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Teachers' work in the context of the development of competencies for the future as an educational challenge of the twenty-first century

Abstract: Issues pertaining to the competence of the future are extremely important in the context of the rate of changes that are taking place in the world. Teachers, due to performing a specific mission in a society, are required to acquire and develop the competencies, which are needed to prepare the young generation to function in reality of tomorrow. The article describes the most important economic and social changes, with particular emphasis on the school environment. Text is a kind of reflection on the teaching profession in the hierarchy of social prestige and the factors determining this prestige. Authors present the most important competencies for the future, taking into account the requirements implied by technological and information changes.

Keywords: social changes, information and technological changes, education, teacher, prestige, competence, future

Introduction

Late modernity, postmodernism has brought a number of changes, including educational changes, which have a substantial impact on the everyday life of a professional various social groups, for example – teachers. Phenomena such as globalization, (hyper) consumerism, new threats (eg. addiction of cyberspace, marginalization), the emphasis on the development of students' competencies, not only the transfer of knowledge, preparing the young generation to live in a

society of permanent change¹ cause that teachers, in their daily work, are faced with the new challenges. Teachers need a new set of competencies that will enable them to meet public expectations of the 21st century education. The teacher ceases to be a transmitter of knowledge; in the modern world he has to be a creator of educational space, facilitator or coach. Someone who accompanies you in the knowledge of the surrounding reality and supports the acquisition of competencies necessary to function „in the world of tomorrow”. One of the ways of professional development for teachers is to equip students with the skills and competencies for the future, for tomorrow’s society.

The socio-economic changes in Poland during last twenty five years

Starting from 1989, when there was a Polish political transformation, socio-economic changes in our country make up very quickly and are important to the life of individual and for all social groups. According to Zygmunt Bauman, we are dealing with a new quality of social life. The most important of this quality features include: pluralism, consumerism, increasing the role of the mass media and the development of mass culture, nomadic lifestyle, identity crisis and the crisis of existing authorities². The pace of life of modern people is changing. They live in a hurry, they lack the time, „for everything”, constantly subject to the pressures of progress. Currently, it comes to reinterpret this concept: „Progress became a personal project and not, as before, the collective”³. The activities of representatives of pre-figurative⁴ culture, are determined by the following messages: “as you do not try, then progress will overtake you and you will be provincial. You need to continually improve, try, strain, so that others will not overtake you. The only way of being modern is constant, compulsive, obsessive improving yourself”⁵. Primarily in the areas of the body and the intellect. The consequence of these changes, among other things, generation of me (egoists generation) and narcissistic attitudes epidemic that was by characterized Jean M. Twenge⁶.

New – associated with other than before 1989 social system, capitalism - the conditions of employment are forcing people, especially young people, more and

¹ P. Sztompka, *Socjologia zmian społecznych*, Kraków 2005.

² Z. Bauman, *Ciało i przemoc w obliczu ponowoczesności*, Toruń 1995.

³ Z. Bauman, *Płynna nowoczesność*, Kraków 2006, p. 201.

⁴ M. Mead, *Kultura i tożsamość. Studium dystansu międzypokoleniowego*, Warszawa 2000.

⁵ Z. Bauman, *Płynna...*, op. cit., p. 230.

⁶ M. J. Twenge, *Generation me: Why today’s Americans Are More Confident, Assertive, Entitled and More Miserable Than Ever Before*, New York 2006.

more involving in their career, including working “after hours”, performing professional duties not only in the workplace but also at home. The model of Polish society has changed. From industrial society, it has evolved in the direction of society (in the way to) knowledge⁷. Knowledge society is a social model in which the key role is the role of the science and intellectual capital. It is characterized by the dominant role of the service sector in the economy; development finance and insurance sector, as well as health care, education and science; the growing role of professionals and researchers in the occupational structure. In this society model, the theoretical knowledge has a central role as a source of innovation, and the creation of intellectual technology is the basis for social decision-making⁸.

