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PRE-SCHOOL EDUCATION TEACHER IN THE FACE OF DYNAMIC TRANSFORMATIONS OF THE SOCIAL WORLD

Abstract: The considerations in this article stem from the dilemmas faced by reflective teachers of pre-school education. All parties involved in the development of pre-school children must meet numerous requirements and expectations, which are not always clearly stated. The beginning of the 21st century, apart from the subsequent achievements in science, brought the epidemic of multimedia and web application development, which very effectively separated children from nature, depriving them of the possibility of experiencing natural, harmonious development. At the same time, we live in a very diverse world with ongoing cruel wars, with people suffering and dying of hunger, and we, the participants in the Western civilization focus on completely different issues, such as the still progressing globalization.

This article is a discussion on the direction of the changes in the world, translating into the needs and challenges of education. The results of the pilot study among teachers of pre-school education in Poland are supported by other considerations. The aim of the study was to define the way today's pre-school teachers perceive the future of their pupils, both in the context of their further education as well as their entire adult life.

Keywords: pre-school education, pre-school teacher, child, kindergarten, social development, educational challenges.

Introduction

One of the primary objectives of pre-school education in Poland, as stated in our current core curriculum of pre-school education, is to prepare the child for further education (Ministry of Education 2017)¹. In the preamble of the curriculum, we read: "The objective of pre-school education is to support the overall development

¹ The Regulation of the Ministry of National Education of 14 February 2017 on the core curriculum for pre-school education and general education core curriculum for primary school OJ 017 item 356.

of the child. This support is realized through the process of care, education and teaching – learning, which allow children to explore their abilities, sense of action and the accumulation of experience on the path to the truth, goodness and beauty. As a result of such support the child reaches maturity to start the first phase of education (Ministry of Education 2017). The tasks of kindergarten included in the curriculum refer, of course, to the widely understood development of a small child, described in four areas: physical, cognitive, social and emotional. Each of the areas are in the form of results, which are achieved at the end of the last year of preschool by “a child prepared to start school education” (MEN 2017). Annex 1 to the Regulation of the Minister of National Education of 14 February 2017, which establishes the core curriculum for pre-school education for kindergartens, pre-school classes in primary schools and other forms of pre-school education, lists the areas in which it is recommended to support the development, to nurture and to educate, followed by lists of characteristics, skills and knowledge, which a child who starts school education should have. The expected effects of pre-school education are undeniably needed in the future life of children. Worryingly, however, the core curriculum continues to set a profile of expected “kindergarten graduate” prepared to start school education. The question arises what is the degree of freedom beyond the kindergarten objectives and expected results and whether the teacher working with children has a real chance to address issues that affect us, the people, the inhabitants of one planet? Will, therefore, the teachers be able to effectively inculcate in children respect for nature, concern for the environment, respect for every person and endeavour to keep positive relationships between individuals, communities, nations and cultures? When should we start intentional education of children in this regard and how to adapt it to the specifics of a child’s development? Undeniably, the idea of a humanistic individual approach to the individual as a person with unique potential and unique talents, capabilities and limitations – unfortunately including those caused by the upbringing environment – applies to the entire life of a child.

The future of education – education of the future: teachers’ dilemmas

At this point there should be a reflection what school the next generations of present and future pre-schoolers will attend.

The development of science and technology which has taken place in recent decades and which is still progressing and still accelerating, makes school functioning within the educational system unable to deliver to students a (such a big) amount of evolving information and keep it up to date. Therefore, there is a need, emphasized by Erich Petlak (2008), to shift from memory teaching to teaching to create and think. However, there is still no “definition” of this change. This is due to the diversity of ideas of, above all, psychologists and futurologists on the future education. E. Petlak (2008, p.14-15) grouped and generalized some of them:

- The school and the methods and forms of teaching it uses will not change for a long time.
- The school will change in the coming years. The creative methods and forms of work with student will begin to prevail in it.
- Multimedia will play a significant role in school education. Some of the proponents of this concept of the future of education even believe that education will be carried out exclusively by multimedia.
- Only basic information will be taught in schools, pupils will complement the remaining portion of knowledge, skills and attitudes in the educational and remedial centres.
- School institution and its tasks will be gradually replaced by the family and other educational and remedial institutions.

