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SPIS TREŚCI

1. Nataliia Lashuk	The use of discussion as an active method of teaching a foreign language for university students.....	6
2. Oksana Liaska	Realization of the potential of distance learning in the context of modernization of the higher education system.....	18
3. Nataliia Makovetska	Conceptual and terminological research field of features of distance professional training of future specialists of tourist and hotel-restaurant sphere.....	26
4. Nataliia Myronchuk	Formation of self-organization competence in professional activity of future teachers in the context of educational changes and innovations.....	33
5. Oksana M. Palyiulko	Peculiarities of adaptation of educators with special needs to the conditions of higher education.....	44
6. Vita Pavlenko	Development of creativity in out-of-school educational activities in Poland.....	52
7. Oksana Piddubna	Formation of creative activity of an individual and development of his/her practical skills by the means of integrated complex approach while performing painting art tasks.....	60
8. Antonina Plechko	Testing as the form for knowledge check of higher education seekers under distance learning conditions in Ukraine.....	69
9. Lesya Sheludchenko	Forming competencies of receivers of higher education of technical specialties in the context of environmental conservation in conditions of constant development of the society.....	80
10. Olha Stashuk	Search for organizational and methodological capabilities of higher educational institutions in Ukraine to implement the principles of dual education.....	89
11. Anna Chernyshova	The main mechanisms of preparing primary school teachers for teaching choreography.....	102
12. Inna Chuieva	Innovative approaches of teaching the discipline “Technologies in tourism activity”.....	112
13. Olha Haliieva	Organization of an empirical study of the problem of development of state anxiety self-regulation in psychologists-to-be in the conditions of learning activity.....	126

14. Svitlana Hrebinska	
Developing pedagogical skills of a teacher of a professional pre-higher education institution as a basis of his competence.....	135
15. Oleksandr Kadeniuk	
The academic subject “history” in the worldview formation of the modern students	146
16. Olena Kazannikova	
Sanatorium school as a training base for training specialists for the system of inclusive education of Ukraine.....	155
17. Diana Kirika	
Legal education in the context of shaping a competitive professional.....	166
18. Tetiana Krachan	
Improving the educational process during the study of chemical disciplines.....	175
19. Ruslan Kravets	
Professional requirements for a foreign language teacher’s competence in the context of internationalisation of higher education institutions.....	185
20. Andrii Kryskov	
Ukrainian higher education institutions in Czechoslovakia in the interwar period (1919-1938).....	195
21. Eduard Kryvolapov	
Theoretical and methodological principles of professional training of future specialists in tourism safety.....	210
22. Marharyta Kudinova	
Empirical study of stress resistance levels of students with special educational needs.....	225
23. Wiesław Zawadzki, Mariusz Sakowski	
5 lat WOT- ocena koncepcji odtworzenia Obrony Terytorialnej.....	235
5 years of Territorial Defense Forces - evaluation of the concept of restoring the Territorial Defense	
24. Wiesław Zawadzki, Mariusz Sakowski	
Podwaliny utworzenia w 2017r. Wojsk Obrony Terytorialnej – rys historyczny XX i XXI w.....	250
The foundations for the creation in 2017 of the Territorial Defense Forces - historical outline of the 20th and 21st centuries	
Regulamin nadsyłania i publikowania prac w Zeszytach Naukowych WSA	262
Wymagania wydawnicze - Zeszyty Naukowe WSA	264
Procedura recenzowania prac naukowych nadsyłanych do publikacji w Zeszytach Naukowych Wyższej Szkoły Agrobiznesu	266
Załącznik nr 1 - oświadczenie autora	267
Załącznik nr 2 - deklaracja konfliktu interesów	268

Vita Pavlenko¹ORCID ID: <https://orcid.org/0000-0001-8528-4054>¹ Zhytomyr Ivan Franko State University

DEVELOPMENT OF CREATIVITY IN OUT-OF-SCHOOL EDUCATIONAL ACTIVITIES IN POLAND

Summary

The article analyzes the content of out-of-school education in Poland as one of the most important means of forming a comprehensively developed personality. The stages of formation are determined as follows: the first stage - forming (from 1882 to 1914), the second stage – development (from 1914 to 1944), the third stage – decadence (from 1944 to 1989), the fourth stage – renaissance (from 1989 to the present). Trends in the development of out-of-school education in Poland are analyzed. The experience of practical pedagogical activity on definition of characteristics of work of the teacher and introduction of methods of development of creativity in educational process of Poland is generalized.