Due to political changes, there appeared a number of previously unknown phenomena, including unemployment. During the existence of a socialist economy model, people do not feel unemployment, because even completely redundant workers were employed in state enterprises. Due to the recession and sharp rules of economics, which are the result of the stabilization program, there is the phenomenon of people staying for a longer period – due to various factors – without employment, despite the desire to find the actual forms of employment. This phenomenon has affected especially the elderly, particularly women over 50 years of age⁹.

In the context of the lives of young people, a phenomenon that has probably the greatest impact is the globalization processes. Janusz Mastalski has described the phenomenon of “global teenager”¹⁰, who, feeling deep carpet for loneliness, feels abandoned by family and friends, and therefore lost in the surrounding - liquid, and not satisfying one of the basic human needs: a sense of security - reality. As an author noted, “loneliness becomes one of the most serious problems of the globalized world, because it expresses a state of failure of human properly. He is still torn between intimacy and community without inhibitions. He must constantly rediscovering his identity in a shapeless, virtual world of mirages¹¹. Have difficulties in identifying their own identity, finding answers to the questions: “Who am I?”, “What am I?”, “Who will I become?”¹². The growing impact

⁷ Zob. *Spółeczeństwo w drodze do wiedzy. Raport o stanie edukacji 2010*, Warszawa 2010.

⁸ J. Morbitzer, *Od motyki do komputera, czyli droga do społeczeństwa informacyjnego*, „Konспект” 2001/8.

⁹ N. Piłkuła, *Senior w przestrzeni społecznej*, Warszawa 2013.

¹⁰ J. Mastalski, *Samotność globalnego nastolatka*, Kraków 2007.

¹¹ Tamże.

¹² E. Bielska, *Konteksty społeczeństwa globalnego a perspektywy tożsamości*, in: *Tożsamość osobowa a tożsamości społeczne. Wyzwania dla edukacji XXI wieku*, T. Bajkowski, K. Sawicki (ed.), Białystok 2001.

on the life choices of young people have the mass media¹³- advertising reaching from everywhere, enjoying increasing popularity television sitcoms, newspapers, whose slogans argue that these are “magazines (the only valuable, interesting) way of life”. We can also observe process of Americanization of society, which leads to changes in lifestyles of successive generations. Americanization is a worldwide cultural transfer process, which objects are institutions, norms, values, customs, behaviors, techniques, symbols or images that (actually or allegedly) are associated with the United States. The influence of American culture on other cultures is connected to the imperial position of the United States; it is often treated as a negative phenomenon¹⁴.

The next negative phenomenon in Polish society is a widening gap between social groups. Humanity is accompanied by deepening division of the world into rich and poor¹⁵. These differences are not only economic but also cultural; differences in access to knowledge, education, common goods, etc. Great paradox is that the world is moving forward – there is more and more goods, including luxury, while this development generates a growing number of inequalities and deepens their size.

The school in the world of changes

School is considered as one of the most important elements of the social system. It belongs to the human world and serves to satisfy the specific needs – school is able to realize a lot of values. It's educational institution – educational, which deals with the education and upbringing of children and young people, according to the adopted in a specified society aims, tasks, social challenges and educational concepts – educational plans and curriculum. Because it covers its influence children and young people of the community, performs functions that can not be fulfilled by any other social institutions¹⁶. School is a place, where children and young people gain knowledge, develop their interests, acquire the

¹³ See: T. Goban-Klas, *Media i Komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu*, Warszawa 2001 and *Człowiek, media, edukacja*, J. Morbitzer, E. Musiał (ed.), Kraków 2013.

¹⁴ P. Siuda, *Homogenizacja i amerykanizacja globalnej popkultury*, „Kultura – Historia – Globalizacja” 2011 nr 10.

¹⁵ E. Trempała, *Zagrożenia rozwoju człowieka marginalizacją i wykluczeniem w środowiskach lokalnych a pedagogika społeczna*, in: *Marginalizacja w problematyce pedagogiki społecznej i praktyce pracy socjalnej*, K. Marzec-Holka (ed.), Bydgoszcz 2005, p. 47–49.