The White Paper on Education and Training (1997, 2008) developed by the European Commission as a result of discussions of European governments over the direction of future development and changes in education, lists the factors causing changes in societies. These include, among others, the development of the information society, which requires a change in education, in which far greater importance is attached to the mutual influence and interaction between student and teacher. This requires from teachers, first and foremost, the development and practical application of methods that will allow for the implementation and development of the individual, i.e. they will be humanitarian. The 21st century society, according to the White Paper, is a learning society. The role of the teacher is to prepare the next generation for the integral functioning in this growing and extremely rapidly changing society through continuing education, i.e. to develop the students' skills necessary for future self-education. E. Petlak (2008, p.14) also draws attention to the phenomenon of integration – defines it as “the reality of the 21st century.” Integration is subject to more and more areas of life: science, production, technology. There is also integration of learning at school and beyond it, integrating some of the content of education. Globalization also determines the direction of changes in education. Educational and professional mobility continues to rise, with the result that education no longer serves a particular region or country – it becomes universal. The challenge faced by today's teachers is to create and support the development of people who understand the trends prevailing in many areas of the constantly evolving world where conventional political or economic boundaries are not very meaningful. Those areas include sport, science, art, broadly understood production and literature. Increasing integration, globalization, unification of different areas of life require from modern people, especially, **communication**, **collaboration** and **cooperation** skills. These skills, which are components of social competence, can and should be developed from the earliest years of life. The modern teacher faces the task of developing their repertoire of social behaviour to be able to authentically develop and model the social competence of his/her pupils, using all available methods and forms of learning. The challenge for the teacher is to

prepare children to function in a rapidly changing world. This applies mainly to the broader mobility of young people who, after completing their education, are condemned to function in a rapidly changing environment, to undertake various forms of adult education, retraining or relocating because of work etc.

The beginning of the 21st century is a relative peak of human achievement. Media have reported organic compounds extracted from samples taken from Mars, the Rosetta mission involving the landing of the spaceship Philae on the comet Churyumov-Gerasimenko was also successful. We explore the ocean floor, we read about new archaeological discoveries. We still want to acquire and explore, conquer and overcome. But when we look at the conditions in which the inhabitants of the Earth exist, it seems that we live in two worlds. How can one explain the fact that in the aforementioned 21st century, so full of discoveries, people still die of hunger, experience extreme poverty, are illiterate, deprived of their basic human rights? Is progress taking place in isolation from the poverty? Are we entitled to explore and conquer the Universe, if we destroy the Earth? What future awaits us? Where is our world heading? What rules in it – only money and economy? Should we worry about whether it is better to “do our part” and not think about such complex and fearful problems? The complexity of the modern world would probably not be anything particularly significant for today’s teachers and parents of children in preschool age, if it was not for the overwhelming standardisation and extraordinary pace of life. The atmosphere of competition, momentum, expectations difficult to meet, accompanies parents of the youngest children. We are bombarded with signals on the challenges our children will be facing and we need to prepare them for that. But the problem is that we completely do not know what awaits them. Less than 20 years ago we did not know the Internet – it was in the realm of dreams and plans rather from the category of science fiction than real science. Today we cannot imagine working without it; educational publications and software vendors are competing to manufacture more applications for mobile devices dedicated for already two, three, four year olds. These applications are supposed to teach children to think, read, write, count. The wording of “educating to freedom” is good and of course has its justification, but we do not know what the concept of liberty will mean in 20-40 years. Paradoxically, kindergartens, which probably rank in the category of institutions that adhere to the concept of humanistic education, continue to use behavioural repertoire of awards in the form of clouds, suns, stickers, dots, smileys etc. Is this kind of upbringing – to obtain a reward or avoid punishment in the form of cloudy mouth buttoned up to the corkboard – is still in the spirit of humanistic education? The vastness of contradictory information, which we supply to children at pre-school age can have disturbing consequences. Handbooks and teaching guides emphasize the role of an individual approach and recommend supporting children individually in what is important to them and according to their predispositions. At the same time, educators in kindergartens, admittedly in good faith and in order to develop fine motor skills, hand out to all the children