Keywords: creativity, educational activity, development, education, out-of-school education.

Introduction

Education as an organized system of cognition, development of thinking and creativity is one of the most important means of forming a comprehensively developed personality. Out-of-school education aims at developing students' creativity, as well as designing their own approach(es) to any problem, forming the ability to deeply understand the issues under study and to generate and produce new ideas. Teachers face the problem of stimulating the development in students such a mechanism of thinking (creative), which would allow them to quickly adapt to changing requirements; independently find and analyze new sources of information; creatively apply them in professional activities.

Analysis of the formation and development of out-of-school education in Poland indicates the presence of its scientific and theoretical substantiation in the works of the following Polish researchers: Ya. Venhrynovych, S. Voloshyn, R. Vruchynskyi, S. Kavula, S. Kovalskyi, S. Mieshalskyi, V. Okon. The tradition of deliberately organized out-of-school activities with children in Poland dates back to the era of the National Education Commission (Komisji Edukacji Narodowej). The Statute of the commission (1783) identified the upbringing of a full-fledged person as: healthy, virtuous and cultured, happy in personal life, a useful member of the community and a good citizen. [4].

Purpose, subject, research methods

Aim of research is to analyze the development of out-of-school education in Poland as one of the most important means of forming a comprehensively developed personality.

Subject of research is out-of-school education in Poland.

Research methods – in the process of scientific research and in order to substantiate the obtained results, the following theoretical research methods were used: analysis, comparison of scientific publications on the development of out-of-school education in Poland, generalization of practical pedagogical experience to determine the characteristics of the teacher and creativity.

Research results

It is worth mentioning the activities of such selectives for young people as "filomati", "filareti", "illuminati" ("radiant", "promienisti"), which offered cultural pastime with self-educational, ideological and social work.

In the second half of the XIX century there is a tendency to weaken the influence of the family as a natural educational factor. Parents were employed in factories and other enterprises, so they could not devote enough time to the upbringing of their children.

The progressive part of Polish society sought to establish appropriate educational institutions in which children could spend their free time out of school. During this period, the first out-of-school educational institutions appeared, the purpose of which was to prevent socially undesirable actions and increase the chances of creative development.

Stage I (forming) – from 1882 to 1914.

In 1882 the Society of Summer Colonies (Children's Camps) named after V. Markiewicz (Towarzystwo Kolonii Letnich im. St. Markiewicza), who cared for visually impaired children, was founded;

- in 1888 the park of motor games, entertainment and physical training for children, school and craft youth with permanent pedagogical care was established in Krakow (Dr. Heinrich Jordan City Park) [2];

- shelters (ochronki), Jordan Gardens, playgrounds and entertainment sites, including kindergartens named after Wilhelm Rau were created (W. Rau);

- Sokół gymnastics associations (Sokół);

- Young Men's Christian Association (YMCA) – an international charity that founded clubs for young people, organized international camps;

- Union of Polish Scouts (Związek Harcerstwa Polskiego) – its members exploited hikes and excursions, which served as the preparation of children for socially useful activities.

Stage II (development) – from 1914 to 1944.

Society of Pals (Towarzystwo Przyjaciół Dzieci) was established in 1914 in Kraków aiming at organizing the social upbringing of children in areas that were not covered by the school curricula. Its purpose and features are described as follows: "Lots of space, clean rooms, all kinds of materials and accessories, writing and drawing paper, books to read. And, at the same time, complete freedom, the opportunity to do what the child likes best, the unobtrusive help of older people, professionals, who are always ready to provide advice and guidance"[1, p. 17].

