



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VI

Número: Edición Especial

Artículo no.:6

Período: Agosto, 2019.

TÍTULO: La educación en relación con las personas y el mundo.

AUTORA:

1. Ewa Sliwa.

RESUMEN. Este trabajo se centra en la educación de las jóvenes generaciones en el contexto de los cambios que tienen lugar en las realidades sociales, políticas, culturales y climáticas del mundo. Se han analizado las declaraciones de los jóvenes sobre los eventos que consideran importantes y que configuran su identidad generacional. Se discutieron los fenómenos y procesos, seleccionados de acuerdo con el criterio de importancia para dar forma al perfil de la generación joven de polacos. Los eventos fueron seleccionados en base a las clasificaciones presentadas por diferentes medios y redes sociales en Internet. Los jóvenes identificaron los eventos que consideraron más importantes en un año determinado. El siguiente paso fue pedir a los representantes de los jóvenes seleccionados al azar que dieran sus opiniones sobre los fenómenos seleccionados.

PALABRAS CLAVES: Educación, generación, identidad, experiencia generacional.

TITLE: Education in relation to People and the World.

AUTHOR:

1. Ewa Sliwa.

ABSTRACT: This work focuses on the education of the young generation in the context of changes taking place in the social, political, cultural and climatic realities of the world. Young people's statements regarding the events they see as important and which shape their generational identity, have been analyzed. The phenomena and processes were discussed, selected according to the criterion of significance for shaping the profile of the young generation of Poles. The events were selected based on the rankings presented by different media and social networks in the Internet. Young people identified the events they considered most important in a given year. The next step was to ask randomly selected youth representatives to give their opinions about the selected phenomena.

KEY WORDS: education, generation, identity, generational experience.

INTRODUCTION.

“Individual identity is shaped in a certain group, under the influence of a certain culture. Man has no other possibility to create his self-image, the concept of self or to identify with someone if he has not found a reference group, that is, significant others and his cultural heritage... identity is considered a self-knowledge of the individual, his judgments, ideas and sense of worth. It is the ongoing task to be performed, which renews due to constant interactions, experiences, revisions of beliefs and attitudes, and external and internal dialogue. In all this, trust in self, faith in one's own strength and abilities based on the family identity is crucial. It is thanks to that faith that we can navigate through the world culture as its legitimate members” (Nikitorowicz 2005, p. 60-61).

For ages, changing social and ideological conditions, together with the historical events have been marking the course of individual lives. The modern world is constantly changing. These changes are extremely dynamic and affect every sphere of human life, in every, even the smallest community. No one is left without the necessity to constantly attempt to define their place in the unceasingly changing world.

The legacy patterns and principles of social life change rapidly. During their lifetime, people need to verify their plans for life multiple times, responding to their own needs and changing cultural and social circumstances. Individual self-identification must also be verified. Transformations of the external world entail the inner transformation of men (Saurykova et al, 2018; Peres et al, 2018; Eslami & Ahmadi, 2019; Aziz & Abdolghader, 2018; Chhowala et al, 2018). Again and again, they have to search for answers about who they are, what are their roles in the surrounding social reality, what are the social expectations towards them, which social values they embrace as their own and which they reject. What are their needs, what should be the direction of their development, what are their predispositions and limitations? Finally, what opportunities does the world open for them?

The existing social order and state institutions do not remove the individual responsibility for the decisions and choices, or the assumed social roles. Individuals are left alone with the necessity to determine their identity and the need to explore their own inside (Jabbari et al, 2019; Nakhaee & Nasrabadi, 2019).

Even though no one can modify and update the young people's self-knowledge for them, they do not face this undiagnosed world alone. Before they enter the independent, adult life, young people have guides and masters who pass on the knowledge about the world and teach them how to take care about their own development. It is important that this knowledge and teaching methods were relevant (Ardakani et al, 2015; Shirvani et al, 2015; Yakubu & Aboiyar, 2018). Adults, parents, teachers and trainers guide the young generation towards independence and responsibility based on the awareness of their identity. Mirosław J. Szymański emphasizes the importance of these awareness-related transformations for the proper functioning and development of the society.

