

*«исследовательское обучение» применительно к начальной школе. Обосновывается важность исследования как одного из эффективных способов познания мира*

**Ключевые слова:** *исследование, исследовательская деятельность, исследовательское обучение, исследовательское поведение.*

**Maryna Kolomiyets. Research in contemporary teaching practice.**

*The article analyses the essence of the terms «research», «research behavior», «research activity», «research training». The importance of research as one of the most effective way of world cognition is discussed.*

**Key words:** *research, research activity, research training, research behavior.*

**Urszula Tyluś**

## **INSTITUTIONAL EDUCATION IN THE CONTEXT OF IMPROVING EXISTENTIAL CONSCIOUSNESS AMONG OWN STUDENTS**

*School education means not only to acquire its students in appropriate level of knowledge and skills appointed by the school syllabus but it also means supporting their development while learning combined with the necessity to acquire social abilities which result in gaining recognition in social sphere through self-improvement and work upon own personality. The aim of the following text is to present necessity of implementing both conscious and staged situations by the educators in school conditions, which are supposed to prepare its students towards further life, providing opportunities of thorough development, getting to know each other and evaluation of individual's chances, provoking at the same time to undertake individual decisions towards self-accomplishment and self-improvement.*

**Key words:** *Students, educational conditions, social development, existential consciousness, active teaching.*

**Multilateral dimension of institutional education.** Contemporary sense of education refers to a multi-aspect process on the level of development, growing up and acting. In the context of a wide spectrum of possibilities and differentiating of perspectives of the educating process, a significant is the fact to prepare the participants of education towards expanding existential awareness, which will result in understanding individual sense of self-improvement and get the feeling of being fulfilled in the society. Extremely helpful to construct and appoint meanings is the global set of neighbouring conditions which influence a specific atmosphere of education which base are the spheres being the source of education, leading towards discovering individual life sense as well as self-accomplishment. Referring to K. Popielski 'a sense is within the quality human equipment. Perceived in such way, besides genetic control and environment influence is typically human – it means subject personal way of creating individual life. It is a result of intellectual ventures, emotional experience and choices. The meaning comprises culture, social life and impression component. Newly discovered meanings will allow to shape and accept values which prove to become a structure of a human's life' [5, p. 23].

School is an institution which not only equips its students with a suitable knowledge and skills but in some cases it is a place where positive behaviour patterns can be intensified, which again are essential in order to fulfill norms and social principles which are the basis to build self-existential identity. Thus school environment reveals as a chance to acquire basic knowledge and abilities towards life in a society. In order to provide experience which is the base to construct the knowledge about the world, which favour the creation of social attitudes there can be numerous educational opportunities

starting with cyclic educational situations, specific syllabuses to end up with long-term projects. The main premise is to project educational situations, so that the students had a chance to develop their individual meanings and aims through incorporating their social and scientific knowledge into their own experience – and following Restnick's view - to give it a personal life sense [6]. Thus it is a proper teaching process to give the meaning of life, which closely related to reality is the basis to understand the surrounding world, organizing own experience and give judgement. Pragmatic potential of the students is going to develop and enrich once it is supported through their broad experience and properly organized school environment. These are mainly such actions which are aimed towards enriching knowledge and instrumental skills as well as stimulate to shape emotions, behaviour motifs, which express the learner's attitude towards natural phenomena, society and self. It also means arranging such situations in which the participants of education had a chance to improve their abilities to perceive and analyze, predict consequences and design new actions, cope with difficulties. A worthy and sufficient venture is to make a pre-schooling education as an area which enables a slow start of a conscious process towards entering life with the chance to perceive dangers and their consequences. Thus, it is so important to organize psycho-educational situations, which might help realize students the state of current existence and provide basis towards personal thinking about the present and the future in the context of the following areas:

- personal reflection over improving personality, leading personal development and work over yourself.
- projecting and understanding actions towards acquiring social skills and enriching intellectual and emotional sphere.

