in his book *Nauczyciele przyszłej szkoły (Teachers of the Future School)* issued in 2000. For instance, the pupils of Primary School in Żarki claimed that in their school: novelties and interesting ideas were seldom introduced during lessons; teachers did not devote enough time for skillful students, and extra activities were hardly ever organized [17, p. 191–192].

Very critical were the opinions on school expressed by the pupils attending one of schools in Cracow. The answers provided by the pupil indicate that: only 3,5% of them entrusted teachers with their problems; 6,5% thought, that teachers from their school introduce novelties and interesting ideas into their lessons; 13% claimed that teachers offer additional lessons both good students as well as those with poorer results [17, p. 194].

Similar opinions were expressed by the students of the Primary School in Staniątki. Most objections were to the amount of program material and the frequency of different types of written tests controlling their work. Moreover they claimed that the majority of teachers gave additional lessons only to weaker students – as a part of compensatory classes, and seldom to more talented students unless they participated in subject competitions. Student also claimed that there are too few extra mural classes. Small rate of the surveyed students (about 10%) confided teachers with their problems [17, p. 195–196].

The chances of multidirectional development of pupils in the above schools were low. Their opinions on teacher attitudes, who did not arouse passion, various initiatives in pupils, did not suggest them interesting ideas, are an evidence of it. Moreover, there were too few extracurricular classes, during which pupils could expand their knowledge or develop other abilities. The result that such a little percentage of pupils (up to 10%) turned to their teachers with problems is also alarming.

The problem related to students' evaluation of the possibilities for development provided by modern school and their teachers was raised in the research carried out in the years 2002 and 2004 among the high secondary students from Sandomierz and Chobrzany. The results show that 60,8% of students were of the opinion that nowadays school helps students to develop their skills. In the researched period there was to observe slight strengthening of this opinion from 58,3% to 63,3%. However students lower evaluated the requirements set by their teachers. To the question: »Do your teachers require from you to be creative, to provide individual ideas and solutions?» 51,1% of students gave positive answers. Nevertheless

within the period from 2002 to 2004 there was observed the decrease of positive answers from 55,7% to 46,6% [18, p. 174–176].

Looking at the example of the secondary schools in Sandomierz and Chobrzany it is possible to conclude that about half of the pupils positively referred to the development potential that the school offers to the pupils nowadays, moreover they claimed that their teachers required a positive and creative posture from them. This result should be regarded as not half bad, however not fully satisfactory, because the remaining half of secondary-school pupils did not notice use of activating teaching methods towards them, probably assuming that they could not develop their full developmental potential at school.

The next researcher who is J. Truskolaska carried out the pedagogical research among the students of secondary schools in Lubelszczyzna in the year 2004. The problem was the question: «what is the role of the researched schools at the student's free time organization?». It appears that 77% of the students take part in classes organized after lessons. The most of them take part in these classes at their own schools. The most popular are physical exercises and all interests connected with sport. Nevertheless only 27% of the researched students stated that they chose their classes in free time, because her or his teachers proposed or suggested it. At the same time 31% of the researched pupils do not take part in any classes organized at their schools. They state that these classes proposed by schools were not interesting for the pupils. Sometimes they have problem with coming to school after lessons – they have no buses or to much work at home. These factors constitute difficulties in development of youth in many villages in Poland. But in lights of that research, we can state that the school initiated, in many situations, the development of youths during the classes organized in their free time [19, p. 207–227].

The findings of Truskolaska may be regarded as beneficial for the development of a pupil at school, but only to some extent. On the one hand, most of the pupils participated in the extracurricular classes at their school, however, on the other hand – every third pupil did not participate in them, regarding them as unattractive. Also the fact that it was the sports classes that enjoyed the greatest popularity with examined pupils is alarming. Other types of classes (artistic, scientific and public activity) did not gain such renown as the sports classes. One may state that pupils in the Biała Podlaska district were satisfied mainly with their physical development. However, practising sport does not develop the entire personality of a pupil. Knowledge acquired from this research should force teachers from this school to reflection, whether they really did everything to encourage pupils to develop other – non sport abilities and passions.