“Transformations of the social awareness are as much important and interesting as the problems of economic reforms, because without changing the way people think, their attitudes and aspirations, it is impossible to imagine any effective changes in the economy and politics. Besides, the social

climate, people's moods, acceptance of the new system and lifestyle, its models are the independent factors, especially in the conditions of democracy and civic freedom” (Szymański 1998, p. 13).

In many regards, the society is not a homogeneous whole. Despite the common past, awareness of the shared historical events and the same culture developed during the centuries of civilizational evolution of a nation, there is a great mental difference between the representatives of certain generations. This results from the generational experiences set in the historical and social realities of the country, which uniquely affect individuals during their adolescence and early adulthood.

The problem of social historical experiences was addressed by the 19th century scholar and creator of the individualist historicism doctrine, Leopold von Ranke (Ranke 1894, p.138). He described the phenomenon of ideas shared by a generation as a result of significant, often traumatic historical experiences. The main factor through which a generation constitutes itself is a shared experience of the certain time set in certain historical and social circumstances. The term “generational experience” was used for the first time by the Danish scholar, Julius Petersen (Petersen 1930). It referred to the process of producing, by a certain community, a shared collective awareness in connection with some significant events or historical shift. Such experience marks young people for the rest of their lives.

Events in the young age have the most significant influence of the individual identity, value system and personal ideology because they involve intense emotions connected with the peer group, friends and sympathies. As a result of shared experiences and problems set in the reality of the historical event, the sense of group bond is developed, and it will be available for the rest of life. We can recall the words of Kazimierz Wyka who says that: *“generational experience is a spiritual shock which becomes the shared heritage of those who went through it, thus is differentiates them from others... generational experiences are the system of spiritual stimuli which the generation freely admits and treats as their own, distinctive spiritual property... No era, no personality is ever repeated but some typical relations, some kinds of structures repeat in an alternating way...” (Wyka 1989, p.102)*

The young generation that is currently entering their adulthood learn about their parents' and grandparents' experiences as the knowledge about the near or remote Polish history, yet only history. It is something that used to happen, it was important and extremely relevant for the present conditions in the country, but it does not affect the young people directly. How deep has the history of the ancestors has impacted their characters, life attitudes, goals they set for themselves and the biographies they want to follow or change? All these issues are deeply ingrained in the type and strength of the bond between the generations. Similarly, important factors are: aspirations of the young people and new opportunities and perspectives the world opens for them. However, to order to build the future, we need to set it on the foundation of our existence — the past. In order to gain awareness of who we are, who we want to be and what from the past we cannot accept, we must know what choices we have. We need the knowledge on which we can lay on.

DEVELOPMENT.

Methodological assumptions.

The goal of the research was to obtain information about education taking place in relation with another human during participation in the historical, social and cultural events.

The object of the study were young people's opinions about the important global events.

The main research problem was formulated as the following question: How do interpersonal relationships influence the socio-historical and cultural education of youth?

Specific objectives:

1. How does participation in the important events shape the identity of the young generation?
2. How does the awareness of the historical events affect the biographical plans of the young people?
3. How does the self-consciousness determine the ability to direct one's personal development?

The study was carried out using the method of individual in-depth narrative interview. It was carried out among six persons aged 18-20, three women and three men. The interviews were conducted individually with each respondent.

Historical, social and cultural changes as the context of childhood and adolescence.

The young generation of Poles who now enter their adulthood have not felt the weight of the previous millennium. On March 12, 1999, Poland became the NATO member, but this time and the following years did not have a significant influence on the social awareness of the “millennials”. These young people have lived their whole life in the country where being part of the European community was obvious. For their parents, entering the road towards forming the shared economic, military and political structures with the states in which the ideas of democracy and free market economy were actually practiced, was not easy. The older population felt anxious about the new, the unknown. Today’s youth recognizes the new opportunities and perspectives for their personal development which lay in the processes of uniting Poland and Europe. They can reach this attitude thanks to the support of their educators who also had to find themselves in the changing reality.

