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ПРОЦЕССЫ, ПОДДЕРЖИВАЮЩИЕ ФОРМИРОВАНИЕ ОКРУЖАЮЩЕЙ СРЕДЫ, СПОСОБСТВУЮЩЕЙ ОБРАЗОВАНИЮ

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В статье описываются особенности изменения модели образования в современном обществе и применяемые для этого технологии. Авторами отмечается, что на рубеже третьего тысячелетия было много споров об адекватной парадигме человеческого существования в мире, полном технологий. Подчеркивалась неадекватность уже существующих целей и различных аспектов образования. Вместе с появлением новых медиа, которые принесли неограниченный доступ к информации, произошли существенные изменения внутри культуры и, следовательно, в образовании. Они включают в себя направления и темп обучения, способ осмысления мира и способ переживания ценностей в рамках индивидуальных и универсальных измерений. На каждом уровне образования (культурном, психологическом и оперативном) человек приобретает знания и опыт, необходимые для выполнения социальных ролей, выстраивает свою личность и свою концепцию жизни. На этих уровнях множество взаимодействий активизируется и ведет к дальнейшим изменениям системы социальных отношений.

Авторами обсуждаются острые вопросы в отношениях учитель–ученик, существующие в современной образовательной модели. В статье акцентируется внимание на поиске таких вопросов, предлагаются их возможные решения. Предложенные решения, по мнению авторов, могли бы сформировать новое и адекватное функционирование образовательных организаций, которые несут ответственность за ориентиры развития современной системы образования. На основании проведенного анализа выявляется содержание того, что должно преподаваться и факторы, препятствующие и поддерживающие внедрение изменений.

Ключевые слова: образовательная среда, образовательный процесс, факторы, препятствующие и поддерживающие процесс обучения.

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PROCESSES WHICH SUPPORT THE CREATION OF AN ENVIRONMENT CONDUCIVE TO LEARNING

Abstract

The article concerns the necessity of changing the model of learning in modern society and according to technology which is used. It indicates sensitive issues in the teacher – student relationship, and refers to modern educational models (e.g. Brunner, Cultural Relevant Pedagogy). The article focuses on finding sensitive issues and proposes courses of action which could enable new and adequate functioning of teaching organizations. The proposed solution is systemic taking responsibility by postmodern institutions for developmentally oriented system of education. The conclusions based on the analysis concentrated on the concept of learning, the content of what ought to be taught, and factors impeding and supporting implementation of changes.

Keywords

educational environment, the process of learning, factors impeding and supporting learning process

Introduction

Nowadays, creators of education meet new challenges. At the turn of the third millennium, there was much debate about an adequate paradigm for human functioning in a world full of technology. The inadequacy of the already existing ways of thinking and asking questions concerning objectives and different aspects of education was highlighted. Some answers to these questions in the field of education were trends such as Culturally Relevant Pedagogy (Brown-Jeffy, Cooper 2011), or 21st Century Education. Both proposals describe basic skills of the twenty-first century student with all the necessary changes in the functioning of educational institutions and transmission of knowledge (21st Century Education, 2010).

The environmental model of impact connected with the learning process

Together with the advent of new media, which brought unlimited access to information, changes within culture, and thus within education, are a fact. This means that together with cultural changes (e.g. development of scientific knowledge, technical progress), there are changes within individual activities and their forms. They include the direction and pace of

learning, the way of interpreting the world and the way of experiencing values – both within individual and universal dimension (Farnicka, 2011, p. 36). Therefore, it is worth considering conditions of good learning. The main form of systematic acquisition and transmission of culture, according to Vygotsky, is learning (Vygotsky, 1978). In the process of gradual assimilation and transmission of universal experience, it is a mechanism of human psychological development, especially development of social forms of behavior. Learning takes effect by means of mediation in the course of human activity and contacts with other people, and contacts with culture. Thus, it is assumed that the student is not taught, but learning is a process based on their own activity (Tyszkowa, 1990).