the same contours for colouring, implement standard programmes developed by commercial publishing houses, and the pre-school centres operate according to the directive principles. Fixed times for snacks, sleep, fun, walking, learning and rigid division into age groups make kindergarten a factory, where children are pumped up with a defined, rigid structure of a system. Pressure on being prepared to start school and excessive activity of children are a subject with which many parents of pre-schoolers are familiar with. One gets the impression that in many institutions, dedicated to children, the basic principle was forgotten – the principle of the child's activity. It is not only about a cognitive activity. A child, just like any other human being constitutes a unit, for whom having a free development through physical activity is necessary. The prevalence of ADHD – about which hardly anyone spoke 20-30 years ago, as it was a marginal school problem – worries now all those who are familiar with the widely understood child's best interest. However, there are concepts, indicating that hyperactivity of children is not, as some authors write, neurocognitive disorder (Reddy, 2014, p. 24), but the result of a drastic qualitative change in the lives of children in developed countries. The amount of time spent by children outdoors has significantly decreased, while the amount of time spent in front of TV, computers, game consoles, etc. increased several times (Louv 2014, p.150). Since in game descriptions we can sometimes find warnings that they may, due to rich graphics and fast-paced action, induce epileptic seizures in adults, we should also look at the whole content that we apply to our children through all these media. The scourge of television advertising on children's channels, including public television, should be discontinued. Loud, colourful, energetic images leaping in front of the eyes of a child have effects similar to using drugs. They involve and destroy, distort the picture of the world, generate artificial needs and property dreams, thereby enhancing consumerism (Kołodziejska 2002, p. 46).

It is difficult to ignore the impression that the difficulty to stay focused, so common and easily diagnosed attention deficit among children, is closely related to technology. There is another dilemma for a teacher who hears that digital competence is important, that international institutions measure and compare them, which confirms their rank.² In addition, television and computers provide a great help in education – they replace a parent, play the role of a nanny and a companion, help children to spend their free time. All this is a cruel trap for adults, but even more for a child who is developing in isolation from nature and exposed to stimuli that are developed by creators of media messages (Kuczyńska 2001), who are conceptually closer to the economic aspect than to optimal, healthy development of children.

Since the future living conditions of today's pre-school children are so difficult to predict, teaching them the ability to adapt to new situations will be helpful.

2 The Programme for International Student Assessment OECD PISA – RESULTS OF SURVEY 2012 IN POLAND http://www.ibe.edu.pl/images/prasa/PISA-2012-raport_krajowy.pdf

However, a certain logic requires us to consider who will be the initiator of these changes? Even the strongest lobbies, bodies, congresses, etc. are composed of mortal men who will pass away. Future changes will shape today's children. The shape of the future will depend on what they learn, how we educate them, what values we impart to them. Children can do anything. In 1992, twelve year old Severn Suzuki at the plenary session during the Earth Summit in Rio Centro, Brazil appealed on behalf of all children to fight for peace, to help the starving and suffering, against loss of dignity, for safety, health, the meaning of life and "acting together to achieve one objective, one world."³ Twenty-six years have passed since then. IRIN (Integrated Regional Information Networks), "which delivers unique, authoritative and independent reporting from the frontlines of crises to inspire and produce a more effective humanitarian response" describes the present world as follows: „The number of people affected by humanitarian crises has almost doubled over the past decade. Climate change, population growth, volatile markets, water scarcity, sectarianism and the mushrooming of armed groups and extremists are pushing more and more communities to the edge. The unprecedented number of concurrent emergencies has exposed serious weaknesses in the current international emergency aid apparatus: financing is unsustainable; local communities do not have enough of a voice; and needs are not adequately met. It is a critical time of change for the multi-billion-dollar international humanitarian sector, which is under pressure to reform the way aid is delivered" (webside IRIN 2018). Each region of the world is currently facing a war or a political or migration crisis. (Kawula 2007) The question, perhaps obvious, is whether we, as adults, parents and teachers should sensitize children to the problems of the world? And if so, to what extent should we do so, how old should the child be? Is it even feasible to describe all the pressing issues by a single person? Probably not. So what can a teacher do? What knowledge, skills or qualities should the teacher develop in the child, in order for him/her to be ready not only to adapt to the "future world" but to creatively make it better?

