

PEDAGOGY

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Impulses of neoparadigmatic pedagogy. Guidelines for educational theory and practice

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Abstract

Problem and Aim. Reflections on the nature, needs, the world of values, abilities, power of the mind and consciousness, and the comprehensive development of man are often present in modern science. Holistic, subjective, personalistic approaches to the human being as a bodily and spiritual being encourage researchers to look for pedagogical inspiration in mathematics and natural sciences. **Method.** Analytical review of the monograph *Pedagogika nowoparadygmaticzna. W poszukiwaniu nowych inspiracji i aplikacji pedagogicznych* (Neoparadigmatic pedagogy. In search of new inspiration and educational applications) by Wojciech Cynarski, Wojciech Blazejewski, Wojciech Pasterniak, as well as other works in philosophy and psychology. The author tries to answer questions about modern and efficient possibilities of educating and upbringing in relation to the civilisation challenges of the 21st century. **Results.** The author emphasizes the role of teachers supporting the development of students' rational, emotional and spiritual intelligence. The text contains numerous references to quantum physics and its impact on training, therapy and other areas of human existence. The theoretical analyses are accompanied by references to the educational practice.

Preliminary remarks

Present day brings us a lot of changes. The rapid development of modern technology, the belief in the unlimited possibilities of the rational mind, the crisis of values and norms, moral relativism, loss of authority, multiplying pathologies - here are examples of the phenomena of civilization that form the 21st century reality. People, lost in the chaos of overflowing contradictory information, ask questions about the meaning of existence, their own actions, relationships with other people. The mass media, which create role models and lifestyles, are playing an increasingly important role. The social space is changing, habits are evolving as a result of cultural transformation, and the processes of globalization are getting intensified. In this situation it is not surprising that there are opinions that “it is necessary to restore the lost existential sensitivity, to support <<the reflexive project of identity>> that is the individual's capability of conscious self-development” [Wojnar 2016: 25].

Today, young people do not want to duplicate patterns given by their parents; they choose variability instead of stabilization; they are open to novelty and adventure; they want attractions and large doses of pleasure. The formation of socially desirable traits and skills (socialization) is possible thanks to adaptation which includes two complementary processes of assimilation (acquiring new information and including it into activity schemes) and accommodation (adjustment of the individual to the environment through changes in the individual). Important individuals organize experience of young people, provide role models and using reinforcement (punishment, reward) affect their pupils' behaviour [Mandal 1995: 13-15]. Apart from parents and legal caretakers, teachers also bear partial responsibility for what young people know about life and the world, what attitudes they present and what legacy they will leave. The so-called network generation learns, spends their free time and communicates with the world differently from previous generations. Digital technology brings both benefits (eg. access to rich resources of knowl-

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edge, a large number of friends to exchange opinions with) and threats (the Internet may be addictive, it may also decrease the individual's activity in the real world).

As early as in the 20th century it was pointed out that: "Difficulties with children and youth have made education an important issue around the world, and at the same time it has become an urgent social need" [Kunowski: 1993: 20]. Therefore the area of educational activities has been extended and many new institutions that use cutting-edge technology to support human development have been established.

Asking questions

School should keep up with civilization changes that occur intensively. Even more effective solutions in broadly understood education are sought. Therefore, it is worth reading the thematic monograph *Pedagogika nowoparadygmaticzna. W poszukiwaniu nowych inspiracji i aplikacji pedagogicznych (Neoparadigmatic pedagogy. In search of new inspirations and pedagogical applications)* by Wojciech Cynarski, Wojciech Blazejewski, and Wojciech Pasterniak, which was published by Wydawnictwo Uniwersytetu Rzeszowskiego. The monograph was reviewed by professor habilitated doctor Andrzej Szyszko-Bohusz. This brilliant scholar concludes: "Due to the originality of the proposed ideas concerning the development of a new paradigm of education this monograph deserves to be called a pioneering attempt" (see the book cover). The book forms a logical whole and the content is its advantage.

The theoretical part contains two chapters written by Blazejewski. The first one is called *Pedagogika nauka o wychowaniu człowieka (Pedagogy as the science of human education)*. The author refers to numerous valuable publications and attempts to present the phenomenon of the human being using some theories of psychology, sociology, philosophy, anthropology, biology and medical sciences. He mentions various definitions of the term "education". This could be more organized and should take into account the pioneering work of Adolf Szoltysek, who understands the science of human education less traditionally [Szoltysek 2015]. It seems that the section on the essence of education needs to be complemented with the views of prominent Polish educators, including Wincenty Okon and Bogdan Suchodolski. The monograph also lacks the post-modern vision of the human being.

