# Where is it going school?

# Pokiaľ sa bude School?

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## Abstrakt

The development of a society based on information technology and the constant increase of knowledge, and which is also involved changing its nature entails the need to re-reflect on the vision of the school. It is necessary to consider the role of the teacher in a changing world, the type and way of transmitting messages by him, and - perhaps above all - thevision of education. the purpose of the text is to show the changes that occur in the Polishschool and teachers training courses which are designed to prepare the child to function in the "liquid modernity".

**Key words:** education, training, development, civilization

The development of a society based on information technology and constantincrease of knowledge, and is also involved changing its nature makes it necessary to re-reflect on the vision of the school.

The issue of the school and its role in society as been making for years in the publications of the nature of both theoretical and empirical (Banach 2000; Gęsicki 2000). It was discussed over the functions and role of schools in society, its transformation lines, relationships between public and private schools, as well as the possibilities of school reform and the consequencest hat result from various changer under the influence of reform (Śliwerski, 2009).

In the context of changes taking place in society, it is necessary to consider the role of the teacher in a changing world, the type and method of communicating his message, and - perhaps above all – the vision of education. the purpose of the textis to show changes that are taking place in the Polish school and teachers training courses which are designed to prepare the child to function in the "liquid modernity".

## Picture of the changes taking place in the modern world

The development of mankind can observe the transition from agricultural society through industrial, to knowledge-based society is

not where it does not have material wealth, physical strength or machine held a major source of development and functioning in the world but being human, which is determined for information. That's some good information as immaterial has become a new commodity and carries interest in the development of service related to processing, storage, transmission and generation information (zob. Toffler, 1997). How points J.Morbitzer http://www.up.krakow.pl/konspekt/konspekt8/morbitzer8.html) – referring to the considerations A. H. Tofflers – in the knowledge society can be seengrowing role of professional and researchers in the scientific, theoretical, knowledgebecomes a source of innovation and technology is used to generate the intellectual und erpinning for policy decisions and social change.

Today we live in a world characterized by liquidity (Bauman 2006), reflexivity, risk, a world that has ceased to be predictable, which means that we no longer have to deal with pre-standards and practices and meet a growing personality (Giddens, 2006).Aurelio Peccei stresses that the man "became the master of your future, which on the one hand, it is unpredictable is and can not be arranged, on the other "but he aspire to the domestication" through actions to ensure their security. Therefore, the launch mechanism for further development. As the Author notes, "in fact looking for the ways of progress, prosperity and salvation, without thinking, however, on how to improve what we have, our ways of thinking and acting." (Peccei, 1987, p 25).According to the author can distinguish phenomena that pose a threat to society.

These phenomena are:

1. demographic explosion (overpopulation);

2. total lack of plans and programs address such issues as poverty, misery, hunger;

3. the devastation and degradation of the biosphere;

4. the global economic crisis (recession, the behavior of monetary and financial policy, inflation, unemployment, uncontrolled growth, wasting of resources);

5. the arms race coupled with the progressive militarization of the world;

6. deep and ignored social pathologies (as evidenced by phenomena such as drug abuse, aggression, intolerance, terrorism);

7. anachronistic develop a technical and scientific (technological progress taking account of social needs)

8. institutions of old and rotten, anachronistic and overly bureaucratic

9. the collapse of the North-South relations and the phenomenon of confrontation between East and West Lock of moral and political lead between East and West Lack of moral and political leadership (Peccei, 1987, s. 25).

The development of information technology has changed the way of learning, working, organizing, and leisure activities (it is worth noting that the change has been the understanding of leisure time).

Significant changes are also occurring in the process of communicating, organizing work. to sum up the modern Word is characterized by unrelenting change, liquidity, lack of predictability, intensive of development of industry and information technology that have a large impact on the tasks and expectations are placed on a man. Since the modern world there are so many different changes that determine the functioning of man is to ask yourself the question: what skills should be equipped with a man so he can freely operate in a changing world?

In the literature of economics, human resource management, motivational psychology, sociology or pedagogy are attempts define more precisely the qualities that person should have. For example, in his speech at the Sixth Congress of the Civic M. Sabat insisted that the Poles wanting to compete with other nations in order to stay in the world based on commerce, but also on competitiveness must have core competencies that will allow for wins in a global market and build the belief that every year we live in increasingly better at dawn.

