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POLISH EXPERIENCE IN THE ORGANIZATION OF METHODS OF HOME EDUCATION

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The article on the basis of the analysis of psychological and pedagogical literature reveals the essence of the concept of "home education." It is found that the most concise definition of the concept of "home schooling" is in Webster's dictionary: "The practice of teaching children at home by a parent, tutor or online teacher."

It is noted that in the Polish legislation the question of education at home is complex and doubtful. In particular, Dr. Marek Budajczak stressed, that home education is allowed in Poland at the legislative level, but under certain conditions.

It is shown up the reasons for which parents decide to teach their children at home, for example, parents motivate their decision by taking care of the child's health, special character or temperament, or the long distance between the home and the nearest school. Another reason for deciding on home education is the perception of the school as a place which is hostile to the child.

It is highlighted the positive aspects of homeschooling, namely:

- ✓ better use of time;
- ✓ effective and fast learning;
- ✓ teaching children independence;
- ✓ better relationships in the family;

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- ✓ a great opportunity to spend time together;
- ✓ better opportunity for parents to influence relationships with children;
- ✓ many opportunities to talk about different topics;
- ✓ more perfect education of responsibility, etc.

Disadvantages of organizing home education were identified:

- ✓ in most families, at least one parent decides to interrupt work in order to be able to devote time and attention to the child;
- ✓ the problem is the issue of socialization of children and their contacts with peers.

The method of organizing home education in Poland is analyzed. For example, before starting classes, parents work out the general material on their own, and then teach it to children. Preparation also takes place during the holidays. Parents try to solve their problems by joint efforts, serve each other as advice and help in teaching various subjects. Parents-teachers unite in societies, exchange experiences, and also teach their children together, creating "home schools".

It is concluded that the appeal to the achievements of home education in neighboring Poland is quite justified since this creates certain opportunities for modernization and further progress of the Ukrainian educational system in the conditions of martial law. Today, when the search for ways to modernize the Ukrainian educational system continues, home education, as one of the alternative proposals, in our opinion, can solve many urgent problems in this area with its effective innovative approach.

Keywords: home education, parents-teachers, methods of organization, practice of home and education in Poland, home educators.

ПОЛЬСЬКИЙ ДОСВІД ОРГАНІЗАЦІЇ МЕТОДІВ ДОМАШНЬОЇ ОСВІТИ

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У статті на основі аналізу психологічної та педагогічної літератури розкрито сутність поняття "домашня освіта". З'ясовано, що найстисліше визначення поняття "домашня освіта" (home schooling) є у словнику Вебстера: "практика навчання своїх дітей вдома батьками, репетитором або онлайн вчителем".

Зазначено, що у польському законодавстві питання про освіту в домашніх умовах є складним і сумнівним. Зокрема, доктор Марек Будайчак зазначив, що домашня освіта дозволена у Польщі на законодавчому рівні, але при певних умовах.

З'ясовано причини, з яких батьки вирішують навчати своїх дітей вдома, зокрема батьки мотивують своє рішення піклуванням про стан здоров'я дитини, особливостями характеру чи темпераменту, або великою відстанню між домом і найближчою школою; також приводом для прийняття рішення щодо домашньої освіти є сприймання школи як місця, неприязного до дитини.

Висвітлено позитивні сторони домашньої освіти, а саме:

- краще використання часу;
- ефективне і швидке навчання;
- навчання дітей самостійності;
- кращі відносини в сім'ї;
- чудова можливість проводити час разом;
- краща можливість впливу батьків на відносини з дітьми;
- багато можливостей, щоб розмовляти на різні теми;
- досконаліше виховання відповідальності та ін..

Виявлено недоліки організації домашньої освіти:

- в більшості сімей хоча б один з батьків вирішує перервати працю, щоб мати можливість присвятити час і увагу дитині;
- проблемою є питання щодо соціалізації дітей і їх контактів з однолітками.

Проаналізовано методіку організації домашньої освіти в Польщі. Зокрема, перед тим, як розпочати заняття, батьки опрацьовують загальний матеріал самостійно, а потім викладають його дітям. Підготовка відбувається також під час канікул. Батьки намагаються вирішити свої проблеми спільними зусиллями, служать один одному порадами і допомагають у викладанні різних предметів. Батьки-вчителі об'єднуються у товариства, обмінюються досвідом, а також навчають своїх дітей разом, створюючи "домашні школи".