Nowadays reflection on human nature, needs, the world of values, abilities, power of the mind and consciousness and comprehensive human development is much needed. The subjective, personalistic approach to the human as the corporeal and spiritual being made the authors seek pedagogical inspirations in mathematics and natural sciences. Chapter two discusses the principles and methodological patterns of quantum mechanics

and the so-called emergent phenomena. Blazejewski rightly notes that: "Both in quantum physics and pedagogy measuring the characteristics of the subject is difficult, and the results are ambiguous and each time they require interpretational competence. The statement that the same measurement taken under the same conditions many times gives different results can be both referred to the states of a quantum system and human behaviour. It can be assumed that the result in both cases is not determined therefore it would be more accurate to talk about the probability of obtaining it" [Blazejewski 2016: 22].

Next, the author points to the humanistic qualities of science taught in schools. He believes that during science, physics, chemistry, and biology classes a number of important educational objectives can be realized, for example the development of the student's system of values can be supported, through discussions role models can be presented and socially desirable attitudes can be shaped.

Numerous questions emerge from the theoretical considerations, including:

1. Is the human consciousness a phenomenon that occurs at the quantum level and can the human being control their life to a large extent?
2. Is it possible to awaken a sense of belonging to human community and shape a sense of responsibility and solidarity for the future of civilization?
3. How can the modern generation be effectively brought up and educated so that young people are prepared to participate in culture and use advanced technology rationally?
4. What role can teachers, coaches, therapists play in comprehensive, holistic education of pupils?

These and other questions are at least partially answered in the next chapters of the publication.

Searching for answers

In chapter three Wojciech Cynarski represents a new paradigm of social sciences. He reaches the conclusion that this paradigm "is constructed on the basis of a holistic and systemic view of the world, and social ethics – as a continuation of the research programme of Erich Fromm [...] or the application of the social doctrine of the Church (Catholic personalism) – appears as the basis for a new general sociological theory. The paradigm – the researcher adds – must be at the same time humanistic, cultural and systemic" [Cynarski 2016: 61-62]. The author's considerations are concise and cognitively deep, and the extensive bibliography appended to the chapter proves the author's erudition.

Chapter four of the reviewed work should perhaps be the final one. It concerns spirituality and its presentation in both philosophy and teaching. In this part Pasterniak describes two types of spirituality: atheistic

and theistic, believing that both are conditioned by the worldview (it was earlier discussed by Comte-Sponville [2011]). The analysis and interpretation of the views contained in this part of the book lead to the conclusion that learning and understanding oneself in confrontation with other people are the most important in education. The author states that "any education is a mistake the consequences of which are difficult to predict if it does not lead to an understanding of life and its essence, if it is fragmented when offering the pupil only knowledge and skills" [Pasterniak 2016: 68]. By getting to know oneself through direct observation and liberation from >>self<< and >>mine<< and by immersing oneself in transcendental love, we can somehow move towards complete education. According to the creators of the book the objective can be realised owing to quantum physics.

Further on, the book contains an interview with Pasterniak run by Cynarski on the application of quantum physics in sports training. One can find there numerous interesting questions and equally interesting answers concerning cardio workout and effortless exercise systems. There are some examples of effective work with Lukasz Czaplak, the world champion in shooting at a moving target, "Flota Swinoujscie" players and others. Prof. Pasterniak also analyses some Olympic failures of Polish athletes which are connected with the shortage of education and training that use the powerful resources of spiritual energy.

The possibilities of spiritual development are nowadays diverse and elusive in the traditional scientific study. Similarly, the concept of spirituality is variously understood. It is recognized either intellectually or emotionally. Applications of quantum physics do not avoid the following difficult questions: How and in what time can one send heart energy and love to another person? Can this energy be sent at any time, even when we are very far from each other? Some researchers dare to ask: "Can the energies of heart and love be sent from the moment the individual is conceived or until the individual's last breath?" [Gordon 2014: 210].

Strictly pedagogical questions can and should also be asked. What is the efficiency of quantum touch? How can these techniques be synchronized with traditional techniques of education, for example the so-called four ways of learning discovered by Wincenty Okon. There are plenty of questions but very few answers, at least in Polish studies. Few scholars have the courage to tackle these problems. Meanwhile, the applications of quantum physics come into the cultural and anthropological research areas that are closely linked to pedagogy. They concern both the understanding of the very essence of humanity, as well as the individual and social life in culture. In educational research on applications of quantum physics it is desirable to block skepticism.