¹⁶ I. Nowosad, *Perspektywy rozwoju szkoły*, Warszawa 2003, p. 13.

competences, learn collaboration, cooperation. We can say, that school is a place in which socialization takes place; should therefore prepare the necessary social change, open for innovation, encourage to take the challenges and prepare young people for an active life in nearby communities and societies, learn the skills for transformation existing social relations. School education is therefore a social experience through which children and young people enrich relationships, acquire basic knowledge and skills that can assist them in choosing a way of life¹⁷. It should be recognized by society and the State as an essential component and factor of efforts which aim at social and economic development and creating social awareness¹⁸. In moments of breakthrough, sensitive, school should prepare to the necessary social changes, to innovate. Meanwhile, the school has diaphragmatic role, is “baffle” and interrupts the generational memory, a shutter in the transfer of experience between generations¹⁹. Moreover, school structure is based on the assumptions of the Enlightenment intellectualism and created for industrialism. Teaching is modeled on the production line at the factory. Students are grouped because of the age and outfitted in the suitable part of the material. Then, if they meet the standards and pass to the next stage, they are “equipped” with a further portion of knowledge²⁰. Another failed Ordinance of the Ministry of Education, for example ordering six years old children to start their school education, assumes that the most important criterion in education is “the date of production”.

As a result, the activity of the school may be one of the mechanisms that contribute to the crisis. Lech Witkowski claims that the school is an “inhibitor” of changes, but it should be the promoter²¹. Please note that school (and implemented in school the educational process) irresponsible for changing processes and environmental and social conditions, and their changes, but not vice versa. School functionally adapt to its direct and social environment, to the social structures and needs²². This means that the changes that are taking place in education, in the process of teaching, in schools, are a response to the challenges of

¹⁷ Ibidem, p. 14.

¹⁸ J. Łukasik, *Między szkołą a domem. Role zawodowe i rodzinne współczesnego nauczyciela*, Kraków 2009, p. 5–6.

¹⁹ Z. Kwieciński, *Dynamika funkcjonowania szkoły*, Toruń 1995, p. 240.

²⁰ K. Robinson, *Zmiana paradygmatu w edukacji*, https://www.youtube.com/watch?v=_wxcXd5Cnv8 (access: 12.01.2015).

²¹ L. Witkowski, *Edukacja i opór. W kręgu dylematów krytycznej teorii edukacji H.A. Girousa*, Toruń 1990, p. 28.

²² Z. Kwieciński, *Dynamika...*, op. cit., p. 236

modernity, social transformation. As Mirosław J. Szymanski notes²³, especially young people usually are not sufficiently satisfied with the achievements and the lifestyles of previous generations, so they tend to changes, and the rapid development of technological civilization at the end of the twentieth century made people used to living in the fast-paced, in a world where everything changes, nothing is permanent or given forever. In today's increasingly complex environment, it seems that the first-importance is newly defined criteria for – generally speaking – the ability of adaptation and development of school organization. The world does not stand still; New times bring new conditions and situations, and above all, new requirements, responsibilities. Unfortunately, during creating new solutions, it is often forgotten that the world of the future and its culture are to be used for those who will live in it, not for today's designers, some authors. R. Meighan believes that “any educational policy, whether conducted by education officials in their offices, or by teachers in the classroom that does not count with possible variations of the future, and does not take into account the sociological interpretation, takes the risk of creating schools gaze upon the past while we rush into the future”²⁴. In view of social changes, also the dimension and the tasks of the school are changing. Expectations towards it, can be concentrated on a few issues. The school should become a place where knowledge is not so much the students get in the final form (as in the schools of the past), but in which students acquire (and do not get ready!) Knowledge, broaden their horizons, learn about their talents, awaken and develop their interests, receive the necessary assistance, advice, develop in a harmonious, balanced way. The task of the school is to prepare students for life in a changing environment, in a world where information at an unprecedented pace gets outdated, and the only certainty is the change. So what should the school teach, how to educate, what values communicate? The answer may be the sustainable development – of an individual, societies and the world, and the corresponding with this kind of development model of education as the way to achieve systematic and harmonious development.