In the context of the above areas it is desired to shape high level of personal existential consciousness among the students. In such meaning the high level of existential consciousness is first of all perceiving life experience combined with the analysis and predicting consequences, the ability to set the strategy of acting followed by an implementing process through expressing creativity and coping with difficult situations. It is also the ability to manage future with strategically self chosen and carried out aims based on a worthy life perspective. Managing self future is not an easy activity. It reflects in an appropriately chosen, action strategy which is developed and shaped since early childhood on the surface of numerous situations, problems and everyday occurrences. Such kind of strategy can be arranged consciously by a model-suggestive educational background also organised in the environment of the school work.

#### **Educational proposals towards pragmatic solutions**

In the context of the above solutions, pivotal assumptions can be the following realizational recommendations, possible to implement in the conditions of school functioning:

- The thematic area of planning educational situations should refer to a child's, student's world he is surrounded by, which means combining the problems of school reality with everyday occurrences of social, cultural and general social character.
- The process of gaining knowledge by students should take into account analytic and operational actions releasing reflexive and paradigmatic thinking which results in understanding, interpretation and evaluating.
- The process of planning and projecting of the accomplishment should be supported by cognitive stages, stressed by D. Stańska, which means that starting with experiencing chaos in the context of judgement complexity, meaning ambiguity, through

the stage of theory building towards the area of questions asked by the student and search for their answers [2].

- An important indicator in the context of discussed problematic issue is the ability among the students to improve the ability to search and process things which means encouraging towards exploring actions, developing creative thinking, acquire cognitive control over the discovered situation.

- The accomplishment process refers to class, school and local reality supported by coordinative actions of both the students and the teachers as the guides on the way to fulfill educational and self-educational desires.

- Organized conditions guided by the educator on the level of providing reinforcement which motivates towards self-improvement should favour evolving specific links between the foster child and the surrounding reality by creating possibility to work upon yourself in individual pace and direction, giving opportunity to combine compulsion of social adaptation with self-development fulfilling the 'inner-self' in social sphere.

- In the context of consciously arranged multi-dimensional educational reality paying attention to subjectivity towards the self-education, which brings into student's personality 'something new' or 'on a higher level' as quoted by B. Śliwierski – is self-regulative dynamism which allows to raise higher levels of structure and fundamental organization of one's personality [1] so helpful to trigger the mechanisms of improving 'self-me'[7, p. 205].

The referred proposals and recommendations lead to learning which does not mean gaining knowledge in a mechanical way, using the memory brain structures, but in an intellectual active way dealing with the object of cognitive recognition which has an influence on the process of shaping and improving attitudes towards reality. Currently the closest to the process of learning is the didactic of thinking, which means here a cognitive-constructive and interacting didactic, focused on evoking a cognitive conflict which enables individually to take up an activity. The studies on cognitive psychology have proved that every human while learning about the world builds up his knowledge about it. As a result, human's brain as a complex cognitive system, possessing perception, thinking, etc. combined with the subject activity performs a number of intellectual operations connected with transforming and creating new knowledge. All that means that the process of learning is a way of constructing meanings, giving the meaning to cognitive objects and current phenomena out of the student's knowledge. Learning is based on interiorization, incorporating new experience to previously created in mind structures of the knowledge. As a result of own experience and contact with the surrounding reality, understanding about the world is created. It means that in our minds there occur continuous processes of verifying, constructing and modification which result in initiating new meanings. In the overall of the processes while constructing knowledge very important is the activity of the subject which can be released by triggering motivation towards action, which is again a self-activity resulting from personal reasons or social character of the learning which results from interactions with the surrounding [3].

In school syllabuses there is a number of curricular situations which interfere the educational (up-bringing) sphere, especially in the context of the analysis of set book and events heroes' behaviour patterns.

However, the only subjective or objective opinions and judgement expressed are not sufficient to create positive students' attitudes in different spheres of their social activity. In such meaning it is necessary to organize such situations in which students

would have an opportunity to refer to own behaviour and because of that develop their reflectiveness leading towards objective judgement on the range of own behaviour and events in which they are set and take part, modifying them and plan efficient changes. Education developed on such background should contribute in a natural way to stimulate features, making shape of rational actions and choices, come to problem solving in various ways, useful to apply in contemporary and distant life experience. Referred to the above, the classes should have a situational and task character, consciously planned by the teachers releasing broad activity of all students.