At each level of education: cultural, relational and operational, an individual gains the knowledge and experience necessary to perform social roles, build their identity, and their concept of life. At all these levels, lots of interactions are activated, leading to further changes of the system and individuals. Bronfenbrenner calls this process the "ecological transition", and recognizes it both as an agent and as a consequence of development (1976, pp. 537–549). The presented understanding of the educational process assumes that the recognized environmental pressures specify current tasks, provoke new questions and stimulate activity. However, for the system to properly respond to the pressures felt, a certain readiness is assumed, determined by motivational factors, inherent in the system: maturity, the possibility of adopting economic and social expectations that create a specific climate for the changes. This moment can be called a sensitive period. This means that the same pressure or a similar pressure constellation, at any different time of development could lead to other changes in the

functioning of the system. Thus, this development readiness depends on ways of the changes will be chosen, and what tasks and challenges will be taken. This applies to all forms of learning and development: identification, imitation, transmission and activity itself. At this point activity itself is recognized not only as an inseparable need, but also as a process conditioning other conscious processes. This applies to processes which are both beyond and under the control of the learner.

The assumption concerning the need to stimulate the self- learning process makes, according to the definition, the learning process. In addition, it defines the role of the teacher as a person supporting this process. Therefore, he or she becomes responsible for ensuring the presence of appropriate elements in the learning environment, that will develop student's own activity. Whether the unit takes the trouble to change its cognitive or behavioral structures or depends on its own activity. The more the person engaged in activities, the stronger the impact on the mental structure becomes.

Similarly, the unit absorbs the goals of cultural structuring of individual experience (Tyszkowa, 1998, pp. 44–78, 1993, p. 3–18). If the unit engages its activity in the process of learning and assimilation of those tools, they are likely to change its way of functioning. If, on the other hand, despite the all pressures, the unit does not engages itself, they become insignificant for the development. Examples illustrating this process can be found in textbooks of developmental psychology (e.g., Bee, 2004). One of them is the method of learning the speech by twins. Firstly, they are usually more reluctant and remain on the level of their own communication longer than children from single pregnancies, who quickly start to communicate with parents in their native language. Secondly, it is common for one of the

children to acquire the language of the adults and take the role of the connector. Another example concerns the use of knowledge through a variety of technologies. As long as they are mindlessly used they bring nothing but efficiency in their management. Despite living in a digital culture and global, culture as long as one person passively receives it, it will not be known.

Factors inhibiting the functioning of the system for encouraging learning

System recognition of a child's learning process indicates, in terms of relations areas of interaction. One of them is the family, the second institution, such as work, college, school / kindergarten / nursery, etc. However, the third environment is the environment created by the individual own activity within its psyche. Another is culture which is understood in terms of environment affecting each of enumerated.

In each of the enumerated learning environments other goals, objectives and working methods can be observed. Parents have the ambition to socialize child according to their own values, they try to give him the knowledge of the family, and the necessary knowledge of life, important from their point of view. They teach the child, on basis of which indicators should he or she differ from the others, as well as how to identify with their own family group.

It should be remembered, that while learning the entity (a child, a student) is mostly interested in the implementation of their own developmental needs associated with the process of individualization and separating, distinguishing itself from others. Depending on the exact time of the sensitive moment (Bronfenbrenner, 1976), the child will have a specific way of showing the intrinsic activity and curiosity.

However, the environment – related teaching institution is to socialize the child to a

particular set of standards and rules, teach the functioning within them, and provide specific knowledge and skills, both individual and socially useful in further education. It is worth noting that the tasks placed before the teacher can often cause conflict between work based on processes individualizing the work of a child and work based on processes it including a child to a group, connected with the necessity of utility a abandonment of their own needs and aspirations. This conflict within one role, is worth the interest, and touched upon by H. Rudolph Schaffera1994, s. 150–188). Another dimension of this conflict in terms already mentioned collective aspect, is the role of the teacher. Often, it ceases to be the subject of interaction, and becomes the object, the catalyst activating certain processes. It should be noted that the conflict of the teacher's role is not the only one in the educational situation. The child also experiences conflict, not only between their needs, but also between the pressures experienced thanks to the two other (and often very different) environments (Pic. 1).