The material presented above originates from various regional researches, thus it is difficult to draw general conclusions based on it. In order to verify it we should refer to the results of representative studies carried out by one of the main research institutions in Poland, i.e. Central Opinion Research Center (CBOS) in the years 1998–2013.

Nationwide research projects conducted in the period 1998–2013

It results from them that students' opinions concerning their teachers remarkably improved in a period of ten years (1998–2008): from 47% to 61% the number of students claiming that the majority of teachers attempt at teaching them individual thinking increased;

the number of students positively evaluating teachers behaviour (as fair and tactful) increased from 32% to 44%; the percentage of students convinced that all or the majority of teachers talked with them openly about their problems and conflicts at school and the ways to solve them increased from 26% to 37%; the number of young people of the opinion that the majority of teachers do not care about teaching them something decreased from 21% to 16%; the number of students claiming that teachers are interested only in teaching skillful students and neglecting weaker students decreased from 39% to 32%. These changes are particularly visible when juxtaposing the results of the research from the years 1998 and 2008. From the five-year perspective (2003–2008) the scale of changes seems smaller, however it is present and should be included in the above described tendency [20, p. 29–30, 32–34, 46–48].

In the next research period (2008–2010) there was some weakening of the positive opinions of students referring to their teachers. The evolution made by pupils as regards as their teachers was stopped and in some cases even receded:

– no change observed in the rate of students (37% in 2008 and 36% in 2010) claiming that all or majority of teachers discuss openly with them school problems and conflicts as well as solutions to them [21, p. 27–28].

One may state that opinions on the work of teachers and their attitude to pupils improved considerably in period 1998–2008. This improvement in the large degree was registered at vocational high schools and technical colleges, whereas in the smallest – at fundamental vocational schools. The most noticeable increase in the developmental opportunities for the pupils was at high schools and vocational high schools, i.e. at schools, which nowadays prepare a pupil for studying at the universities. At fundamental vocational schools certain stagnation was noted – inertia of traditional teaching methods, which were often criticised by pupils in the period of the People's Republic of Poland (PRL), and the use of which was reflected most likely in low pupil evaluations concerning schools of this type. It seems that this area of education requires bigger intervention, reform and integrating the education with the remaining levels of education. However, it does not change the fact, that in the light of the opinion of pupils themselves, something started to change in the Polish educational system, especially in period 1998–2008. Their opinions on teachers, who made attempts to teach them the independent way of thinking, improved: the teachers were more willing to have discussions with their pupils about the problems that troubled them, moreover they were not only interested in the above-average pupils, but also in the individuals who achieved poor results in learning.

Similarly as observed in the pupils' evaluation of relationship between them and teachers there was noticed increasing number of positive opinions in reference to school as important institution in every student's life. Within the period of ten years (1998–2008) the dynamics of opinions indicates the improvement of school image in students' opinions. While in 1998 32% of pupils perceived school as providing them with great opportunities to find attractive work after graduation after ten years the rate of students confirming this opinion increased to 52%. Thus school is becoming better to prepare young people to function in the labour market. To less extent there is to be observed the improvement of educational function of school in students opinions: in 1998 more than half of students (53%) claimed that school satisfactorily prepares them to continue their education at higher levels, while in 2008 this opinion was shared by 66%, thus only 13% more surveyed students [20, p. 29–30, 32–34, 46–48].