Taking up the above actions it demands from teachers not only to act as the guides in the sphere of constructing knowledge but first of all as interpreters of varied choice opportunities on individual, ontogenetic, unique way leading towards full existential identity, towards empowered dealing with struggle against the world and fate [4]. As an organizer, an interpreter and an educator, the teacher should:

- provide emotional support towards his students creating atmosphere of safety and cognitive autonomy;
- consider child's autonomy in respecting his individual style of learning;
- design the way of behaviour, once the child feels lost and needs support;
- create conditions towards gaining information essential to do a task [8].

Stimulating students towards increasing existential consciousness is a venture supporting social child's perspective. Since, a child and students' behaviour is co-determined by an individual and the environmental powers, which in turn determines both states of environment and personal behaviour. That way supporting students in this context and on every level of education has potential and real chances to increase the level of social skills.

**Summary.** Every teacher needs to have in mind that while doing his profession he may cooperate with the students of different backgrounds. He also needs to know that releasing from the determinism of social background marked with existential marasm it requires huge effort about self-consciousness and creativity.

Imagination, cognitive inquisitiveness and creativity are regarded to be essential factors in human development on every level of his life. These make the actions meaningful and obviously guide intellectual and emotional side of life. Thus, a desirable solution supporting development of creativity and resourcefulness among all students is implementing methodological solutions and organizing situations which are in favour to build up consciousness and essential existential abilities. The effectiveness of institutional education actions is a sine qua non to use a varied psychological and pedagogical approach with the use of methods and techniques activating students towards action, enriched with 'good ideas' and problematic questions, which are inviting towards thinking and action and they will successfully support and fulfill the process of self-education and self-upbringing.

**Abstract.** The following article makes an attempt to prepare the participants of education towards extending existential consciousness in order to find yourself in social reality.

The author focuses on a multi-aspect process of education, suggesting a spectrum of possibilities and varieties of educational process, perspectives which results in understanding individual sens of development and feeling of fulfillment in social reality.

An important condition to construct and create the meanings is a set of essential conditions, which influence the creation of specific educational atmosphere, which base are again the areas regarded as the source of education, led towards discovering



individual sense of life combined with self-development.

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**Урсула Тылюсь. Образование в контексте обретения жизненного опыта студентами.**

*Школьное образование предусматривает не только овладение знаниями и навыками в соответствии с учебной программой, но и развитие социальных навыков, которые определяют позиционирование человеком себя в социуме. Цель этой статьи – обосновать необходимость применения «постановочных» учебных ситуаций на занятиях, что позволит студентам всесторонне развиваться, заниматься самопознанием и объективно оценивать собственные возможности, готовиться к дальнейшей жизни в процессе обучения. Побудить студента к рефлексии над собственным поведением и его последствиями означает поддерживать и поощрять его к принятию самостоятельных решений, что является важным фактором самореализации и самосовершенствования.*

**Ключевые слова:** студенты, образовательные условия, социальное развитие, понимание жизни, активное обучение.

**Рената Матысюк**

### **СОЦИАЛЬНАЯ РАБОТА С СЕМЬЕЙ В СИТУАЦИИ ПРИМЕНЕНИЯ НАСИЛИЯ К РЕБЕНКУ**

*В данной статье будет представлено протекание диагностического процесса, направления предпринимаемых интервенций и методы работы с семьей в ситуации применения насилия к ребенку.*

**Ключевые слова:** социальная работа, семья, насилие, ребенок.

**Постановка проблемы.** Анализ явления насилия, проделанный разными специалистами показывает, что применение его в отношении ребенка явление общеизвестное со времени начала проведения людьми исторических летописей, однако, очень долго оно не было предметом систематических исследований, т.к. не было сознания последствий во взрослой жизни насилия с периода