There are five selected events that inhibit the functioning of environments encouraging learning according to the reality educational system described below. Perhaps in the face of many of the problems of the education system in Poland they are not crucial, but because of their consequences they are worth considering. One of the major factors hindering the creation of environments encouraging learning is the lack of synergy between educational communities discussed above. Beyond the common parts, which are, inter alia, the need for learning, proximity, affiliation, security and belonging to a group, and generativity for adults, one can identify areas separable, which are the cause of conflicts between the participants of this interaction, sometimes causing isolation or exclusion of entities, or a coalition against one of

them. As a first example of the lack of continuity and synergy between educational contexts, the

differences in values may be indicated.

Pic. 1

Model of conflict between different subjects of learning process
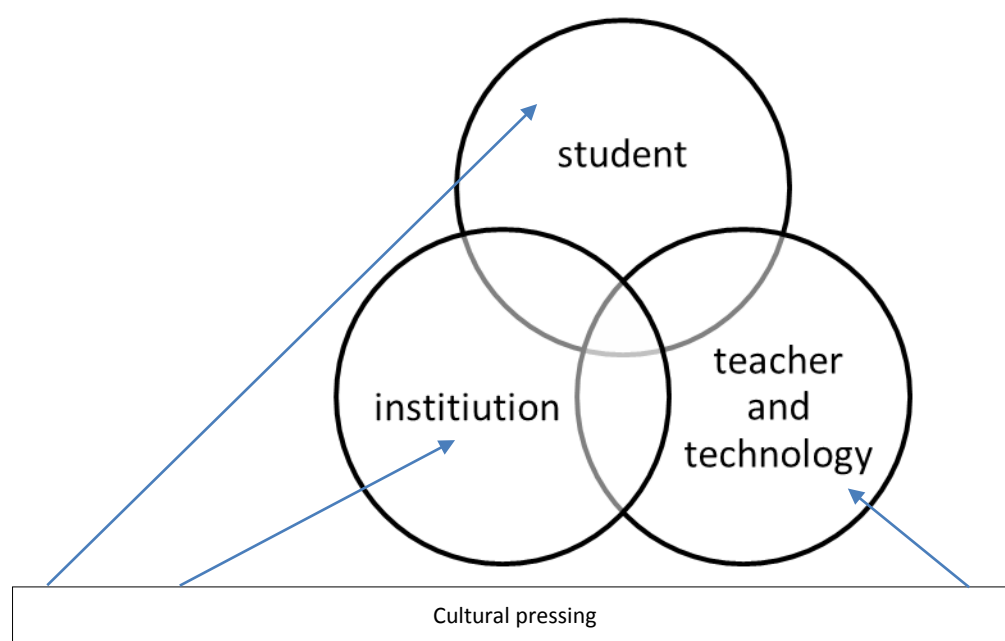
Another factor worth noticing is the difference between the educational goals and the way of verifying them. The results of research in Poland should be mentioned here, Professor Maria Dudzikowa's team (Dudzik, Betszrda, 2010), which clearly show the differences and lack of continuity in the expected learning outcomes, both on the part of teachers of different educational levels, parents, and how the students themselves. Research on competency and skills indicate a gap in the area of education. I shall quote here the results of research concerning the development of cognitive and social competence of children in school age (Uszyńska-Jarmoc, 2008, s. 56–61), and studies on the level of linguistic and mathematical skills (The OBUT report (http://www.obut.edu.com, 2012). The enumerated works describe the same

phenomenon, namely the lack of improvement of the acquired functions. Children are taught skills, but these skills are later not developed because of forgetting that neither the child nor the family is able to sustain those skills on high level, leaving out the potential. The process of "throwing pearls" can be seen as the third factor inhibiting the organization of learning. The people involved in this situation, instead of cooperating, preparing and trying to use the given, due to lack of communication, inadequate or lack of recognition of the problem take the position of withdrawal (" in order to survive , e.g., by the end of the year") fight ("I will show him" , "prove him to be wrong") or competition ("Let's see what he says when"). About the difficulties of using the potential of parents and isolation between them and the teachers wrote