The CBOS research results from 2010 indicate a breakdown of this trend towards an increase in the tendency of teachers to focus on good students (achieving good grades) and to neglect weaker students. Interestingly, this trend does not include high secondary schools, which are found to be stable in reviews: 30% of high secondary school students in 2008 and 31% in 2010, declared that teachers spent most of their time on good students, neglecting those who have poorer academic performance, while almost half of them claimed that this conduct is relevant only for certain teachers. In other types of schools in 2008 there was reported an increase of teachers' interest in good students (in the technical schools – eight percentage points, in secondary vocational schools – six points, and in basic vocational schools – about five points. Alarmingly the percentage of teachers devoting most attention to good students remained in all types of schools at a relatively high level: 31% -41% in 2010 [21, p. 28–29].

In the next edition of the Public Opinion Research Center survey, in 2013, questions about the teachers were different than in earlier evaluations – they have been more specific and in-depth. For this reason, comparing recent results with earlier ones in this area is rather tough. The use of vague phrases has been abandoned – such as «most teachers» and «some teachers» – and attention was focused on the most important ones among them: teacher, math teacher, teacher of Polish language and teacher of a major vocational subject. The respondents have been asked whether teachers respect the students, if they are wise, if they can properly convey knowledge, or assess students fair, etc. [22, p. 30].

The research of 2013 years showed that the image of teachers is dominated by two attributes: respect for the students, felt by the vast majority of young people, and wisdom and extensive knowledge of teachers. These features are indicated by a very close and a high degree of both educators and teachers of the Polish language, mathematics, and of major vocational subject. The two characteristics were mentioned by at least 80% of the students. Pathological behaviour, such as humiliation and oppression of disliked students by teachers is pointed out by 13% to 17% of young people. Clearly teachers' weakness is their inability to transfer knowledge sufficiently. The worst record in this respect refers to teachers of mathematics – as much as 45% of students believe that they cannot properly explain the subject or teach well. Better evaluated are teachers of Polish and of a major vocational subject. A weak point of teachers is also a tendency to favour some students and putting unfair degrees. As many as 36% of the respondents noted that their educators favour selected students. Students were also asked whether their teachers are trying to «captivate, enthuse». In this respect, teachers of major vocational subject were distinguished: 65% of students believe that they are emotionally involved in the learning process, teach with passion, which they are trying to convey to students. In contrast, pathological behaviour – such as humiliation, abuse and oppression of unpopular students – is rare for both class teachers and other teaching staff (from 13% to 17% of choices) [22, p. 30–32].

In the light of the review of the CBOS research results mentioned above one may say that, although the attitudes of teachers towards pupils significantly improved in the period 1998–2008, in subsequent years (in period 2008–2013) they were slightly weakened.

Conclusion

The selected research results from over than last fifty years presented in the paper herein prove that until the 90s of the XX century negative evaluation of teachers work and school

functioning in general was prevalent, nevertheless in the last two decades these evaluating opinions significantly improved. However this thesis is rather justified in the light of representative results obtained by the CBOS. The other regional surveys made in the 90's and after 2000, which findings were presented in this study, show that an ambivalent attitude of pupils towards the school as an institution, which should provide pupils with the multidirectional personal development, persists. This situation probably results from the fact that the Polish educational system is still in a process of change, transformation, modernisation and this process is not completed yet, however it makes its way in the direction of a «good school» that is pupil friendly, one that is identified by contemporary teachers as a school of the future.

It may be concluded therefore that a good school should provide its members (of pupils and also of teachers) with multidirectional development. Formation of the pupil personalities is a partial objective of a good school, as its main purpose is to make pupils «responsible for their own development, preparation for self-creation and taking advantage of personal resources at all stages of development, in various situations and circumstances of everyday life» [23, p. 32].

Without a doubt there is a need to regularly conducting research in this area, and comparing their results to each other. Multidirectional (comprehensive) development of pupils at the school is an important issue not only from the school or education system point of view, but also from the perspective of the economy (especially of labour market) and functioning of the state in the contemporary world of rapid socio-cultural, economics and political changes.