The teaching profession in the contemporary

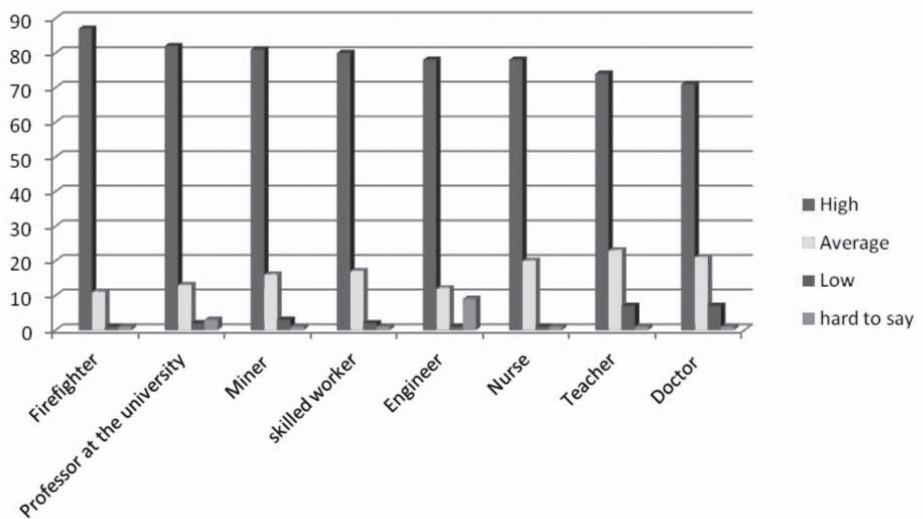
Research conducted by CBOS in 2013 again was focused on the question of the social prestige of the occupations. Such studies have been carried out in recent years, which has allowed the observation of summary statistics and trends. The

²³ J. M. Szymański, *Młodzież wobec wartości. Próba diagnozy*, Warszawa 2000.

²⁴ R. Meighan, *Socjologia edukacji*, Toruń 1993, p. 443.

study adopted a five rate scale (very large, large, medium, small and very small prestige). The task of respondents was to assess the various professions and their functions. In the first place in the social assessment was a firefighter (as much as 87% of declarations). As it was noted by the author of the study, Agnieszka Cybulska, this profession has a high usability and embodies the idea of unconditional commitment and service to society. This comment is worth consideration for the position of the teaching profession. It would seem that this profession, too, is identified with these characteristics and yet is much lower in the hierarchy.

Graph 1. The hierarchy of professions according to social respectability (%)



Source: CBOS research

In comparison to 2008, it can be observed that there is a slight decrease in rating occupations typically intelligentsia. This is due to the appreciation of other professions, especially those based on physical work. Poles start to better value professions in which the final effect is particularly noticeable and measurable. These occupations are often associated with entrepreneurship and own companies.

Table 1. Dynamics of changes of the occupations prestige

Occupation							
	1975	1987	1995	1996	1999	2008	2013
Firefighter	–	–	–	–	–	80	81
Professor at the university	90	87	80	79	81	81	78
Miner	72	83	72	74	66	77	77
Skilled worker	65	64	60	63	58	72	76
Engineer	72	69	66	65	65	72	72
Nurse	–	–	–	–	65	75	75
Teacher	77	79	72	72	71	73	73
Doctor	86	82	75	74	73	74	72

Source: CBOS research

The seventh position in the hierarchy of professions should not gloat yet pessimism. According to Henryk Domański, “the place in the hierarchy of prestige is just as important as wealth or position in the hierarchy of power”. For teachers, there is some paradox. On the one hand, they have a fairly high scores in the perception of the society, but on the other, they do not feel this. This discrepancy, as Domański notes, may be the result of a discrepancy between aspirations and actual state²⁵. Sometimes the teachers themselves depreciate the value of their work. Psychologists notice a significant relationship. If someone does not love himself, or does not appreciate himself, it has a transfer in the way his is perceived by the environment.