According to M. Sabat modern man must skillfully navigate the world of art, culture, film. Education through art or the art allows for the development of creative thinking that is necessary for functioning in a world where "the amount of knowledge doubles every 2-3 years, access to information is universal, and the only permanent paradigm has become theinevitability of change" (Frimhofer, 2011, s. 55).

In turn, reflecting on human expertise from the perspective of human resources management and operation of the organization can say that the powers which should have the employee is closely related to human vision. Today, more and more people are seen as a source of organizational success. in the words of J. Puchalski, "Human resources are the most valuable asset for any organization and propermanagement can be a source of market success or failure" (Puchalski, 2010, s. 7). This means that more and more wanting to be successful employer seeks to employ someone who will lack the attitude of an open mind and aim to continually expand their knowledge, will be focused on change and learning new. With the opening

of the change is related to "skillful handling of their knowledge in new andunconventional layouts. in addition, it will be a unit which is characterized by a willingness to think creatively assimilated and improvement of the courts under the influence ofindepth experience. These types of skills are the basis of education of a man who could participate in a changing civilization. With these skills will be atle to continual reconstructionn continual of knowledge and concepts to ever higher levels.

In the diagnosis of the educational system are listed core competencies, which should have rights. the authors write that the key competences, in which the schools hould provide the student include:

1. "Communication in the mother tongue - includes the ability to express and interpret thoughts, feelings and facts in both oral and written; ability to participate in discussions, listening, speaking, reading and associating information, a written expression of their position, views, feelings, adequate to the situation and context, the dispositions for critical and constructive dialogue, the willingness to exchange ideas with others.

2. Communicating in a foreign language - in fact, involves a similar skill to have in their native language, of course, vary depending on the number of foreign languages, but also draws attention to form and available to learn about cultural differences and to communicate between cultures.

3. Mathematical thinking and reasoning in terms of science, familiarity with technical issues - the ability to use mathematics and its elements in solving everyday problems fall under the basic needs of life disposal, the knowledge of and familiarity with a certain mode of thinking in research are needed to understand the modern world and the accompanying messages, it is important to the creative and critical attitude towards science.

4. Ability to use ICT and use them every day, and the degree of responsibility in the use of electronic media.

5. Learning to learn - covers quite a large team available to provide some ease of gaining further knowledge, as of cultivate a sense of confidence in their abilities and motivation to deepen their skills through the ability to determine their own development needs in a given situation, the ability to organize their own field of action in this area and use of existing facilities and the ability to associate with each other in various fields of knowledge.

6. Social skills, cooperation with others, including civic and intercultural - cover topics from basic principles of group work, solve contact and achieve consensus, the sensitivity to cultural differences, the skills and understanding necessary to participate in the larger forms of cooperation, knowledge of human rights, respect for others, awareness of one's own identity in the local, national, European.

7. Entrepreneurship - understood very broadly as the ability to forging ideas into action, creative approach to the surrounding reality, and calculation of risk taking, both in professional matters and in the every day, the ability to plan a different caliber, and manage projects.

8. Cultural expression - a basic ability to read the signs of cultural heritage as an important aspect of sense of identity, a reference to his own or other creative expression and diversity, the importance of aesthetics in everyday life.

Training for the youth to acquire these skills is particularly important in terms of employment and future employment. It turns out that, despite the fact that generation of young people live in a world where reality is a world of transformational untouched world characterized by openness to the influence of the Western world, the global economy, consumerism, and hungry for success as an ideology of cultural offers. in a word characterized by an explosion of new quality educational and human capital, a significant proportion of young people remain outside the labor market or take a jobincompatible with personal vocation. Studies conducted by the Central Statistical Office show that almost to the second graduate of taking paid work (44%) is forced to work completely different from their profession (GUS, 2010).