Зроблено висновок, що звернення до досягнень домашньої освіти у сусідній з нами Польщі цілком виправдано, оскільки це створює певні можливості до модернізації та подальшому прогресу української освітньої системи в умовах військового сану. Сьогодні, коли триває пошук шляхів модернізації української освітньої системи, домашня освіта, як одна з альтернативних пропозицій, на нашу думку, здатна своїм ефективним інноваційним підходом вирішувати багато актуальних завдань у цій сфері.

Ключові слова: домашня освіта, батьки-вчителі, методика організації, практика домашньої освіти в Польщі, домашні освітяни.

Introduction of the issue. Home education in Poland has a special place among educational offers. The review of scientific and pedagogical literature shows that some works of Polish scientists are devoted to this problem, namely: P. Bartosik, M. Budaichak, P. Zakrevsky, B. Sliversky. It is worth to mention that home education is a relatively new pedagogical phenomenon in Poland, therefore, in encyclopedic publications and dictionaries published in Polish, there is no description of this definition.

Current state of the issue. The most concise definition of "home schooling" is in Webster's dictionary, namely: "the practice of teaching their children at home by a parent, tutor or online teacher", which is based on independent projects of certain families in which parents, who watch out their children, take full responsibility for their education, upbringing and socialization [15].

Home education includes:

1. The duty of parents to educate and educate their children.
2. Studying, the main base is in the family home, and which takes place under the supervision of parents.
3. A training plan, that can be applied according to the needs and the relevant situation.
4. Learning in a home environment instead of a school class.
5. Family participation in the life of the local community.
6. Use of public didactic manuals [1: 4].

Outline of unresolved issues brought up in the article. It is worth to mention that in Polish law questions about education at home are complex

and questionable. In the book "Homeschooling", Dr. Marek Budajczak tries to explain the lack of clarity regarding the legality of homeschooling in Poland. After lengthy and careful consideration, he notes that: "Homeschooling is legal in Poland, but under certain conditions" [3: 52]. These requirements are set out in section 8 of Article 16 of the Law "On the Education System" of September 1, 1991 and the Law of March 19, 2009 amended. The Law states that at the request of parents, the director of the relevant state or non-state institution, namely: a preschool institution, an elementary school, a gymnasium and a post-gymnasium school to which the child was enrolled, may decide on the performance by the child of the relevant school duty outside the school institution, school department or other form of preschool and school education [12; 14]. The final solution to the issue of fulfilling school duties within the framework of home education was most clearly regulated by Article 37 of Educational Law in 2016 [13].

Aim of research is the coverage of the Polish experience of organizing methods of home education, finding out the positive aspects and shortcomings.

Results and discussion. In order to obtain direct information on the problem of studying home education, we conducted an oral survey among families from different cities of Poland, in particular, from Lublin, Chelm, Lodz and Warsaw. Parents were asked to answer questions: what, in their opinion, are positive aspects of home education. The most important answers are as follows:

- ✓ better use of time;
- ✓ effective and fast learning;
- ✓ teaching children independence;

- ✓ better relationships in the family;
- ✓ a great opportunity to spend time together;
- ✓ better opportunity for parents to influence relationships with children;
- ✓ many opportunities to talk about different topics – the school program is just an excuse through which parents can have a great opportunity to communicate with their children;
- ✓ more perfect education of responsibility;
- ✓ a child can always ask a question and always get an answer, even if the answer is: "I do not know the answer to your question, we will look for it together";
- ✓ lack of a rigid plan that allows parents, if the child is interested in something (for example, learning to describe images, the child is interested in the artist), leave his plan and do what the child paid attention to. In such a situation, from the experience of parents, the child learns faster and easier;
- ✓ the opportunity to take a vacation at the beginning of the school year, when there is no crowd in the sights;
- ✓ the child is not as tired as those children who go to school, and after returning home they still have to do their homework;
- ✓ great opportunity to combine objects. For example, when studying history, you can write a letter to one of the historical figures (this is already a lesson of the Polish language);
- ✓ the opportunity to show the application of the acquired knowledge in their daily life – when buying in a store, replacing a light bulb, looking at books (parents know very well what material their child teaches at this moment, and therefore it is much easier for them to show where the studied facts from the textbook are reflected in the real world);
- ✓ the possibility of "expanding" the child's world when he participates in what is important for adults (for example, while traveling, meeting others with people, when designing a garden).