As Joanna Łukasik notice, emerging difficult didactic situations in school, teacher’s the ways of solving them, dealing with them, have a significant impact on the perceived and how teachers are perceived not only by students, but also by their parents and the wider social circle. Feelings of powerlessness, helplessness in the face of new phenomena emerging in modern school, unfortunately, does not affect the prestige of the teaching profession. In contrast, the lack of support for teachers from the different actors participating in the process of education and teaching enhances or out of work and the prestige of the teaching profession²⁶.

²⁵ H. Drachal, *Czy zawód nauczyciela jest szanowany i co sądzą o tym sami nauczyciele?*, „Głos Nauczycielski”, <http://www.glos.pl/node/9602> (access:12.01.2015).

²⁶ J. Łukasik, *Między szkołą...*, op. cit.

As we can see, teachers themselves feel powerless and helpless. They do not think that their work is perceived in society as a prestigious. This situation is a “closed circle”, which means that people won't respect the educational professions, if teachers do not respect their own work.

Factors determining the place of the teaching profession in the hierarchy of social prestige

The situation of the devaluation of the prestige of the teaching profession may seem paradoxical, especially because of the fact that we live in a knowledge society. It should reflect on the state of affairs. Certainly, there are many factors that contribute to this situation. Recognize them can help teachers to restore their rightful place in society. One of the reasons which is quite controversial, is the growth of women's employment in the education sector. It is obvious that they must share the responsibilities of work and home. Accompanying this situation, time pressure, overload and conflicts cause by diversity of roles may reflect negatively on the professional sphere. Some men are not interested in employment in this sector, because, in their and public opinion, demands placed on teachers insist on having “typically” feminine traits such as sensitivity, empathy, communication skills and adequate to express feelings²⁷.

Another reason for the reduction of social prestige of the teaching profession may be changes in technology and the growing importance of incidental forms of education. Modern “pupil” has at his disposal a lot of interesting, continuously updated and interactive sources of information. The teacher is no longer the sole transmitter of knowledge. Moreover, the alignment of non-formal education with formal education has contributed to reducing the role of the teacher.

If pupils are able to learn “outside the classroom” and it is often more effectively, the teaching profession is increasingly becoming a profession typically caring. School is a place where a child has provided care and food. Teaching in many cases is carried out outside of class in the context of paid tuition or organized activities.

The teaching profession in times of pressure on economic growth is no longer a strategic specialization. It does not contribute directly to increase prosperity and welfare of citizens, and only this kind of the relationship has a public perception of the 21st century. Currently we are dealing with oversupply of people with

²⁷ J. Lamm, *Prestizj nauczyciela w wielokulturowej Szwajcarii*, in: <http://edurada.pl/artykuly/prestiz-nauczyciela-w-wielokulturowej-szwajcarii-czecs-2/> (access:12.01.2015).

higher education, which causes lower social relevance of education, and the *effect of the elevator*. “Educational Elevator” moved up, which resulted in a gradual devaluation of certificates and diplomas obtained. They are no longer the guarantors of work and further promotion of professional²⁸. Intensive growth of knowledge makes that the social advancement for the cause of education is becoming more difficult, and the differences between those who hold high qualifications, and the rest, are becoming sharper. This phenomenon is accompanied by an increase in demand for craft and practical professions. Today the valued profession is an expert. The opening of borders after Polish accession to the European Union meant that some of the young people choose to look for happiness outside the country. They leave schools, refrain from further education and undertake physical work. Modern economy market emphasizes the quick success, which can be measured by “thickness of the wallet. After returning home the income of these young people often exceed teacher’s salaries. The impact of the financial to the prestige is also noticeable in Lithuania. Teachers, especially in smaller towns, have to work in a few schools to provide the time. Their contributions and difficulties, have no bearing on the amount of salary. Furthermore, in order to achieve success in this profession - to „make a career” teachers must invest in themselves for a long time, improve their education and improve their skills. The modern world is interested in fast and brilliant career²⁹. Another reason of reducing the role of the teacher can be seen in the change in relations of generations, both in educational institutions, as well as the whole society. Technical and scientific progress significantly influenced the evolution of these relationships. As it is noted by Jolanta Lamm, the generation of educators (teachers) has become a generation of “eternal teenagers” sentenced to continuous training and “catching up” rapidly changing scientific achievements and knowledge. The younger generation (learners) is becoming more competent in a number of strategic areas and copes much better in the field of communication and information. The growing importance of peer education meant that the teacher were forced to leave the “cathedrals”.