**Classroom realisty**

For many years in Poland there are attempts to improve, modify or repair the education system. How points Cz. Banach in Poland of the twentieth century we can distinguish four education reform. the first took place in 1932, it resulted in theadoption of Law Jędrzejewiczowskiej. Under that law, unified secondary schools, to make access to higher education vocational high school graduates and the establishment of compulsory schooling. Second, for each act brought about the development of education system, which then marked the relationship of education to the state policy. the third educational reform took place in the seventies and eighties. in the nineties there was a fourth reform,

which was completed the signing of the Introductory Act to amend the provisions of the education system. Each of thereforms resulted from the socio-political change and the adoption of the new goals of social, political and economic (Banach, 2001, s. 25). the reformed school system began a process of positive educational change, expressing a significant increase in the rate of school attendance at all educational levels. It is worth noting that in recent years in the Polish education system began toemphasize the importance of education at the primary level. It emphasizes the factthat education at primary level helps reduce the differences in preparation forteaching at primary level among the children coming from families with high culturalcapital and children derived from families of low socio-cultural capital. However, despite the inclusion of children five years of duty at the level of kondregarteneducation is still the percentage of children covered by preschool education (groupof 3 - 5 years) is less than sixty percent. Such a low rate due to the fact that childrenstill three-and fourycar kindergarten attendance of about 35% (Society of knowledge on the way to 2010).

It should be stressed that the most likely increasing in recent years the percentage ofyoung people studying due to several reasons. First, higher education is becoming more accessible to young people from different backgrounds. This is largely due tospread of education in social sciences and humanities, and this type of education is much cheaper and easier to organize than the education of science. Second, in recent years have seen an increasing number of non-state universities and the increasing number of branch offices. the data published on the website of the Ministry of Higher Education concluded that "most students studying in the fields ofeconomic and administrative - 23%, social - 13.9%, of teaching - 12%, the humanities - 8.8%, engineering and technology - 6.8%, medical - 5.8%, IT - 4.9%, services for the population - 3.7%, legal - 3.1%, and environmental protection - 1.4%(category "other directions" is 16.4%) "(http://www.nauka.gov.pl/szkolnictwo-wyzsze/dane-statystyczne-o-szkolnictwie-wyzszym/).

In the last two decades, when the number of students in Poland increased from 403thousand. in the academic year 1990/1991 to 1930 thousand. in the academic year2007/2008 - which is widely regarded as one of the acgievements of Polish political changes - expenditures per student targeted at public universities was low (three to four times lower than in major European countries) and de-creased as growing much faster than the number of students total spending on education. Despite the fact that we record an increase trainees at a higher level there is a worrying trend. According to research presented at the Social Diagnosis "women more frequentlythan men are educated (67 percent. Women in 2009, 63 percent. Women in 2007and 2005 and 54 percent. in 2003 to 55 percent. men in 2009, 57 percent. in 2007, 52 percent. in 2005 and 47 percent. in 2003). Another worry is that inhibition of the growth trend for the educational activity of men aged 20-24 years. This trend may increase in subsequent years due to the abolition of compulsory military service, which often was the main motive of making university education of young men (Czapiński, 2009, 91). It should also be noted that the quantitative changes that take place in higher education are not commensurate with the quality changes.

Although the number of students has increased substantially to slightly increasedstaff resources. As a result of changes in the educational system system also marked the decentralization of the system operation and management of education and the development of local government, schools and the socialization of student autonomy. Inceasingly, in the Polish educational system there are non-public schools. Despite the changes taking place in the system of education that are still validwords Z. Kwiecinski, who believes that the modern school is in crisis core functions. Z. Kwiecinski noted that features such as: Re-constructive, adaptive, andemancipatory are poorly populated. School - as marked Z. Kwiecinski (1995) -deepens the differences between pupils from different backgrounds, their activitydoes not allow his students, does not create the possibility to participate in change.M. Dudzikowa contrast, referring to numerous specialists and experts in the field ofeducation, shows the allegations that school. Limited to a general recall, mentionedby that author charges. Now the author, referring to the literature indicates that the school was accused that:

1. wants to be the source of the only source of knowledge about the world

2. students are seen as objects which are subject to giving an appropriate (ietowards the direction set by the teacher) the impact of education

3. students to be passive recipient of knowledge transmitted by teachers

4. relationships are outdated nature, are far from a relationship based on reciprocity and cooperation

5. educational process educational uniformity has lead to students is detached from life (see Dudzikowa, 1987, s. 22-28).