The research of psychologist Katarzyna Brudka from the Psychological and Pedagogical Clinic in Warsaw

attracts attention. According to her, the reasons why parents decide to teach their children at home are quite different. Some parents motivate their decision by the health of the child, his character traits or temperament, or the great distance between the home and the nearest school. Often the reason for deciding on home education is the perception of the school as a place hostile to the child. Parents pay attention to the lack of the possibility of using teaching methods in accordance with the individual needs of the child, that is, methods that would pay attention to the child's temperament, the degree of his creativity, the ability to concentrate or endurance [2: 95].

Our research on the reasons why parents decide to teach their children at home to some extent confirms the results of Katarzyna Brudka's research and, at the same time, complements them. The most important of them include the following:

- care for the moral education of children, as well as the value system recognized by parents. Parents want to convey to their children their philosophical, religious and cultural values, customs, beliefs, that is, their worldview, and strive to do this in a friendly atmosphere;
- care for the mental development of the child. Parents want the child to acquire relevant knowledge better and faster than at school;
- one of the reasons is also the desire of parents to apply means and methods of education in accordance with the individual needs and capabilities of the child. Parents themselves want to decide on the use of a certain pedagogical concept;
- the desire of parents to strengthen family ties due to more time spent with the child;
- an important reason for parents is also the supervision of children's contacts with other peers. Parents especially pay attention to the danger before the negative consequences of environmental pressure;

– parents' concern for the safety of children in the context of violence, drugs, alcohol, etc., which are observed at schools today.

The answers which we obtained, indicate that the motivations of parents regarding the decision to teach their children at home are different, but they change with time and new experiences. The participants in the home education process themselves argue that this practice is a response to the needs of students. It adapts to the child, his temperament. Parents can clearly observe how quickly their "student" learns new material, which methods are the best. Each parent has their own proven methods of teaching the child. For example, a "lesson" can take the form of walking, visiting a museum or watching a movie together. "School" in this case is completely free from stress. In the center there is learning, which occurs spontaneously, without unnecessary, imposed from above patterns. In addition, supporters of home schooling constantly emphasize that when moving school to home, family relations also benefit of the contact of parents with children is incomparably larger and more intense.

Undoubtedly, home education also has its drawbacks. One of them is that in most families at least one parent decides to interrupt work in order to be able to devote time and attention to the child.

The second important problem is the issue of socialization of children and their contacts with peers. For example, psychotherapist Malgorzata Lishik-Lozlovskaya draws attention to the fact that a traditional school is a place for the emotional development of a child. "Give your child the full range of community relationships", she urges. The therapist teaches how to cope with difficult conflict situations, to cooperate with people of different types of character. "Parents who decide to educate their children themselves cannot be denied care, but the child must learn to cope with difficulties without their help, learn to live outside the home. He needs time without them, for himself, to be alone

with other children, with colleagues. A good idea is the participation of the child in additional classes, excursions, where for some time the parents do not see him", notes Malgorzata Lishik-Lozlovskaya [10].

In Poland, parents who are home teachers, also partially face rejection from society and certain stereotypes. For example, they hear that they are eccentrics who close their children at home. Most of them are asked, if kids who don't go to school, grow up wild? "If I wanted to socialize children as it is done in school, I would have to close my child in the toilet, pour it, give him a sandwich and money for pocket expenses", Dr. Marek Budajczak responds to such appeals [3: 55].

Therefore, questions about insufficient socialization are not fully justified, since:

– children often work in groups and have the opportunity to participate in extracurricular educational activities;

– they attend libraries, museums, courses after home school, as well as various sports, art, music sections and circles;

– the pattern of behavior is inherited from older children, so it is often better than that inherited from some children with whom the child should be in school;

– even if children who study at home have limited physical contact with other people, they use modern technical means for communication: mail, telephone, radio and the Internet, which is widespread today;

– children who are studying at home may spend less time with their peers, as in school, but they spend more time with other people.