The development of new information technologies contributed to the change of functions and tasks of teachers. The evaluation and control functions were

²⁸ S. Krzychała, *Ryzyko własnego życia. Indywidualizacja w późnej nowoczesności*, Wrocław 2007, p. 132–136.

²⁹ A. Radczenko, *Zawód nauczyciel: Prestiż wiąże się z grubością portfela*, in: <http://pl.delfi.lt/kultura/kultura/zawod-nauczyciel-prestiz-wiaze-sie-z-gruboscia-portfela.d?id=60419327> (access: 12.01.2015).

exposed. Teachers become guardians of externally imposed standards and thus move away from the student. Entangled in situation in which teaching programs are the most important, standards, rankings, teachers lost student as a unique individual. This situation makes the fact that teacher is no longer someone trustworthy. Teacher becomes official representing the system. In many cases, teachers still control the level of knowledge acquired outside the school system. The social status of the profession has a quality of changes and reform in education. Unflattering opinions about teachers said by themselves, parents and other stakeholders formed around this profession many misunderstandings and myths. One of them is the belief that the school is obsolete.

Desired changes in the work of teachers in the light of the principles of constructivism and connectivism

Due to changes in the social and political life, in economy, there are some changes in the nature of teachers' work. More and more parents are working on more than one time, often overcoming great distances on the way to work. The time that parents in the traditional family model devoted to children is still shrinking. Parents are trying to compensate for this loss by providing children with tutoring and teaching aids, entertainment. Responsibility for the upbringing of their children is often a burden on the school and teachers as professionals, experts. Parents often expect that the teachers will teach their children to live together in society and how to deal with problems. They want teachers, who spend a lot of time with students each day, to be able to recognize the abilities and talents of their children, but also to find difficulties and disturbing phenomenon in the behavior of children. According to the parents, they should not only serve as educators and teachers, but most of all they should be trustworthy protectors of their children. As it is noted by Kazimierz Denek, a teacher in the twenty-first century should be a guide to the world of knowledge, values and life³⁰. In addition to the transmission of knowledge, he must teach young people how to move in the post-modern world; pay attention to the universal hierarchy of values, learn how to be tolerant, full of empathy. The teacher must help students to acquire the competencies, which will enable them to actively live in a society – now and in the future.

To prepare young people for life in the future, teachers must – as competent educators, in a way as a substitute for the parents – to equip students with the

³⁰ K. Denek, *Przewodnik po świecie wiedzy, wartości i życia*, in: *Kompetencje nauczyciela edukacji początkowej*, K. Żegnałek (ed.), Warszawa 2008.

skills that are necessary for their comprehensive and sustainable development for the future.

What do competencies teachers need?

The primary aim of modern education is acquisition by students the competencies for the future, which make them able to live in the world of tomorrow. Those competencies involve “active use of student’s abilities, innovative approach to the environment and shaping it in the framework of the existing possibilities”³¹. Those competencies are components of a number of specific competencies, among which the most important are:

- thinking and multi-dimensional perspective, with particular focus on the vision of the future;
- holistic interdisciplinary knowledge;
- intercultural dialogue and cooperation;
- ability to keep distance and reflection;
- self-knowledge, self-esteem and self-direction;
- the ability of competent participation in social decision-making processes.

Effective acquire those competencies is possible using participatory methods of education: projects, open space, simulation with role plays, workshops, seminars and conferences.