Z. Kwiecinski, also stresses that the school "does not teach understanding of the meanings of their own and universal culture, does not give an elementary orientation in the world, does not change the ossified social structure and depends on the undemocratic policies, rather than be an institution supporting the development of as many people" (Kwiecinski, 1990).

What school will prepare students to function in a changing society? It should be a school where students will be developed in active thinking understood as encouraging the creation of problem-solving questions, provoking cognitive conflict.The knowledge gained by students to be active change in thinking. It can be assumed that the purpose of education is to create conflict-free environment capable of fostering the healthy development (Kolberg, Mayer, 1992, p 55).Educational objective is therefore possible to achieve a higher level or stage in life, not just the healthy functioning of the child at the current level (Gutek, 2003). This can be achieved by organizing such an educational environment that will actively stimulate the development "through the presentation rozwiązywalnych, but the real problems and conflicts" (Kolberg, Mayer, 1992, p 56). the strength of organizing and developing the child's experience is his active thinking, stimulated by doubt, by cognitive conflict. the underlying progressive ideology is the assumption that "the mature mind is the result of the reorganization of mental structures resulting from interactions between organism and environment. "The basic structure of mind is (...) the product mapping the interaction between organism and environment" (Kolberg, Mayer, 1992, p 58). Generally the above ideology can be described as interactionist, or cognitive - development. Flowing to the individual information is compiled and stored in the brain. Event in the experience of individuals are actively organized by the processes that connect them. Therefore, the development of an individual depends on experience. the core of the development is "cognitive change in patterns of thinking about themselves and the world (Kolberg, Mayer, 1992, pp. 58 - 59). the student is treated as being creative, active responsibility for their development', which takes place on the one hand with social interactions, on the other is in these interactions. If development is done on the basis of this interaction is important to group and social issues (Kolberg, Mayer, 1992, pp. 58 - 59). According to B. Śliwerskiego solution to the problems are so-called modern school. schools five "I". These school environment:

1. interactive - with links inside and outside the system (whith parental and localcommunity);

2. integratywnym - trying to unite on the basis of their specific approach to thestudents, the content taught

3. interdisciplinary - highlighting the relationships between the different areas of knowledge;

4. internacjonalnym - referring to the broad context of respect for human values;

5. interpersonal - build understanding of social relations that foster ago (Śliwerski, 2001, s. 360).

What role does the school? It is assumed that the primary function of school is to prepare students to live and act in an increasingly complex tasks of life. Given the transformation of the modern world to prepare individuals to function in society is related to the shaping of the consciousness and the ability to use education as a means of fostering the realization of development plans and aspirations, and whatis involved to ensure a sense of success and life satisfaction. According to A. Peccei model of modern man assumes that "this will be one who truly comes into contact with machines and computers, who lives in airconditioned skyscrapers, traveling by car in a mad hustle to surpass other machines, computer andskyscrapers, and even get planes, TVs and refrigerators. This type of man assignsmore importance to the world the things that has created and which still produce(....) than the natural world, which is itself a creation. Primarily interested in thethings that he produces. (...) Also, people like him are losing value, there are somany, there is no agreement with them, all rush in to do other things. " (Peccei, 1987, s. 199-200). in turn, according to S. Kawuli "In the immediate vicinity of the young man's lifeshould be created such educational and cultural conditions to enable it to satisfy hisneed for self-realization, develop self-esteem and to prepare for full participation in culture, social and professional life." (Kawula, 2005, p 63). in preparing the individual to function in society is also important to allow it to affect the acquisition of experience to prepare them for Lifelong Education. The task of the educational system - in preparation for Lifelong Education - is to induce students' motivation for learning, providing opportunities to shape the ability to generate interest and inclination, and assist in shaping the skills of independent learning. the learning process is necessary to awaken in students for lifelong learning, inspire a desire to systematically learn about themselves and the surrounding reality. Pupils shouldgain a conviction of their own responsibility for their progress and results ofeducation.