Mirosława Nyczaj-Drąg (2010, pp. 92–99). Another factor, which is worth noting is the idea of teaching and teacher work ethos adapted in our education system and society. The comparative analysis of educational systems operating in the world today shows that in different systems, the put on different areas of student development, and different points of reference in the evaluation of learning outcomes despite the use of similar technologies were adopted. Some of them pay attention to the submission of a student to a teacher, others attach great attention to the student's activity and the development of their individuality, while others promote external evaluation of learning outcomes, and they submit the work of a student at school to it. Of particular interest, are three configurations of the school systems, and precisely the East-Asian, Scandinavian and Anglo-Saxon. In the East Asian configuration, the organization of the educational process focused on strict regulation of a number of issues, starting with the system regulations and finishing with the instructions for a conducting lessons and creating a strict examination system. It is worth noting that in this configuration, the value of education, through the achievements of the pressure, exerted on students, parents and teachers and institutions, culture and society is emphasized. And even though education is conducted in a group, the individual achievements of individuals are highlighted.

In the second configuration (Scandinavian) the basis of action is to cooperate and create optimal conditions for individual development in a peer group. This means that for many years, students acquire basic and higher powers in the group, without the pressure to achieve individually. Schools have a large degree of autonomy. In this type of culture teaching ethos of teacher is high.

In the Anglo-Saxon model the instruments providing high quality of education are educational tests and procedures. Schools are operating on the basis of well organized methodology and gradually expanded educational curricula.

Conditions favorable to the creation of an environment that supports the learning process is exemplified by the two models. It is the model of Culturaly Relevant Pedagogy (Brown-Jeffy S., Cooper JE, 2011, s. 65–84), which is tested and discussed since the early 90s, and the brunerian model approach to eucation (Bruner, 2006). What connects the two proposals, the assumption of synergy of learning environments and cooperation between them, based on trust. Of course, the educational systems cited earlier can be mentioned here (Scandinavian, East Asian and Anglo-Saxon), and the solutions offered by, for example, Elkonin's, Montessori's, et al. The two proposals were described below.

The model called Culturally Relevant Pedagogy (CRP) indicates that education as a system has a significant relationship with the environment (Brown-Jeffy S., Cooper JE, 2011, op.cit.). The adequate diagnosis clearly shows the most important resources, strengths, and challenges for educational institutions. Model is based on five independent but non-negotiable elements.

The first element involves the identification of educational subjects, and their expected cultural achievements. The priority here is to involve the cultural heritage of students and their local community in the educational program as well as to create a positive environment. In such respect, the role of the teacher must be underlined. Only a teacher who can communicate her/his ideas clearly with respect to the students' expectations can accomplish important educational goals. It must be a teacher who is willing to allow individual

students to take part in some steps of decision-making in the not teaching but in learning process. Such an individual will have to demonstrate knowledge and competence with respect to issues which are of importance to the students.

The second pillar of the presented approach is to create fair evaluation and equality of access to knowledge. It is not only about the dispositions and commitment of teachers, but also a legally sanctioned equal access, equal opportunities and requirements for students. Nowadays, the cultural differentiation plays an enormous function in defining success in relationships among people from different parts of the world within the spectrum of unified postmodernist, educational system. This can produce positive or negative outcomes in the intercultural relations in such a system. Therefore, it becomes imperative for students and their teachers alike to learn each other's culture not only in school lessons but also in direct, personal contacts. It is crucial to be aware of the cultural differences, and have an appropriate approach to them, e.g. by sharing the knowledge about their cultures and their nuances. These in the long run would remove most of the obstacles in equal opportunities and would create better access for the students.

The third constituent focuses on the development of the students' potential through the use of tools and working methods appropriate for their developmental and psychological needs. This means that teachers need to work out adequate styles and techniques of teaching, but also need skills of motivating, engaging, collaborating and communicating with their students. Using modern technology seems to be an excellent opportunity here. We must remember, that the access to them is limited, because of material status or inexperience reasons.