“I don’t understand how you can think about leaving the Union. I don’t understand, what for? Then, we would definitely become the province of Europe. Always, since I remember there have been discussions about the positive and negative sides of this union. But I don’t know another world. For me, it is normal we are in the Union”.

Political, economic or social community has brought common threats. The awareness of suffering and calamities taking place in different parts of the world, especially in the countries we identify with, deeply affects our experiences and emotions.

September 11 opened the new chapter in the world’s history. News from the United States caused a total shock and disbelief in all communities around the globe. The most powerful state was attacked by unidentified terrorists, without a war declaration, without a warning. The terrorist attacks on the

WTC and Pentagon have everyone realized that no country could feel safe. The threat may emerge suddenly and affect the lives of thousands of people. The shift in seeing the world's situation led to the disintegration of political stability, but also changed the individual sense of security.

“It was a shock. We all froze. We looked speechless at the TV screen, but I could not grasp it was actually real. It looked like a scene from some American action movie. And the second attack on the Pentagon. I could see people running, then their fear, tears. Then all the news about the victims. It was terrible. I thought it was the beginning of the world war, that America would not let it go for the ones who did it. I was afraid of the consequences of the nuclear war. I had different black scenarios in my head. But nothing happened. The war did not break out and, against expectations, the U.S. did not bring any spectacular revenge on the one who had led to this tragedy. I thought America would put a show of punishing the enemies of the American citizens so no one would ever dare etc. But nothing like that happened. I realized I have to accept the possibility of such threats. That it's just how the world is now”.

In this situation, joining the European Union was the event desired by a large population of Poles. On 1 May 2004, the EU was enlarged by 10 more states, including Poland. This event has triggered some far-reaching changes, both in Polish economy and politics. By joining the EU, Poland committed to implement certain standards applying to the member states. They involved compliance with the wide array of the human rights. Jolanta Maćkiewicz notices: *“In the world of an individual, the crucial thing is education on the human rights which shapes the social development and attitudes of sensitivity, empathy, respect to others and openness to different cultures. It is in this micro world that the respect to another human being is developed, and the most important school is the family — unfortunately often full of violence — and the school environment”* (Maćkiewicz, 2016, p.75).

Legal regulations on sentencing in juvenile cases in Poland and many other countries required adaptation to modern requirements. This referred, in the first place, to the laws that were to protect children against violence and abuse. The bar was set high for the administration, jurisdiction and all the state structures. Thanks to these commitments, Polish entrepreneurs have won themselves an ally in their struggles with Polish imperfect administration.

Gradually opening labor markets allowed young Poles to plan for their professional and private life abroad. The complicated political situation in Poland discouraged the young people who, to some degree, have already considered themselves European, or even global, citizens. Initially, the scale of economic migration to the countries that opened their labor markets for the new EU citizens, was limited. But in 2005, there was a massive flow of Poles who looked for better paid jobs to Ireland, Sweden and Great Britain.

According to the statistics, about 700 thousand Poles left the country. Young emigrants found themselves in the new reality quite quickly. They earned the opinion of diligent, reliable and cheap workforce. The scale of economic migration clearly surprised the government who had no solid plan to encourage the migrants to come back.

“People leave Poland because they do not see any perspectives, there are no opportunities for development. And this isn’t even the worse, but the fact that when you work honestly, you will never get anywhere. The money goes to the criminals and frauds, and politicians. But on the other hand, I don’t want to leave for good. I would miss our holidays, my family. I do think of working in the West but only to have money to travel the world. But my family is here, and this won’t change. Unless they go with me (laughter). My parents did not go because me and my sister were too small. Besides, they are both teachers and did not want to leave their students. Though, sometimes I think it’s alarming that so many well qualified workers leave, and the young, brave people, open to new challenges”.

The year 2005 will be remembered by the Poles as the time of death of John Paul II. All over the world, people were influenced by his authority and life attitude. Not only Catholics, believers of other religions but even atheists greatly respected the Polish pope. Once again, his person united all Poles in the shared experience.