"Everyone" educational system "provides solutions in three key areas of society: political - cultural, economic and social / reform (or disputes about the right shape) education, depending on the situation of a society, to a greater or lesser extent, so they can relate to:

1. model of human /citizen (political - cultural dimension of education);

2. adequacy and efficiency of education in relation to the needs of economic development and labor market (the economic dimension of education);

3. relationships between the distribution system of knowledge (political - culturalor professional) and the life chances of individuals (social dimension). "(Szpociński, Ziolkowski, 2001, p 182).

The changes, which in Polish Education met in the past at least twenty years and involved continue to apply to all of the above-mentioned areas. Human vision has changed.
Resigned from the education and upbringing of passive units, rejected explicit and clearly defined human model(ideal educational) to shape the man who will be approached in a reflective manner to the changing reality. According to the commonly accepted current concept of man - the concept of a cognitive - the man is a system of information processing (zob. Kozielecki, 1997).

His behavior does not depend only on current information coming to him from all sides, but also on the so-called. cognitive structures, that is encoded in the memory of the knowledge gained in the course of learning and thinking. the man is alsobeing independent and creative. Learning and teaching should enable him not only the processing of information, but also to create new cognitive structures based on information and getting the basic skills of continuous learning and coping with theemerging new information resources. Valuable skills is the refore the ability to choose what is a good chance to remain, and additional qualifications should beeducated in the skills of continuous learning (Kozielecki, 1997).

Contemporary schools should also prepare students for collaborative efforts. the aim is to move away from looking at the individual child's development, its progress, the scope of acquired messages or physical development towards the development of social skills, especially as the school (...) prepares graduates for participation in community life, raises the intrinsic value of society, prepares citizens to continue and develop the culture affects the morals, is the foundation of order and social order. " (Szczepański, 1973, s. 43). Ability to work is associated with both

the ease of communicating with people usinginformation technology, as well as the widespread phenomenon of multiculturalism. Work increasingly requires cooperation in the implementation of complex tasks and link people and businesses. News and information gained by the students in the educational process should be useful in practice. in recent years we have seen the rise of information technology inthe teaching process. Since the role of information technology in the learning process is so large that it is necessary to modify the teaching methods. As is clear from several studies the increasing criticism of the school concerned „fossilized" education system, based on the ready transfer of knowledge leads to students and conformism, the essence of the School becomes the activity ofteacher and student activity strictly rationed (...). Keep in mind that according to J.Dewey, "do not call thinking the person who runs through the mind - treating it as adraft for loose notes -- different separate scraps of knowledge and ready-madeformulas of information" (Dewey, 1963, p 202). Such action will lead to the fact thatthe student will be "recording apparatus" (Dewey, 1963, p 202). This means thatthe "process of teaching and learning interactions have to implement the programas wide, reflecting as far as the knowledge, skills that can be used in various fields of activity of individuals and promote the preservation and development of it splasticity. the main task can not, therefore, be referred to the teaching ofprofessional activities, such, as outdated quickly. It is important to prepareindividuals for further education, which - in comparison to the training school - must be more indepe- ndent (Wlodarski, 1989, p 80).

In addition, the task of modern education are the steps to opening minds to changes in the world. It is important that such education which will encouragestudents to critical thinking and curio- sity nieustanego world.

In school, studentsshould be offered opportunities for the identification of associations and relationships, developing analytical and synthetic thinking, and where it is possibleto refer to the practice of knowledge, search, organize and use information from various sources and the ability to use electronic media of communication and other tools technical, rele- vant to modern civilization. The core curriculum guidelines have been included on the role of information technology use in education process (http://www.men.waw.pl). While information technology is understood as a set of measures (that is, devices such as computers and their peripherals and computer networks) and tools, as well as other technologies (such as telecommunications), which are versatile handling of information.

Information technology thus includes within its scope include: information, computers, information technology and communication. Modern information technology has grown based on the use of computers, and its crucial importance for the life of societies authorized to define the late twentieth century as the era of information and its technologies (Bolter, 1990.)