The Society of Children's Friends (SCF; Towarzystwo Przyjaciół Dzieci – TPD in Polish) has organized the first out-of-school educational institutions in Krakow ("hearths"), Warsaw, Helenow and Lodz.

SCF in Goleniów operated various forms of organized life of children, namely: self-government councils, friendly courts, literary, gardening, library and other selectives. Skating and tobogganing classes, excursions, motor games, work in the garden, etc. were also organized in different cities.

SCF has organized a residential complex in Warsaw, which possessed the following features:

– such active consulting offices (poradnie) as «Children's health» («Zdrowie Dziecka») «Upbringing Council» («Poradnie Wychowawcza»);

– preschool educational establishment (przedszkola);

- SCF school;
 - B. Limanovskyi gymnasium;
 - a room for schoolchildren («svitlyticia»), in which there were groups (rhythmic, singing, dancing, orchestral, musical, etc.), a library with a reading room, a puppet theater.
- SCF in Łódź organized numerous "hearths" that lasted for many years and covered several thousand children.

Stage III (decadence) – from 1944 to 1989.

In 1944 the activities of the SCF were resumed and mostly aimed at organizing emergency care for children affected by the war. From 1945 the Ministry of Education took care of children on the basis of a resolution of the Council of Ministers, and focused its effort on the organization of out-of-school institutions, at the same time, the Union of Polish Youth (UPY) and the Ognyszche (hearth) Association took care of the leisure of children and youth. In 1951 there was an acting "Palace of Youth" (specialized institution that served a basis for different creative activities of children, students and youth) in Katowice; in 1955 similar establishments appeared in Warsaw and Szczecin.

In the 60s of the twentieth century there were 2 Palaces of Youth in Poland, 119 **Houses of Youth and Culture** and **Houses of Culture** for children and youth, Technical Station for youth in Gliwice, Youth Agrobiological Station in Wrocław, 275 Jordanian gardens, 98 station rooms, 12560 Interest Groups in various schools [3, p. 4].

After the democratization and decentralization of public life, there was a **tendency** to decline and disband many preschool institutions.

Stage IV (renaissance) – from 1989 up to nowadays.

Since 1989 out-of-school activities are organized independently from school curricula by different establishments, which can be distinguished into several groups according to their specific features, type of ownership and funding, goals, etc.

The first group includes out-of-school institutions, which are subordinated to the departments of education and higher education:

- Palaces of Youth (Palace młodzięży);
- Houses of Culture for Youth;
- Houses of Youth and Culture;
- specialized out-of-school institutions;
- centers of out-of-school labor (Ogniska pracy pozaczkolny);
- Jordan Gardens (Ogrody Jordanowskie);
- playgrounds for games and entertainment (Place gier s zabaw);

- rooms at the railways stations for youth;
- physical education centers;
- interschool sports clubs.

The second group contains: institutions of departments of culture and arts with corresponding sections for children and youth (houses of culture, clubs, libraries), specialized establishments of trade unions and similar legal entities, including other types of out-of-school institutions.

Out-of-school activities are considered as one of the main links of sustainable education in the system of upbringing of a fully-developed personality, which conducts the full realization of his/her potential and inclinations while creating conditions for the development and maintenance of talents. Providing opportunities for the choice of activities in which the child is interested, creates the necessary conditions for the manifestation of his/her natural abilities [5, p. 8–13].

It is known that in out-of-school activities vividly reveal the natural needs of children, such as self-affirmation, communication, physical exercises. Also, they allow children to act in new social roles, as well as to drift away from being mere students, for out-of-school institutions create particularly favorable conditions for "I-model" formation and substantiation. This area of topical communication, in which the needs for new contacts and acquaintances are met, provides for gradual expansion of the worldview of schoolchildren, and amplifies the ability to conduct independent creative search, which contributes to the development of creativity and deepening of the emotional perception of modern life.