Comments on teachers functioning in the profession also deserve the reader's attention. Teachers can real-

ize numerous important educational objectives if they develop their rational emotional and spiritual intelligence as well as their pupils'. Teachers' passion, commitment, creative attitude, kindness affect their pupils. Collaboration and cooperation contribute to multiplication of common good.

In chapter five the reader can return to the research and considerations conducted by Cynarski, but this time they concern the relationship between psychophysical education and pedagogy of martial arts. The author presents martial arts, using his own 35-year experience and the experience of other people. They are the basis to compare pedagogical theories and the theory of physical education. He refers again to the work of Erich Fromm, the holistic education of Andrzej Szyszko-Bohusz and personalism and states that: "educating processes are to be considered in the broad context of socio-cultural conditions. The teacher is obliged to provide all scientific truth he or she knows. At the same time the rule of ideological pluralism and tolerance must be applied to allow a free exchange of views" [Cynarski 2016: 129]. Holistic pedagogy is recognized by Cynarski as the basis for the educational path of martial arts, which the researcher refers both to philosophy and practice. The scientist warns that: "One should not reduce the paths of martial arts and the individual in their rich axiology, deontology; in this and other forms of human activity and paths of improvement the human being should be recognized individually and holistically" [*Ibidem*: 137]. In this way schematism can be avoided in physical education. The chapter and its contents are convincing justification for the need to integrate martial arts into physical education at school. The presented research results deserve praise and thorough reading.

I believe that the goal intended by the authors that is to show the process of change in the theory of pedagogy and the characteristics of some new trends in educational practice has been achieved. References to quantum theory and its impact on training, therapy and other areas of human existence are particularly valuable.

Conclusion

Contemporary educators of different ideological orientations seek efficient solutions to match the society of 21st century. According to the authors of the book, it is pedagogy that should provide a theoretical basis and practical guidance to people who are to prevent the destruction of civilization.

We know that "knowledge and understanding of the other person are not fully possible, [...] current knowledge on the functioning of the human brain, the psyche and consciousness is still incomplete, insufficient" [Blazewski 2016: 29-30]. However, if we assume that human consciousness is a phenomenon that occurs at the quan-

tum level, this will mean that everyone can affect their future, make their dreams true and develop their abilities in various fields in an unlimited way. Intensive thinking about the fulfillment of desires, improvement of their own personal or professional situations can trigger healing or success, despite the fact that there are no resources or rational premises of success. Optimists take full advantage of their skills, while pessimists usually fall below their potential [Seligman 1993: 250].

Assessing this globally reviewed scientific publication I would like to point out that – as it is evident in its title – it builds a new paradigm in education and attempts to inspire and apply new possibilities to the education of the contemporary human being. Educators are greatly responsible for educating wise, good and solidary individuals who are able to create a culture of peace, who care about the environment, and who use technology skillfully for the benefit of all.

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Impulsy pedagogiki nowoparadygmatycznej. Wskazówki dla teorii i praktyki edukacyjnej

Słowa kluczowe: pedagogika holistyczna, personalizm, fizyka kwantowa

Abstrakt

Tło. Współczesna szkoła powinna nadążać za intensywnie następującymi zmianami cywilizacyjnymi. Nauczyciele ponoszą częściową odpowiedzialność za to, jaką wiedzą o życiu i świecie dysponują uczniowie, jakie reprezentują postawy. Tak zwane pokolenie sieci, inaczej niż poprzednie, uczy się, spędza swój czas wolny. Dlatego poszukuje się jeszcze bardziej efektywnych rozwiązań w obszarze szeroko pojętej edukacji.

Metoda. Jednym z ważnych głosów w dyskusji na ten temat jest monografia zatytułowana *Pedagogika nowoparadygmatyczna. W poszukiwaniu nowych inspiracji i aplikacji pedagogicznych* Wojciecha Cynarskiego, Wojciecha Błazejewskiego, Wojciecha Pasterniaka, do której ustosunkowuje się autorka artykułu w formie analizy krytycznej.

Wyniki. Autorka artykułu wskazuje na nowoczesne możliwości kształcenia i wychowania człowieka. Szczególnie dla niej interesujące wydają się być odwołania do fizyki kwantowej i jej wpływu na trening, terapię oraz inne obszary ludzkiej egzystencji.