As modern society becomes the network society (Castells, 2007) must be taken into account in the teaching of modern information technology. Tthe starting point may beappealing to a theory of learning connectivism in a digital age. This theory assumes that "the decisions we make on the basis of a specific resource information, but thisis constantly changing. Still joined by new information. the key skill is to distinguishwhat is important and what is not. Equally important is to realize, at which time new information substantially alter the basis on which we have just a certain decision. In other words,
"know how" (know-how) or "know what" (know-what) is replaced by "know where" (know-where), because this is the key leading to the required body of knowledge. It becomes a meta-principle of effective learning, as important asknowledge resources that we already have " (http://edunews.pl/index.php?option=com_content&task=view&id=1068&1temid=5 z dn. 08.05.2010.

Summing up the above considerations can be stated that the Polish schoolconstantly undergo changes and upgrades.

Unfortunately, the relatively seldomtaken into account in their importance and impact of the changes taking place in the world. the students have been treated as passive individuals who mindlessly obey the dictates of educators. a changing world brings with it a new image of the individual. It is to be open to changes. It is expected from him that he will have the professional skills of general skills that include math skills, information technology, effective use of mother tongue and foreign language, communication skills, understanding, organizing, evaluating the value and importance of information and use of self-reliance in action, problem solving and analytical thinking ability.

It is assumed that it will be characterized by a high degree of "socialization (...) activity, and interaction skills in various fields and areas of social life, ranging from participation in the activity of cells, the most basic, related to residence and work, to participate in organizations and endeavors of national and universal human (Włodarski, 1975, p.81).

Therefore, new tasks are also against the teacher. the modern teacher to a much lesser extent, fulfills its original mission. And as emphasized Z. Kwiecinskiprecondition of success of the reform of edu-cation is to prepare teachers for new non-date skills, in terms of content, the more highly specialized than the total openthan closed, and creative than the generic, in the sense of the nature of the professional role - leaving the function of the purveyor and the executor of knowledge to the role of guide and interpreter (Kwiecinski, 1998, p 18).

The difficulty in creating new qualifications and skills in the course of educational and didactic impact resulting from the awareness that our citizens have. According to John Szomburg "according to a study World Values Survey [2005-2006] Poles in dramatically less waiting for children to be actors (autonomous) - only in 41%, while in Sweden the figure is 77%, and in Germany 78%. But in far more than we expect children to obey - 49%, while in Sweden and Germany, only 16%. Radically differs also have a very low valuation by the children's imagination - only 20% consider it as a desirable trait when in Sweden 57% and Germany 40%. We focus on obedience (conformity) and the hard, specific executive powers. Mature personality, social and civic competences, self-expression, empathy and creativity are not included. " the author concludes, "Changing patterns of thought and action is a long process. We all know how difficult it is to change yourself - whether in terms of individual or collective. This may be done ex post, as a delayed reaction to fundamental change in the actual operating conditions, may also make sense anticipated as a result of a conscious policy of education and self-reflection.

In the above text, tends to indicate the direction in which to develop modern school.It shows the image of modern man, the powers that he should have in order to be able to function in a constantly changing world. the directions of changes that have engaged in the Polish educational system also presents a vision of supporting the education of human development. Regardless of the directions of the changes taking place in the educational system in teaching and educational process, we should remember the four pillars (aspects) of lifelong education, which are presented in the report of UNESCO Fri "Education: there's a hidden treasure."According to these pillars of learning should lead to knowledge grasped as a tool to understand, to act in view of the possibility of giving effect to its environment, to live together with other means of participation and interaction with others in various areas of life. These pillars or learning to know, to act, to live together has lead to the "being" and this should be the guiding principle of the school. in addition,

alternating directions of modern schools were included in the Youth 2011 report which says that it is necessary to:

1. creating conditions for every young person has access to their choice of any educational path, which requires equal opportunities policy by allowing participation in general education to every child from 3 years of age, personalization of learning processes in order to stimulate the development of individual deficits or additional highly talented.

2. enable the acquisition of digital literacy in school (digital education revolution related to the "class laptops, " which requires adequate preparation of teachers, equipment and access in school to high-speed broadband Internet).

3. create a good career advice in school and high school students committed to the improvement and modernization of vocational education, to interact with the our economy, which will increase the quality and attractiveness for young people.

4. improve the efficiency and quality of studies, the development of a simple formula scholarship credit (the index), scholarships for talented (and so that the best they could study at recognized universities abroad) and for doctoral students (allowing for independent living), and you postdoktorantów. You will also need more support international internships, and the presence of foreign students in Poland.