Methodology

Taking into consideration the foregoing, let us analyse selected results of a research carried out by means of a diagnostic survey which was conducted among teachers of pre-school education, working in both public and non-public institutions. The survey was addressed only to professionally active, qualified, experienced teachers of pre-school education. The research covered teachers from all over Poland. The survey was conducted by means of the author's electronic questionnaire on the webankieta.pl website, in the first quarter of 2018. The survey was made available on various social networks, gathering a verified community of pre-school teachers

3 United Nations Conference on Environment and Development (UNCED), Rio de Janeiro, 3-14.06.1992

(including: nauczycieleprzedszkola.pl, FB – closed groups: *Kindergarten teachers* and others). The analysis included 100 selected, most complete surveys, from over 130 obtained in the study.

The objective of this study was to analyse the approach of pre-school education teachers to the challenges facing them, in the context of the future of their pupils and the above theoretical considerations. To define the object of the study more precisely, there were formulated the following research questions: according to teachers of pre-school education, what skills, knowledge, competencies, attributes will their pupils need in adult life? The second question, intentionally quite similar, is: according to teachers of pre-school education, what skills, knowledge, competencies, attributes will their pupils need in their future education?

The anonymous survey was attended exclusively by women (aged 25 to 59), whose average age was 33 years (median 30, dominant 28). The majority of them work in non-public facilities (57), while the remaining 43 in public institutions. The average experience in the profession is 9 years (from 1 to 39 years, where the median is 5 and the dominant is 3). The survey subjects, according to the declared answers, work mainly in cities (28% below 50 thousand inhabitants, 26% in a city from 50 to 200 thousand inhabitants, 11% – the city between 200 and 500 thousand inhabitants, 13% – more than 1 000 000 inhabitants). Only 17 people indicated that they work in a pre-school institution in the countryside.

Results and their discussion

The distribution of answers, aimed to obtain answers to the first question is as follows. Every seven of the respondents (14%) say that they have never thought about what their pupils will need in adult life. The vast majority (86%) declared that they considered this, of which 42 persons indicated the answer: “I was thinking about it, but it is difficult to say.” The remaining 44 people set out, what according to them will be most useful in adult life of their pupils (in the category of knowledge, skills and social competence or specific characteristics). Analysis of the responses made it possible to isolate a few basic categories of answers, which were manifested in the majority of survey subjects answers.

In the first place, teachers pointed to a broadly understood **social competence**, facilitating relationships with other people. In this group, 26 people directly indicated communication skills and conflict resolution, e.g.: “social maturity”, “good relations with others”, “the ability to communicate and building rapport with others”, “the ability to express their views,” “dealing with conflict”. To the skills that are important from the point of view of social functioning of the child, the teachers also added the ability to cooperate with others (16), e.g. “Team work”, “cooperative ability”, “team working skills”. In addition to the skills of communication and team working, the survey subjects stressed the importance of empathy (12) (Argyle, 1999), which, as is known, favours those skills, enables understanding or sharing the

feelings of others, which can be translated into lower levels of conflict and lead to better and closer relationships. Continuing the topic of social functioning of the child, individuals indicated also “good heart”, “sense of humour” and “good manners”.