Frameworks of this article do not exhaust the problem. Only an outline and examples of changes of the Polish school in the time perspective (in the light of findings) and program presentations were expressed. They are meant to support the multidimensional development of pupils, equipping them with learning competences for their entire life, enabling the self-fulfilment. There is still a lot to be done, however it may be certainly stated that the education in Poland is directed towards the European model, it opens itself to new concepts and innovations in the educational theory and the practice. This gives the basis to think that in the nearby perspective it will be justified to assign a name of «school of the future» to it.

One should not fail to mention that in recent years a lot has changed in Polish schools. Successive reforms significantly modified various aspects of education, including the structure of the education system, core curriculum and examination system nationwide [27, p. 1]. Generally speaking, the Poles quite positively assess the level of education in public schools. Social acceptance for changes in school curricula in order to adapt them to the requirements of the modern world, it is quite significant [29, p. 1, 4].

In June 2014 in Public Opinion Research Center surveys asked Poles to assess the education and changes introduced in the education system. As it turned out, the majority of respondents (59%) well assessed the Polish education system, but nearly one third of them (30%) expressed critical standpoint. Opinions on this subject greatly improved compared to 2007 (positive ratings increased by 8 percentage points), and now they are very similar to those of 1998. Most Poles agreed with the statements that education in Polish schools: provides students with a high level of knowledge (62%), teaches them patriotism and love for their homeland (62%), develops their interests (62%), cares about the physical development of pupils (59%), they learn to think for themselves (57%) and teamwork (52%). About

two-fifths of the respondents (42%) were of the opinion that schools prepare students also to engage in the life of local communities, and about one in three (36%) claimed that schools teach undertake civic duties (36%) and to deal with problems that brings modern life (35%). However, the last two of the findings negative opinions outweighed the positive ones [27, p. 1–3].

In the face of these changes, lasting for several years in the Polish education system, it can be expected that the prestige and authority of the teacher has a chance to improve. It is hoped that a teacher in a greater scope and extent shall be perceived by students as significant next to the parents as a responsible person carefully preparing students for life in society¹, but also as the one, who helps them shape their character and skills necessary to cope with the requirements today uneasy reality.

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¹ The Public Opinion Research Center survey results show that in addition to the family an important role in the socialization of the young generation, in preparing children for adult life, is played by school (namely – by teachers). Respondents asked about who should familiarise children with various issues, most often talked about parents and school. The level of expectations in relation to school is very high. According to the respondents, besides imparting knowledge it should also develop children, prepare them for a profession and make them interested in social and political issues. This school has to shape moral qualities and personality as well as adapt children to life in society [28, p. 11–12, 15].

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ПОЛЬСЬКА ШКОЛА ТА ВЧИТЕЛІ В ОЦІНКАХ УЧНІВ (НА ОСНОВІ ВИБРАНИХ РЕЗУЛЬТАТІВ ДОСЛІДЖЕНЬ ЗА ОСТАННІ П'ЯТДЕСЯТ РОКІВ)

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У статті проаналізовано результати соціологічних досліджень за останні п'ятдесят років щодо оцінки діяльності польської школи. Констатовано, що в останні два десятиліття (порівняно з періодом 1960–1989 рр.) думки учнів характеризуються тенденцією до покращення. Це підтверджено низкою загальнонаціональних репрезентативних досліджень. Проте зберігається тенденція амбівалентних ставлень учнів як до школи, так і в стосунку до самих вчителів. Це виникає також з низки регіональних досліджень, і з опитувань, проведених у Польщі після 2000 року. Така ситуація обумовлена динамікою розвитку польської системи навчання, що знаходиться в умовах соціальних змін і трансформації в напрямі європейського освітнього простору. Незважаючи на видимий прогрес, залишається актуальним питання: «Чи сучасна польська школа готова до викликів, здатних забезпечити всебічний розвиток учнів?» Запропонована стаття ставить за мету віднайти відповідь на це важливе і водночас актуальне запитання.

Ключові слова: школа польська, вчитель, учень, всебічний розвиток.