The next question related to homeschooling concerns the organizers of the educational process by the parents. Professor Anna Brzezinska, Head of the Department of Psychology of Development and Education of the Faculty of Psychology of the Higher School of Social Psychology in Warsaw, draws attention to the problem of whether each parent can be a teacher of his children and whether everyone is able to cope with homeschooling. "It is

not only about formal education, but also about responsibility, maturity, reflexivity, consciousness. This is a matter for discussion. Perhaps the solution to this problem would be courses organized, for example, by the society of such families. Because when difficulties arise, parents should not be left alone", the professor notes [8].

Our observations of parents in Poland who decide to educate their children at home prove that they are aware of their responsibility and are properly prepared in terms of material content and pedagogical skills. If compared to parents whose children attend a traditional school, domestic teacher parents devote more time to working with their children. Before they begin their classes, parents work out the general material on their own, and then teach it to their children. Preparation also takes place during the holidays. Parents try to solve their problems by joint efforts, serve each other as advice and help, for example, even in teaching those subjects that are not their favorite. Parents-teachers unite in societies, exchange experiences, and also teach their children together, creating "home schools". As assistance in home schooling, they have access to a sufficient number of books and publications in Polish and foreign languages, the list and content of which parents can also find on the Internet. Also, parents use the services of hired teachers who come to the child to explain complex topics. In addition, many of the parents who teach their children at home are teachers.

Attention is drawn to the fact that teachers of traditional or private educational institutions do not always positively evaluate home education. Professor Bohuslav Sliversky, a leading researcher of alternative education in Poland, notes two reasons for the distrust of a large number of teachers in home schooling:

- first, teachers feel the danger of perceiving home schooling as a challenge to their authority;
- secondly, in Poland there is still a belief that comes from the previous

socialist system, that only public authorities know what is good for their citizen.

According to Professor Bohuslav Sliversky, the latter statement does not fit into the democratic education system in Poland. The experience of many families proves that children who were taught at home passed the exams very well, they are mature and socialized. In addition, the distrust of teachers is also inappropriate, since there are only more than a hundred families in the whole country homeschooling their children. Such training requires a lot of time and dedication from parents in order to become universal. Even in the U.S., where the education system promotes homeschooling, it is not widespread. Almost 3 million children study at home there, which is 3% of the total number of students. However, higher education institutions in the United States value graduates of home education, considering them creative and independent.

Also, as Prof. Bohuslav Sliversky rightly notes, both models of education – traditional and alternative – can successfully complement each other [7: 362].

The issue of home schooling of children with special needs deserves attention. Among scientists and teachers there are quite a lot of conflicting opinions. In particular, Dr. Beata Yahimchak, a special teacher, a researcher at the Department of Special Pedagogy at the Higher Pedagogical School in Lodz, notes that there are many advantages of learning such children at home, but there are some problems. Among the advantages can be identified the following:

- individual approach;
- devoting a lot of time and attention to the child;
- adaptation of content, methods and means depending on the type and complexity of the disease or disability;
- increased efficiency;
- favorable atmosphere;
- on-site training, etc.

Among the shortcomings it is worth the following:

- parental incompetence – attempts to homeschool children whose needs are greater or almost completely different from the needs of healthy children;

- expenses associated with accommodation adaptation to the needs of children with disabilities [5: 221-222].

The next problem is uncertainty about the effectiveness of home education, because in Poland there have been no relevant studies, and this problem remains open. To see what quality of education home education provides, you can compare the results of studies conducted in the United States, where such a movement is significant and has a long tradition. In this country, homeschooling is the most common compared to others, and its popularity continues to grow. According to the U.S. Department of Education (2021), the number of children homeschooled was about 1 million. According to organizations involved in home schooling, today it is about three and a half million students. Studies in the United States show that children who were home-schooled receive results when they take tests that are 15-30% better than children who were in school. This applies to all subjects – from exact to humanitarian. The results of a study conducted by the Canadian Fraser Institute are also interesting. It turns out that children who studied at home have better scientific achievements in higher education compared to students of public and private schools [6].