“Even though I knew about pope’s sickness, I was hoping this was not the time yet. Of course, I cried. Everyone I talked to, my friends, cried. They were showing crowds in Vatican, people standing, praying and crying. He was a great, holy man. I have never been to a mass celebrated by John Paul II, I was too little. But my mom told me about him. She often listened to his teachings. I treat him more emotionally. I don’t understand those times, the context. But I know that without him there would be no Solidarity. There would be no free Poland. In the worst times, he was always with the Poles. He told us how to live. How to fight. Thanks to him we had hope for a better tomorrow. I will always remember him, and I’ll keep coming back to his teachings. He will always be someone close”.

The night meetings with John Paul II in Cracow became a tradition. Crowds of young people gathered in front of his window at Florianska street to talk to him, waiting for guidance and support. John Paul II was the unquestionable authority for the young generation of Poles. His words directed the way people thought about life, gave value to their plans, helped solve their dilemmas. This generation of young Poles who attended the meetings with the pope and remember his teaching is often called the JP II generation.

Until today, many people gather in this place to pay tribute to this great Pole. He is the model educator and pedagogue whose opinion was respected by the young people and whom they listened attentively trying to implement his teaching in their lives. Young people always came to the meetings with Karol Wojtyła, even though he was a demanding teacher who set the bar high for his students.

Since 2007, we have been recording serious abnormal weather conditions, and the changes progress dynamically. Hurricanes, whirlwinds, heavy rains, violent lightnings have been causing much damage and deaths of many people. August 2007 is remembered by the sailing lovers as the most tragic day in the history of inland sailing in Mazury region. Sudden white squall turned over and sank the boats and yachts. The wind blew with the speed of 130 km per hour. 12 sailors died that day. Weather phenomena atypical for our country and climate were the consequence of the global warming and lack of activities preventing further damage to the nature caused by overexploitation exercised by many countries.

In August, the citizens began to protest against the construction of the bypass which was supposed to run through the legally protected primeval forest. The Green movement and other ecological movements passionately fought to protect the Rospuda Valley. The protest and the plebiscite called among the residents of the protected area resulted in the government changing the plans. Another route was set. The successes of the pro-ecology movements attract more and more young people. They see the sense of their lives in fighting for a better world.

“It is terrible what the government does to the nature in our country. Poland has become a real nature reserve in Europe. Our wildlife parks are unique. And the authorities only think about the money. What else can we sell, gentlemen, what else... Everyone is looking for their own profit. If it was beneficial for the state but no, corruption has reached all the offices. No one makes a decision unless they are paid. It’s the same with logging the trees, sewage treatment, recycling and waste disposal. Everyone is minding their own business. And ordinary people suffer. Now, they try to lay their hands on Bieszczady forests. This is the last region in Poland that hasn’t been changed by man. They have gotten everywhere. We need to raise awareness in the society, starting with kids, that if we mess with the forests, we will destroy our future and the lives of future generations”.

Many young people engage in the work of associations, movements and organizations based on the voluntary and social work to fight for noble ideas. In these institutions, they often meet ethical and moral authorities who become examples to follow. These educators can inspire young people to set their life plans beyond the average. Despite the years passing, they remain role models.

Global historical and political events influence the attitudes of young people towards life. The major event of 2008 was Barack Obama winning the presidential election in the United States. Obama was the democrats' candidate, but what is more, he was the first black president in the country which was the example of democracy. This election confirmed the message young Americans hear as they grow up: "if only you would want something badly and work hard, you will get everything you dream of". The event which undoubtedly determined how the young generation of Poles saw their country in the international scene was the Smolensk disaster.

Since 2010, information about this event has been passed on to everyone. The plane with the Polish delegates fell down and crashed near Smolensk. There were no survivors. 96 people died: the president of Poland, Lech Kaczyński and his wife, the last Polish president in exile, Ryszard Kapuściński, vice marshals of the parliament and senate, the group of parliament members, chiefs of every kind of the Polish Armed Forces, officers in the Chancellery of the President, representatives of the clergy, ministries, state institutions, combatant and social organizations, accompanying persons and the crew. This event shook Poland and cast a shadow on the social life and internal policy for many years.