5. reduction of territorial disparities and thus inconsistencies in access to quality education and reducing the role of the weaknesses of the burden of family stimulation. Polish school should have a significantly higher ability to develop the educational value added tax (Young 2011; http://kprm.gov.pl/Mlodzi_2011_alfa.pdf)

Modern education is to be consistent with the idea of "learning for life (life long learning - LLL), according to which the qualifications and skills required in the labor market may be sought in various ways, through education under formal (school), non-formal education (tuition, improvement and training) and informal (to and experience gained on the job) "(MEN, 2010). Schools should prepare students to ensure that upon completion of education did not slacken. the purpose of the educational system is to support and develop the attitude of learning throughout life. in recent years one can observe a change in the use by adults of Lifelong Education. Lifelong education interest rate is about 12 percent. people aged 25 years and over participated in both the 2005-2007 and 2007-2009. Writes the author of the report "Analysis

of the structure, which in the Social Diagnosis 2007 and 2009 declared such activity, confirms the high selectivity and the continuing process of training is mainly due to age, education level and place of residence (). "It turns out that" among people improving their skills are still the majority were women (about 52 percent. in 2007-2009, and 57 percent. in 2005-2007), although their share has declined. the structure of their education by level of education has not actually changed: about 57 percent. people in training in both periods had a higher education or post-secondary education, about 29 percent.secondary education and 12 percent. vocational or secondary. the least people improving their skills in educating legitymowało at the most basic - about 2.2 percent. in 2005-2007 and 1.7 percent. in 2007-2009, the "(Grabowska, Kotowska, 2009, p 127).

Summarize the current discussion on the direction of changes occurring in today's schools should be noted that they depend largely on the challenges that brings with it a civilization. Important role in preparing individuals to function fully in society and especially the school education process. Education should be aimed at creating a personal reflection of pupils. Reflection, which will facilitate the perception of the social consequences of their actions, perception and understanding of their roles and tasks that have to meet the individual in their own environment. There is a need for equitable treatment of the education and upbringing. This is particularly the needs of life. the man himself realizes, instils dispositions that enable them to constructive development of society, live in harmony with others as well as the personal happiness of experiencing not only on the basis of what people know but also according to the aims and what he wants. However, remember that the sphere of desire and emotion are shaped in the unit on the ground close interpersonal relationships. As the results of previous studies this kind of relationship begins to wane in our society (Czapiński, 2009, Putnam 2008). When analyzing the nature of modern civilization, we may conclude that "to prepare people for living and working on her level of education is the main task, and one of the most important conditions for continuity and further development of civilization" (Suchodolski, 1968, p 15).Education in terms of modern civilization also includes individual cases, such as an inner feeling of happiness and the importance of life. However, the variability and the increasingly rapid pace of civilization led to the fact that it changes the nature of the education requirement. "For if the former was mostly targeted education complement the natural processes of education, now it must occur as a factor entirely independent and in many respects, opposed to the direction of the natural processes of education. It must first of all produce in units of capacity and skills

of perception changes responding to these changes "(Suchodolski, 1980, p 24). the most important issue in education has become a shaping people, so they had no problems coping with the tasks he sets before them a new civilization, to make use of opportunities provided by the civilization. Education must be helpful to people growing up to the requirements posed to modern civilization. It must first of all show pupil perspective of the future. Education may not be valid today only education must always be education, which will include the future. B. Suchodolski writes, "Our era needs such education, which kształtowałoby people multilaterally developed, able to work in a team, to make an intelligent new behaviors, match-step social, scientific and technological transformations of life. Our age, as we pointed out, not only makes people more and more demanding, but it also opens up more and more opportunities for development, which then only they will be able to use when you awaken in them education and shape the appropriate attitude and passion "(Suchodolski, 1968, p 432). Educational activities must have an exciting and growing, the school and parent institutions should become an area of mental and moral maturity, and not przybytkami coercion. the business teachers have valued most creative initiative, the freshness of view of educational issues, combat routine and superficial satisfaction with work. Young people should be prepared to live in such a way that she could participate in creating a society that organizowałoby their collective lives for the good of all citizens. the basic content of education should be all that is to fulfill these tasks, it seems necessary (Suchodolski, 1968, pp. 432-433). Ireneusz Kaminski and M. Grabowska emphasize that the concept of education should be based on a particular social ideal or "long-term vision of social relations and the concept of human personality, co-creating and co-written by a network of these relations". the authors contend that the social ideal import duties and recourse to ideological or ideological vision. This ideal should be a "vision, genuinely locating in a particular future - should be based on the realistic assumption that its application in the educational system can be a real factor in the future transformation of social life - such mappings, which zbliżałyby social order in the adopted ideal" (Krzeminski, Grabowska, 1980, p 165). Conceptualisation of social ideal should be based on previous diagnosis combined with the reconstruction of the social personality types.