According to the respondents, a very useful feature in the future lives of children is **confidence**. This feature appeared in almost all of the extended responses (40). In this category there are also included characteristics like assertiveness and self-esteem, for example: “ability to express assertively one’s own opinion”, “self-determination”, “one’s own opinion”, “self-esteem”, “the ability to determine their own needs and feelings”, “self-confidence”, “belief that they have something to say and faith that they can achieve something, that they can create and act”. As these examples show, this category also, at least partly, concerns the child’s social functioning, since developing in childhood self-esteem, self-confidence, self-understanding can translate into further life of a young person.

In the next place, in terms of response frequency (32) is the category of “**dealing with difficult situations**.” In this way, literally, 17 people formulated the response and among other answers appear e.g. “The ability to deal with failure”, “humility; the ability to handle defeat”, “ability to deal with different situations”. Most of the answers pointed to the ability to overcome all kinds of difficulties in situations of failure, defeat or others, necessitating the feeling of negative emotions.

Interestingly, the same responses (32) related to **cognitive development**, with an indication of general and specialized knowledge in the foreign languages (10) and, i.e.: “education” “putting knowledge into practice”, “the ability to select the most important information from a large amount of others”.

Almost half of those who broadened their response, pointed to **creativity** (21) as a feature needed in life. In order not to multiply the working categories, indication of “creative thinking” or “divergent thinking” were also qualified here.

Teachers also emphasized the essence of **determination in action**. Such responses were given by 21 people, pointing to: “determination in achieving goals”, “obstinacy in aspiration for purpose”, “clout” etc. Almost as many people pointed to the **self-reliance**, e.g. in decision-making (20). Some respondents agreed to the importance of **logical thinking** skills. 17 people answered in this way.

Among the answers received to the question about the features needed in the future adult lives of children, only individual indications concerned: the joy of life, sensitivity to the beauty of the world, becoming cultured people able to appreciate beauty and goodness, responsibility, concentration skills, ability to have a rest and to use it.

In order to answer the second research question, below there are respondents’ answers to the question: in your opinion, what skills, knowledge, competencies, attributes – your students/pupils will need in future education 15% of the respondents said they do not think about it, while 85% declared having considered this question. Out of these, 33 claim that they thought about this, but it is difficult to say what

features they are. More than half of those who thought about the issue in question (52) indicated, mostly in summary form, the most important features, which in their opinion are useful in further education. Most of the respondents mentioned 2 – 3 features that are grouped by the following categories:

1. **curiosity about the world (15) e.g.:** joy and desire, motivation to explore and experience the world; interest in the world;
2. **creativity (15) e.g.:** creativity; creative thinking; creativity and ingenuity; the unique nature;
3. **self-confidence;(12)**
4. **determination (12) e.g.:** persistence; consistent behaviour, the ability to accomplish tasks; regularity;
5. **concentration (11) e.g.:** the ability to focus on the task; the ability to focus attention;
6. **social skills (11) e.g.:** assertiveness and empathy; social skills; good relationships with peers; team working;
7. **time management (9) e.g.:** ability to take a rest; creating suitable situation for playing; efficient use of time;
8. **learning to learn (9):** intrinsic motivation to learn, learning ability;
9. **responsibility; conscientiousness (9);**
10. **logical thinking (9);**
11. **general knowledge; the base of pre-school education (9);**
12. **ability to deal with difficult situations (2);**
13. **the ability to use a foreign language (1);**
14. **independence (1).**

The vast majority operationally specified categories of responses occur in the answers to both questions. However, the system of results in different categories changes significantly, depending on whether the respondents had in mind the characteristics needed in further education or in further life. For the ease of comparison, specified categories – for both questions, are presented in the table.