"I had a day off, so I planned some trip. I heard some noise at the neighbors screaming outside the house. People were running out of their homes, gesticulating vividly. Something must have happened, I thought and felt gooseflesh right away. It must have been something wrong. My first thought was that the war broke out. The neighbor was saying something about the catastrophe and told me to turn the TV on. I froze when I heard the news. I could not believe this was true. Such tragedy, so many

people. Maybe someone has survived? And then it only got worse. They were showing the debris all the time. All the speculations how this could have happened. Then, my family from the States called. They too were very moved. They said it must have been an assassination. Then, there was the national mourning and it looked like the politicians united again as every party had someone who died. And the president was dead. It doesn't matter which party he was from; he was the Polish president. But this unity was just temporary. Soon, they began to fight again and look for the guilty of the disaster. And so, it is until today”.

Discouragement against engaging in politics is typical for the young generation. Observing the political scene, media buzz around the political scandals and offences committed by the politicians successfully keep the youths away from political activity.

“I am aware of the great number of choices I'll be making in life. There are so many opportunities... I have not decided yet what I want to do. I study but that does not mean I will work in this profession. It was my father's wish for me to study IT. But you can work and not be an IT specialist. But one thing I am sure of. I will never engage in politics. I want to be able to look myself in the eyes while shaving. I want to live with pleasure, not in constant stress and fight”.

Another big global event was the discovery of the hiding place of the man responsible for WTC and Pentagon attacks. Osama bin Laden, the most wanted terrorist was killed in May 2011, few months before the 10th anniversary of the attacks. The whole world could watch the action carried out by the US antiterrorist troops.

“What we saw on TV was so blurred that we could only believe it was what they said in the news, that bin Laden is dead. But there should be no mercy for this terrorist because he did not take the risk himself, he had sent young people to die during the attacks. I wonder if he will get his harem of slaves in the afterlife. But I'm afraid it won't change anything in terms of terrorist attacks. There are already so many trained terrorists and so many brainwashed Islamists, that they don't need bin Laden to

carry on with the assaults. But the USA needed it to show they punished the guilty of the WTC and Pentagon attacks”.

Another event that shook the people around the world was tsunami in the northern Japan. Spectators in the most remote countries watched with terror the Japanese fighting with the elements. The wave destroyed many cities and seriously affected the Japanese economy. Tsunami caused some serious damages to the nuclear plant Fukushima I. The contaminated water became a threat. It took many years to remove the consequences of the tsunami.

“It was shocking. I could watch live how people were holding on to the buildings and balconies, and the water dragged them. I could see people trying to swim with the flow, they were holding hands and then the water took one of them. I am not weak, but this shook me. How small a man is compared to the elements. One moment and we’re gone. I’m glad here, in Poland, we don’t have such natural disasters, though sometimes we have floods or fires, yet not so violent and not on such a scale”.

A happy and absorbing event was the royal wedding in the Great Britain, Elisabeth’s.

Prince William, married Kate Middleton. People from all over the world gathered in front of their TVs and — the chosen ones — in London to watch wedding preparations and the ceremony. The event was so popular probably because it is not every day that one can take part in a fairytale happening in the reality.

“One could sense the aristocratic atmosphere again. As usual at such occasions, the Royal Family let the citizens express their praise. I guess we need experiences like that. For me it is like a movie or theatre show that is happening for real. You can take part in it. It helps not to think about the daily reality, the problems. Maybe this is why so many people get excited. For me it’s exotic but also the past. Rationally thinking, the Royal Family is like a precious historical monument you have to care for. The difference is that this monument is alive and sometimes unpredictable, causing problems”.

When analyzing influences, the young generation is under, we cannot ignore the virtual reality. Even when teachers try to restrict the time spent online, Internet plays a huge role in shaping the perception of the world and social skills. During several years Facebook has gotten to every home where the Internet is used. In Poland, teachers communicate with their students using this portal, every school class has its own account where students exchange all information regarding the school, life and peer relations. Having a Facebook profile has become a necessity.