The fourth pillar concerns the philosophy of education which consists in a holistic approach to a human being. Education of "lifelong" includes a program that supports the development and enables the transfer of knowledge outside school, i.e. shows its usefulness in building bridges between school and home-social-community. It's based on the assumption that the main aim of education is acquiring skills culturally recognized as adequate for development stage, that is, for example, communication, coping with emotions, organizing, planning and cooperation.

The last, fifth element, concerns building relationships and positive atmosphere among students and teachers. Such care requires co-operation between the participants of the educational situation: students and teachers. Both students and their teachers are supposed to be treated as equal partners within the schools' environment, and should remember that this role can be change in next subject, when some of students can start teach.

Model proposed by Brown-Jeffy and Cooper (op.cit.), is a proposal which takes into account the changes in the environment. Presented by the authors indicate the post-figurative pattern of relations among participants of educational interaction. The school is seen as an institution allied with parents and the local community for the sake of the born child and the unborn child, and its potential, is the symbol of post-modern times. The authors also point out the possibility of carrying out the function of modern education, which is the inclusion of the psychological needs of the educational system (Włodarski, 1998). Realising this goal will allow the school to become the real place to improve the function and activity, i.e. learning and teaching. In this approach, there is a depart from operationalizing knowledge as an indicator of educational success, and are placed on skills, that

are manifestations of internalized knowledge and practice.

Another proposal concerning the creation of the encouraging environment learning is the psychocultural approach to education by J. Bruner (2006, pp. 29–68). Author described them as nine principles. They are based on the assumption and recognition that each institution has, and always take your point of view (the principle of Perspectivism). Each of these (educational institutions) has its limitations, arising from a variety of factors and historical-social conditions, but also personal ones. Therefore, this rule indicates the necessity to not only recognize, but also decode the closest sphere of development, of both students and teachers, and institutions (rule of Constraints). The third clue is the recognition of the principle of Constructivism. Accepting it, we agree with the claim that reality is a state hitherto known, and since the entry of the interacting participants into it, begins to be created in its own unique way. So the way it looks, is the result of its participants, and it is they who bear the responsibility for it. Next rule applies to the previous one, but (this is the principle of interactionism) it insists on the inclusion of communication processes and the consequences of our interactive actions. Most of them will have their consequences, we should be able to recognize and provide before, during or after the interaction. Another rule, known as the principle of externalization refers to actions that should be visible to the community. For, whenever something new is created, it is relevant to the external environment, both in the physical, but also mental and spiritual aspects. The sixth principle is that of the instrumentalism. It states that every activity should be considered both in terms of individual (personal) and social (group). This principle emphasizes the need for the existence of the aim in the action taken. This objective relates to the different levels (individual, group, social) must exist to stimulate motivation.

The last three rules apply to the organization of the learning process. Firstly Bruner assumes that all education will be based on institutions, even the casual one. By this principle (institutionalization) he indicates that the societies need institutional sites and certain institutionalized forms of education, attestation, etc. Next rules apply to education and the criteria for their evaluation. The first one talks about the need to build identities student / individual and self-esteem. Maria Dudzikowa, to paraphrase the principle, stated that the creation of the phenomenon of self in the experience of the unit conditions the sense of agency, and thus contributes to student activity (Dudzikowa, Wawrzyniak-Baszterdy, 2010, pp. 6–224). The assumption of the need to develop and build a narrative approach to a self, points to the constant process of becoming a "me" and it would be good for students to be able to use this construct in the evaluation of their behavior, achievement, and the planned targets. Indeed, thanks to the use of our narrative selves, we are able to pick up and understand our own responsibility and perpetration.