It is also interesting that in Poland, thanks to the efforts of parents who teach their children at home, there are several organizations that provide significant assistance in matters related to home education. For example, a significant event for participants in the home education process was the First All-Polish Home Education Conference, which was held in October 2003. The conference was organized by the Home Education Society (Stowarzyszenie Edukacji Domowej), whose founder is Dr. Marek Budajczak, a father of 2

children, who with his wife Isabella are pioneers of home education in Poland. Home Education Society has defined its goals, namely:

✓ promoting home education as a legally accepted form of implementing school duty outside the school;

✓ initiative aimed at creating stable legal and organizational foundations for home education;

✓ promoting the integration of people and communities interested in the idea of home education and other forms of alternative education;

✓ comprehensive assistance to parents who have decided to educate their children within the framework of home education;

✓ cultural and scientific activities;

✓ educational and educational activities;

✓ charity [8].

Also, since 2005, there has been a Society for Education in the Family (Stowarzyszenie Edukacji w Rodzinie). The Society for Education in the Family (TOP) conducts active educational activities, in particular, annual congresses. In particular, the XI Congress of Families of Home Education (13.04.2013 in Kozhechnik, Poland) was held together with the society "With Education in the Future" ("Z Edukacją w Przyszłość") and the "Center for Education and Development Support" (Centrum Edukacji i Wspierania Rozwoju).

The Company's objectives are set out in the charter, namely:

1. Supporting families in their exercise of the constitutional right to raise children in accordance with their own convictions (Article 48, § 1).

2. Dissemination of extracurricular forms of school duty and science.

3. Supporting democracy and building civil society.

4. School and educational activities.

The goals of the Education Society in the Family are carried out through:

1. Organization of conferences, lectures, meetings and seminars.

2. Consulting activities.

3. Development and evaluation of training programs, training materials and manuals.

4. Publishing activity.

5. Conducting research work.

6. Cooperation with state organizations, local authorities and non-governmental institutions.

7. Organization of cultural, sports and entertainment events that are integrative and educational in nature for children, youth and their families.

8. Organization of competitions and scholarship programs.

9. Influence on systemic changes for socially useful purposes.

10. Other current measures aimed at achieving the goals of the charter [12].

The president of the TOP is Mariusz Dzieciontko. He and his wife Joanna Dzieciontko are a family that since 2006 promotes home education, are co-founders of TOP, have three children who are taught at home. The family also holds annual information conferences and meetings on home education, one of which was held in Warsaw on April 07, 2013.

Members of the TOP are Lukash and Magdalena Woitaha – parents of 3 children who have been engaged in home education for six years. Since 2008, the couple have been leading the Center for Education and Development Support together, cooperating with schools, educational institutions and non-state institutions, conducting seminars and conferences, and providing individual assistance to parents.

Also, in Poland there is a Society of the Union of Parents, co-founded and president of which is Mazhena and Pavel Zakrevsky – parents of 6 children, authors of many publications, including the book "Home Education in Poland: Theory and Practice" (Warsaw, 2010). For several years now, the Solomon Christian Basic School has been operating on the territory of Green Gur, which actively cooperates with families of home schooling.

Conclusions and research perspectives. In recent years, home education in Poland has been increasing.

In particular, in 2018 it covered about 7.3 thousand students, and in 2020 this number increased to 14 thousand [10].

A significant jump occurred during 2019-2021 school years since remote beginning during the pandemic did not meet the expectations of parents.

Summing up, we can say that in Poland home education is increasingly attracting attention from teachers, psychologists, teachers, government officials. In the period of rapid development of information technology and media, it is valuable for parents and children. Thanks to home education, parents could have the opportunity to actively participate in the process of raising their children, considering the individual needs, abilities and hobbies of each child. An important component of home education is also the retelling of those values that are valued by an individual family. Thus, it occupies a special place among educational offers in Poland.

The appeal to the achievements of home education in neighboring Poland is quite justified since this creates certain opportunities for modernization and further progress of the Ukrainian educational system in the conditions of martial law. In our country for many decades there was nothing alternative. The consequence of this was that most Ukrainian students and teachers did not know that some other educational system was possible, except for the traditional one, which is one of the rigid options for education.

Today, when the search for ways to modernize the Ukrainian educational system continues, home education, as one of the alternative proposals, in our opinion, is able to solve many urgent problems in this area with its effective innovative approach. A weighty argument in favor of the development of home education in our country under martial law is the desire of parents to have the status of active subjects of the education system, expressed, first of all, in the possibility of realizing their right to be a customer of education for their children. And in this they highlight the

need to individualize learning, since the role and importance of individuality in modern conditions for them undoubtedly increases and becomes a priority.

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