“I seem to me that with time, Facebook is not so interesting anymore. I think was it not for the messenger and contacts with friends, the young people wouldn't need to use Facebook at all. There are many more popular entertainment and information websites like Tumblr, Snapchat, Instagram or Twitter. But I think Facebook is seen as the foundation of online functioning. It is obvious everyone has their profile there, everyone can be found and contacted if you know their name. Facebook account is like the Internet passport. If you're not there, your friends won't be able to reach you. That's why I think Facebook has ceased to be an entertainment platform and begun to be a formality necessary to stay in touch”.

Peer relations are also the source of knowledge about self and the space of experimenting with first independent decisions, the area of first emotional relationships, loves and lasting friendships. Despite many opportunities the Internet opens before the young people, they know what it means to be lonely. Relations based only on the virtual message lack emotional depth and the awareness of remoteness and distance does not help to develop deep bonds. The ever-present haste, also in communication between the closest relatives, also contributes to lowered self-esteem, alienation and even rejection of adolescents. Joanna Wnęk-Gozdek describes the phenomenon of loneliness in the modern world. According to her description, the beginnings of loneliness among the youth can be seen: *“... in the breakdown of multi-generational family and marriage, whether it is due to incompatible characters, numerous pathologies, or more and more frequent, economic migrations. In many young people, lack*

of support from this most fundamental social group results in loneliness and loss of meaning of own existence. To function properly, people need someone with whom they can share their thoughts, observations and discoveries” (Wnęk-Gozdek, 2012, p. 67).

In a peer group, a young person receives support, acceptance, sense of value and security. However, for this influence to happen, a real “face to face” communication is necessary. One of the answers to these challenges are various youth events like concerts, conventions, pilgrimages or festivals. The example may be the World Youth Day which was held in Cracow in 2016. It gathered 200 thousand young people from all over the world. 1.5 million took part in the service and the night watch in Brzegi, near Cracow, in the Mercy Camp built especially for this purpose. From 1.5 to 3 million of people from all over the world attended the final mass led by Pope Francis. They took with themselves the pope’s message teaching them how to manage their lives. Youth from all over the country, as well as from abroad, were engaged in preparation of the WYD.

“Those who have not experienced it won’t understand. Such unity and closeness even though we don’t know one another. Everyone shows love to others, just like the first Christians. Even when we slept outside, it was fun. People who did not want to sleep, were dancing around. We helped one another despite different languages, we communicated using gestures. I’m already preparing for the next event in Panama”.

The events from the latest world history are often absent in the statements of the young generation representatives. This does not mean young people do not know anything about the political and social processes in the modern world. They receive the news, provided mainly by online news portals, but they filter it without the conscious reflection and remember those events which somehow stand out. Here are the words of the representative of the young generation: *“I think, like in the older generation, men are more emotional about the politics. Even if they do not have a broad knowledge about it, I often hear them joking and talking about it during classes. The most buzzing and disturbing news are*

the most interesting. Like the case of immigrants or military danger from Russia or North Korea. I think there is a group of youths who are discouraged to engage in the political life thanks to the example of the older generation which is always pessimistic and only making up new conspiracy theories. Just like you don't like to be around people who do not respect your opinion, it is as difficult to talk to the fanatics of a certain political party. It seems to me that it is very hard to find a conversation partner who would be interested in politics and have this amazing ability to realize that not everyone in the world has to think the same. I'm not repelled by the politics itself, but I associate people interested in it with snobbism, aggression and narcissism”.

CONCLUSIONS.

To sum up, this statement demonstrates clearly the distinction between what is accepted unreservedly and what is rigorously rejected.

Young people whose identity has been shaped within the certain cultural environment, are also the products of this culture. With their own experiences and references, they will influence next generations to participate in the ever more complex social world. They must get ready now, so they are able to choose right from the multitude of offers and values offered by the world, choose those which will lead to satisfactory, fulfilled life and ensure survival and development of the society.