Table 1. Summary of response categories on the characteristics needed in further education and future life

In your opinion what skills, knowledge, competencies, attributes – will your students/pupils need in future education? (n=52)	According to teachers of preschool education, what skills, knowledge, competencies, attributes will their pupils need in adult life? (n=44)
curiosity about the world (15)	social skills (26+16+12)
creativity (15)	Self-confidence (40)
self-confidence (12)	ability to deal with difficult situations (32)
determination (12)	general knowledge (22)

Table 1. Continue

In your opinion what skills, knowledge, competencies, attributes – will your students/pupils need in future education? (n=52)	According to teachers of preschool education, what skills, knowledge, competencies, attributes will their pupils need in adult life? (n=44)
concentration (11)	determination (21)
social skills (11)	creativity (21)
time management (9)	independence (20)
learning to learn (9)	logical thinking (17)
responsibility; conscientiousness (9)	foreign languages (10)
logical thinking (9)	sensitivity to beauty, goodness (2)
general knowledge; the base of preschool education (9)	joy of life (1)
ability to deal with difficult situations (2)	concentration (1)
the ability to use a foreign language (1)	responsibility (1)
independence (1)	ability to take a rest (element of time management)(1)
	IT usage (1)

Source: own elaboration

As shown in the table above, survey subjects gave broader response about the useful features, in their opinion, in adulthood (second column). What is the most important in adult life according to the respondents are **the social competences**, which they described as social skills, cooperation in a group and empathy as an attitude to support positive relationships. However, this category, when answering the question on the characteristics desired in further education, was on the 3rd place in terms of the number of responses on this subject.

In turn, in the first place among answers on further education the category of **curiosity about the world** appeared, though it does not appear in the second column. There are also many answers related to **creativity**, which in the second column was preceded by categories such as: **self-confidence, ability to deal with difficult situations and general knowledge**. In an attempt to outline a silhouette of a kindergarten graduate, in the optimistic scenario, in the eyes of kindergarten teachers, we can get the following picture: student interested in the world, creative, self-confident, persevering on the way to achieve their goal, able to concentrate, dealing in social relations, hygienically managing their time, who mastered the art of effective learning, logical thinking and who is responsible. In turn, the silhouette of a person optimally equipped for the needs of adult life as outlined by the survey subjects is: a person dealing well with social relations, self-confident, dealing well with difficult situations, having a relatively wide knowledge, determined to achieve

goals, creative, independent, thinking logically, familiar with foreign languages. Only a single indication concerned sensitivity to beauty, goodness and culture. All respondents answered the question: "In your own evaluation, do you have real influence on these characteristics in your students?" Nearly one quarter was hardly aware of these interactions (7% "rather not" 17% "no opinion"). However, no one selected the answer "definitely not". Almost half of respondents (46%) identified the answer as "probably yes", while 30 people answered "definitely yes". All respondents had the option to expand and comment on their choice. Only every 10 respondents used this option. Here are some sample opinions:

"When working with children I focus on their development, I try to meet their needs."

"Teachers, due to the fact that they sometimes spend all day with children, have a huge impact on a child's development. His/her attitude and the conditions he/she creates for pupils actually affect children and shape in them undesirable characteristics."

"It seems to me that in some way, through systematic work, I am able to correct some of the shortcomings."

"If I can instil in my pupils eagerness to learn and a desire to explore the world, in the coming years they will approach education and life with greater confidence and optimism."

"I try to teach my pupils general knowledge; I try to show them moral values, and teach friendliness."

"To some extent, I have an impact because I spend a lot of time with children and devote a lot of attention to passing them above mentioned values. Although we know that the family home is the main source. "

Conclusions

All these responses indicate an internal reflection conducted by teachers on their role in a child's life, both during education and later. It is difficult for the social sciences to give us optimistic interpretation of the quantitative results, combined with qualitative analysis of answers. 76% of surveyed teachers believe that they have an impact on the development of characteristics desired for children in their further education and life, against 24% who do not consider it to be their role. This result may be both positive and worrying. Bearing in mind that the teacher admitted to the profession is a person who has specific qualifications, is a graduate (MEN 2017)⁴, and can be expected to seek a much higher awareness of his/her role in this professional group. Therefore, it is worth taking actions and initiatives that will convince pre-school education teachers that there is a need to instil in the