One of the existing models is critical and creative education³², which stresses acquisition of skills and verification of self-knowledge, the ability to make critical choices, and develop attitudes of self-improvement and creative learning to adapt to the changes taking place in society³³. The most important aim of education is openness. There is no ready-made solutions, papers or directives. The participants of learning process generate their own final results during working in the classroom. They show at the same time a lot of interest, because they developed educational content or executed tasks that are practical and are related to everyday life.

³¹ J. M. Welfens, *Edukacja na rzecz zrównoważonego rozwoju w Niemczech – stan i wyzwania*, in: *Ocena efektywności edukacji na rzecz zrównoważonego rozwoju – sposoby podejścia i strategii wdrażania*, Warszawa 2006, p. 20.

³² T. Lewowicki, *Przemiany oświaty: Szkice o ideach i praktyce edukacyjnej*, Warszawa 1994.

³³ G. Kosiba, *Doskonalenie zawodowe nauczycieli – kategorie, kompetencje, praktyka*, „Forum Oświatowe”, 2(47), <http://forumoswiatowe.pl/index.php/czasopismo/article/view/17/30> (access: 12.01.2015).

Obtaining a holistic interdisciplinary knowledge is conditioned by access to reliable and up-to-date sources. One of those sources are the Open Educational Resources placed in the cloud. Using the achievements and the creation of Culture 2.0 requires teachers to prepare for the implementation of the tasks posed by the reality information. The core competency is the ability to creatively combine the available information technology with modern knowledge in teaching. This knowledge takes into account all assumptions of cognitive science, neurodidactics and connectivism. The modern teacher must remember that the workplace is not a class, but the student's brain. This message requires him to reorganize the current thinking and breaking some rigid rules. Creating a school's learning environment is based, *inter alia*, on: recognition errors as immanent, natural and obvious part of the learning process and using them to acting in a creative way and finding new solutions. There are numerous attempts, exploration, verifications, to which the student has the full right. Indeed, already in the last century, Janusz Korczak stood up for the right of children to unawareness. In addition "the teacher of tomorrow" must be able to eliminate the stress and pressure of his teaching activities. It is not easy, because he himself is a subject to these factors. The culture of fear is the greatest enemy of optimal brain function. Another requisite competence is the ability to redefine the surrounding world and human himself. Today, society is immersed in the culture of temporariness. There are new paradigms, challenges and tasks that change the context for the teacher's work. They have to know how to stay open-minded and flexibility in the face of all these changes. The process of redefining is firmly connected with the concept of lifelong learning.

It is hard to imagine the process of exchanging ideas with no real intellectual dialogue and respect for callers. It would seem that today we have a lot of facilities on interpersonal communication. We have a variety of tools, ranging from the classic to the most modern, electronic tools, which use the possibilities of virtual 3D environments. But we should remember that in the school radically different entities can meet. There is a meeting between teachers who have experience of personal relationships based on face-to-face contact, and students who operate in the world of superficial, episodic relationship and communication shortcuts. arising because of this fact communication barriers are aggravated by "brain gaps", which are the result of differences in the neural network of the brain³⁴. The

³⁴ G. Small, G. Vorgan, *iMózg. Jak przetrwać technologiczną przemianę współczesnej umysłowości?*, Poznań 2011.

teachers of tomorrow must be aware of these new realities and equipped with the skills to build an agreement with the new digital generation. Efficiency understood as an individual student success, and not sufficiently high in the statistics.

Certainly there is a lot more competencies for the future. There will appear new and they will correspond to the direction of change. Teachers - if they want to uphold the social prestige and satisfaction in their profession's mission, have to respond to changes that occur in the world in the flexibility way. It is not possible to keep the school in isolation from society. Standards, measurement, quality testing of the product, and closing statement as a percentage of the learning process are the components of the school - tape factory.

The knowledge we now have about the man challenges all those who are involved in education. It is possible to ignore it and uphold the pillars of the old system, but we have to reckon with the fact that the young generation will not want to participate in this abuse. Youth will look for other guides on the way to... tomorrow.

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