BIBLIOGRAPHIC REFERENCES.

1. Ardakani, M. P., Lashkarian, A., & Sadeghzadeh, M. (2015). The Translatability / Untranslatability of Poetics: Eliot's " Ash Wednesday" and its two Persian translations. UCT Journal of Social Sciences and Humanities Research, 3(1), 52- 60.
2. Aziz, H., & Abdolghader, F. (2018). Investigation of International Students Quality on Educational Services. Journal of Humanities Insights, 02(03), 118-23.

3. Chhowala, I. S., Jani, D. M., Dharamsi, A., Shindhe, G., Patel, R. (2018). Formulation and evaluation of Nano Particulate Drug Delivery System for an effective treatment of Acne. *International Journal of Pharmacy Research & Technology*, 8 (2), 14-26.
4. Eslami, R., & Ahmadi, S. (2019). Investigating the Role of Educational Media on Secondary School Students' Learning Process Improvement in Jahrom City. *Journal of Humanities Insights*, 3(01), 13-6.
5. Jabbari, E., Charbaghi, Z., & Dana, A. (2019). Investigating the Effects of Educational and Motivational Education at Different Levels on the Performance and Application of dart throwing. *Journal of Humanities Insights*, 3(02), 37-44.
6. Nakhaee, J., & Nasrabadi, M. A. (2019). Strategies for Research-Centered Education of Architectural Designing by Examining the Research-Centered Activities of the Top Universities. *Journal of Humanities Insights*, 3(02), 50-6.
7. Nikitorowicz, J. (2005). *Kreowanie tożsamości dziecka*. Gdańskie Wydawnictwo Psychologiczne.
8. Peres, P., Moreira, F., & Mesquita, A. (2018). Are Really Technologies at the Fingers of Teachers? Results from a Higher Education Institution in Portugal. *Journal of Information Systems Engineering & Management*, 3(1), 08.
9. Petersen, J. (1930). *Die Literarischen Generation*. (In:) *Philosophie Literaturwissenschaft*, Berlin.
10. Ranke, L. (1874). *Samtliche Werke*. Leipzig, t. 33
11. Saurykova, Z. M., Ybyraimzhanov, K., & Mailybaeva, G. (2018). Implementation of interdisciplinary relationships in education on the basis of science integration. *Opción*, 34(85-2), 353-385.

12. Shirvani, M., Mohammadi, A., & Shirvani, F. (2015). Comparative study of cultural and social factors affecting urban and rural women's Burnout in Shahrekord Township. *UCT Journal of Management and Accounting Studies*, 3(1), 1-4.
13. Szymański, M. J. (1998). *Kryzys i zmiana: studia nad przemianami edukacyjnymi w Polsce w latach dziewięćdziesiątych*. Wydawnictwo Naukowe Akademii Pedagogicznej, Kraków.
14. Wnęk-Gozdek, J. (2012). *Samotność—droga do samo destrukcji czy samorozwoju*. (In:) eds. Aksman J., Pułka J. - *Dzieci i młodzież w kręgu oddziaływania mediów i grup rówieśniczych w i pomimo czasów ponowoczesnych*. Kraków, OW AFM.
15. Wyka, K. (1989). *Pokolenia literackie*. Wydawn. Literackie.
16. Yakubu, H. J., & Aboiyar, T. (2018). A chaos-based image encryption algorithm using Shimizu-Morioka system. *International Journal of Communication and Computer Technologies*, 6 (1), 7-11.
17. Zagórski, Z. (2002). *Transformacje postkomunistyczne i integracja europejska a inne procesy współczesności. Socjologiczne aspekty transformacji i integracji europejskiej: szkice i studia*, 15-28.

DATA OF THE AUTHOR.

1. Ewa Sliwa. Pedagogical University of Cracow, Institute of Educational Sciences, Poland; Email: ewa_sliwa1@up.krakow.pl

RECIBIDO: 9 de julio del 2019.

APROBADO: 24 de julio del 2019.