4 The Regulation of Ministry of National Education of 1 August 2017 on detailed qualifications required from teachers, OJ.2017 item1575

children already at the nursery concepts such as respect, humility and concern for the environment. Natural resources must be sufficient also for future generations, nature must have a chance to regenerate and a conscious attitude of concern for the environment. The example of Scandinavian models should be popularized and implemented in other parts of the world. Of course, it would be wrong to say that there are no such initiatives. Nevertheless, the initiatives, projects etc. should become a norm. The surveyed people confirmed in their answers the words of Elliot Aronson (2012), who believes that man is a social being, who for personal and general goodness should take care of their own social development. They think that a well-functioning human being is a person dealing well in a relationship, on many planes. Everything else seems to be secondary. Even self-confidence, indicated as frequently as social skills in the answers, tightly binds with social interactions.

The analysis of the obtained results indicates that pre-school education teachers, who think about the adult life of their pupils, ignore the importance of, among others, curiosity of the world and learning skills, somehow reserving these conceptual categories for school age. According to them, the key to adult human life is: the ability to build good relationships with others, self-confidence, the ability to overcome difficult situations, knowledge, determination to achieve goals, independence, creativity, logical thinking and the ability to use foreign languages. An alarmingly small number of respondents see the role of sensitivity to beauty, goodness and culture (only 2 people). Perhaps this understanding of the "adulthood" is the result of the tendencies, discussed at the beginning of the article, to think about education in the context of the economy, widely understood labor market, measured by numbers and indicators of results. Extreme results of separate categories: social competences and sensitivity to beauty, goodness and culture can testify to a utilitarian, functional understanding of social relations that are supposed (indirectly or directly) to achieve the intended goals. Only one surveyed person paid attention to the importance of enjoying life. Referring to Severn Suzuki's appeal in Rio Centro, it is necessary to balance the economic goals of education with intentional, conscious, responsible sensitization of children, the future adults, to culture, goodness and beauty. These are factors that ensure balance, ennoble and make an exceptional human life. In this regard, the most important challenge facing the preschool education is, on a par with the correct utilitarian objective of small child education corresponding to the current times, such preparation of pre-school teachers that would enable them to fully implement this goal.

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NAUCZYCIELE WYCHOWANIA PRZEDSZKOLNEGO W OBLICZU DYNAMICZNYCH ZMIAN ZACHODZĄCYCH WE WSPÓŁCZESNYM ŚWIECIE

Streszczenie: Rozważania zawarte w niniejszym artykule wynikają z dylematów, z jakimi borykają się refleksyjni nauczyciele wychowania przedszkolnego. Wszystkie strony zaangażowane w rozwój dzieci w wieku przedszkolnym muszą sprostać wielu, nie zawsze oczywistym, wymaganiom i oczekiwaniom. Początek XXI wieku oprócz kolejnych osiągnięć nauki przyniósł ze sobą epidemię multimediiów, rozwój aplikacji internetowych, które bardzo skutecznie odseparowały dzieci od natury, od przyrody, pozbawiając je możliwości doświadczenia naturalnego, harmonijnego rozwoju. Jednocześnie żyjemy w niezwykle zróżnicowanym świecie, w którym toczą się okrutne wojny, ludzie cierpią i umierają z głodu, a my, uczestnicy tzw. zachodniej cywilizacji, czytamy w internecie o nadal postępującej globalizacji, koncentrując swoją uwagę na zupełnie innych zagadnieniach.

Niniejszy artykuł stanowi rozważania wokół kierunku zmian całego świata, przekładających się na potrzeby i wyzwania edukacji. Do przemysłów dołączono wyniki pilotażowego badania wśród nauczycieli edukacji przedszkolnej w Polsce, mającego na celu określenie sposobu postrzegania przez nauczycieli przyszłości dzisiejszych dzieci przedszkolnych, zarówno z kontekście ich dalszej edukacji, jak również ich całego dorosłego życia.

Słowa kluczowe: wychowanie przedszkolne, nauczyciel wychowania przedszkolnego, dziecko, przedszkole, rozwój społeczny, wyzwania edukacyjne.

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