Conclusions and summary

The influence of broad socio-cultural context on the process of organizing education is indisputable. Changes in the modern world require adult individuals to be fully mature and were able to learn throughout their lives. Models that favor such a development, assume symmetrical relationship "me – the world". The needs and abilities of the individual and social requirements that surround them are treated and read as a whole, which is governed by the principle of unity. So speaking of a man, emphasizes his sense of purpose, dignity and

universal values, and the need to exceeded his or her limits is emphasized. This is a consequence of the need to live and settle in a certain culture. The values that are emphasized in both models focus on the responsibility for one's own life, for other people and the fate of the village, surrounding nature or globally – the fate of the world. Behavior suggested by these values were consistent with the slogan "Think globally, act locally". The presented of creating models create environments encouraging the learning processes are based on commitment, activity, creativity and reflexivity. It is worth noting that the reflexivity is not treated by them as a target, on the value but as a process continuously used for learning.

The proposed approaches assume perception of rules establishing the systems and on their basis creating tailored and flexible system of education. It is therefore necessary to notice the limitations of the environment and cultural assumptions about learning and teaching. If we take into account the existence of such teaching culture, the lack of dialogue between the institutions, then we can adapt, the appropriate tools operation. This peculiar cultural SWOT analysis and cultural diagnosis, implies the possibility of overcoming the limitations, by the alignment of specific actions. This perspective of the truth, or just environmental diagnostic skills by the criteria of J. Bruner or CRP, is a crucial need for, or the duty of educators. An example of the use of restrictions and creating forces of development of education out of them, is e.g. the Finnish way of education, with the motto "less is more". This system recognizes the limitations of a thin layer of the population, a number of constraints associated with the climate and small area of the country used to form a system that for years in an international study assessing the knowledge and skills of students known as PISA (Programm

for International Student Assessment, www.oecd.org) has been considered one of the best.

On the basis of the proposed cultural model, it can be specified that the primary constraints are the lack of value of learning. A manifestation of this lack is limited perspective of learning goals, short structure of learning and focus on the effect and the external control, and not on the process of learning and teaching, which is associated with a gradual evaluation and improvement of function. This attitude shows the structure of the teacher's conflict role, lack of self-confidence and lack of a sense of agency in the face of ubiquitous technology. In the CRP model and in the brunerian approach, one will find the importance of the idea of agency, collaboration and reflexivity. These three processes can be called a cultural praxis present and future of the school. This approach focuses on current student experience and allows the use of a student as material to work on. It is the student and his experience which shows relevant to the knowledge of his or her abilities enforce the use of tools (cf. M. Dudzikowa, R. Wawrzynikak-Baszterdy, 2010, and M. Tyszkowa, 1990). With these assumptions, the introduction and learning useful content seems clear, both in terms of developmental, social, and professional lives. Constantly and consistently for many years to this cannon include communication skills, coping with emotions, or organizing and planning. Looking at the values in a democratic world, which is based on cooperation and trust, it is essential to acquire assertive posture and gain working skills and assess both individual and group collaboration. The means to achieve these goals is to participate in discussions on the example of acquired knowledge in a specified profession or discipline. With such emphases measure of the quality of work of the institution supporting the learning process is the sense of agency and

reflexivity among students and teachers. Cooperation on the other hand, manifests itself in a climate of trust and not in terms of completed projects. Execution of the tasks require each student team members to trust in each other's abilities and to recognize their potential: resources and constraints, autonomy and sense of agency. The proposed models are in their assumptions highly humanistic and highlight the special character of not only learning process but also the educational interaction. How can the school be changed to meet the assumptions of institutions encouraging to learning? One solution is to adopt, or processing of any of the proposed models, but also basing the operation of educational institutions on the structure of responsibility. Looking at the structure of the responsibility certain institutions will make the evaluated effects of pedagogical, psychological actions, linked to the person, and will give the participants "learning relation" subjective and personal character, and not objective.

So, what is, or what can be democratic / postmodern institution encouraging in the face of learning in computing calculation, digitalization and globalization? The answer relates to where on the basis of a variety of content about the world of people and objects in a secure relationship helps the children and young people (but also adults) to build the identity of it. The contemporary identity of a self is not only based on knowledge about oneself and others, but also requires a continuous process of reflection, so that the unit corresponds to the question "Who am I in the surrounding world?", "What are my rights?" And "what are limitations?" Based on this response is a substrate of responsibility for oneself and the social group in which the unit lives.

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