In Ukraine, there is a wide network of out-of-school institutions that are aimed at meeting the needs of children in additional education and meaningful leisure. It includes: children's sectors, specialized departments, Houses and Palaces of Culture, parks for children, Palaces of Children's and Youth Creativity, centers of scientific creativity, scientific-creative and educational-research centers, centers of tourism and local lore, centers of aesthetic education, stations and clubs of young naturalists, Small Academy of Sciences, etc.

The teaching staff of an out-of-school educational institution is responsible for the development of the intellectual, emotional, moral and spiritual spheres of an individual, as well as it should promote his/her professional self-determination and self-realization. Moreover, work on the problem of developing personal creativity must be carried out, thus, their most important task is to form an educated, worthy citizen of the country. Therefore, the development of the child's personality, preparation for further sustainable education and employment form the priority goals of out-of-school institutions.

Methodologists together with the leaders of groups actively cooperate with teachers of other out-of-school educational institutions, as well as consult children and their parents on the issues that would aid to maximal development of the personality of the student and teacher [7]. Depending on the use of various forms and methods of organization of independent research activities, the pupils of the selectives of scientific and technical spheres gradually undergo qualitative personal changes that lead to:

- accelerated development of intellectual and creative abilities, the formation of a high level of creative activity and individualization of own style of cognitive activity;
- formation of research strategy of cognitive activity, compilation of a set of research and communication skills, mastering the skills of personal self-determination, self-realization and self-development.

The creativity development program prioritizes the role of the teacher, for he/she encourages students to perform tasks aimed at developing their intellectual abilities, therefore emotional and creative potential of the educator must be combined, which leads to accumulation of a large amount of knowledge and professional experience that can be used to successfully achieve educational and developmental goals directed at unlocking and forming the true capabilities of children. However, one of the primary objectives of a teacher is to be a leader, a guide for his/her students, thus it implies certain requirements that the educator must meet. Moreover, he/she must be:

- 1) democratic;
- 2) not authoritarian;
- 3) with acting abilities (can shift the roles/provide examples);
- 4) charismatic;
- 5) emotional;
- 6) tolerant;
- 7) with flexible mind and way of thinking [8, c. 82–87].

In the process of organizing independent information search, research and experimental activities of the child, corresponding skills are formed:

- *intellectual* – analysis, synthesis, comparison, generalization and systematization; abstraction, description of the studied objects, establishment of causal relations; problem statement and making hypothesis, search and use of analogy, deductive inference and proof presentation;
- *practical* – use of educational, informational and additional literature, selection of materials for the experiment, registration of research results, etc.;

– *self-organization and self-control* – planning of search and research work, rational use of time and means of activity, check of the received results, self-assessment [6, p. 206–207].

The formation of a system of independent *research and gnostic skills and abilities* of the *creative personality* during the selectives of scientific and technical profile promotes the development of a high level of his/her creative activity, as well as constant focus on the cognitive susceptibility of a child.

The main purpose of the selectives of arts and crafts is to stimulate the development and realization of a creative potential of an individual, form corresponding skills, establish and direct the desire for novelty, the ability to apply theoretical knowledge in practice, moreover, teachers create conditions for the development of creative personality and the formation of artistic taste, as well as initiate involvement of children into studying customs and traditions of their country [9, p. 238].

Conclusions

Thus, proper analysis of the formation and development of out-of-school education in Poland indicates that out-of-school activities are considered as one of the main links in sustainable education of a fully developed personality, which allows to conduct the fullest realization of his/her abilities and inclinations, as well as creates conditions for developing and maintaining students' interest in science, technology and art.

Creative educators should conduct out-of-school classes aimed at unusual and yet effective ways and means of presenting the material, moreover, developing children's ability to identify and creatively solve real life and professional problems. This feature is a necessary characteristic of a competitive specialist, capable of offering his/her services at the modern labor market. Therefore, out-of-school institutions should not only provide information, but also teach children and youth to analyze and evaluate upcoming data, as well as to ask questions in order to properly verify it.

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