## What school?

In the context of the foregoing, we once again return to the question of what should be the modern school? Given the many aspects of the changes taking place in the world an alternative to the school system

fossilized might be his opening to offer extra-curricular activities, which are increasingly allow young people the emotional involvement in the cognitive process, discover their aptitudes, talents, learning to cooperate with others. According to R. Firmhofer school can exploit the potential of non-formal education through the use of the resources of the other. As indicated by the author of "substantial part of educational activities can be implemented with greater success outside of school, while supporting the objectives, what their school" (Firmhofer, 2011, p 57). Mutual cooperation with various forms of school extracurricular activities allows for mutual learning, because "the school may well use some of the methods used by outside school, and educators useful to better understand the needs of the school (Firmhofer, 2011, p 57). So what school? Now, one in which there have to be social capital, taking into account the opinions of the students themselves, for it is they "are much more strongly associated with the future than adults. They're outraged, they want to be heard and want to be responsible for their environment "(Senge, 2006). Furthermore - according to E. Piotrowska-Gromniak - "the school for which we're all waiting, must put on the development of teachers and give them space to share experiences (lessons in friendship, the elders teach younger), experimenting with new programs (ie curricula, experience) access to modern technologies and their appropriate use. It is also important to use research: a learning school should have regular contact with the research on the sphere of education "(Piotrowska-Gromniak, 2011, S. 70).

## The vision of the modern school – Summary

Zasanawiajac over the directions of transformations of the modern school we have seen a vision of man living in a changing world. We showed variety of different features, which should be fitted. Pointed to the trend of changes in the school system, the role of non-school environments in the learning process. We have shown the role of new information technologies in school education and extracurricular. Also pointed out the need for changes in human consciousness, changes that will contribute to a new look at the school and the educational process. at this point it is tempting to yet another reflection of how the modern school. Now, the modern student is unable to make contact with the teacher, because they both operate in separate worlds. Today's students are referred to as a 'more often. digital natives. This means that they are "born and shaped the newborn in a different information environment than we are, in some important aspects of the educational and educationally fundamentally different from their parents. the differences run deep: brain

areas are shaped before school age. They are different, there will be others, like completely different from ours and unpredictable for us, there will be a world in which they function in their adult life ""Digital natives" are those who can easily read the text from the small screen, submit the video and audio over the text you prefer accidental, short-term learning, experimenting, multitasking, expect quick results (after L. Hojnacki, generation of m-learning - new challenge for the school. [in:] E-mentor No. 1 (13) / 2006, pp. 23-27.

Available:http://www.ementor.edu.pl/artykul.php?numer=13&id=239.) Having lived in separate worlds, we should move away from traditional teaching methods are shaped in the nineteenth century. the school should cease to be a place where learning is the result of reactions to stimuli - the knowledge the student is being built on the basis of information given by the teacher, and the repetition of adequate incentives leading to the formation of automatic response. the place where learning can be measured by the observed change in behavior, and appropriate incentives (a specific method and means of teaching) have lead to improved test scores, or to changes in behavior resulting from an act of memory. the school should be a place where learning and knowledge arise from confronting different opinions and they are the process of combining different sources of information. in this school of thinking and learning skills are more important than the current state of knowledge of the individual and the ability to see connections between fields, ideas and concepts are key skills. Integral part of the learning process is critical thinking. the task of the student is seeking knowledge and its creation.

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