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### *Labour Pedagogy. Contemporary Research Areas*

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Pedagogika pracy. Współczesne obszary badań

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#### ABSTRACT

The article deals with the analysis of labour pedagogy as a subdiscipline of pedagogy. It has been specified that the foundations of labour pedagogy originated in the early 1970s and are connected with the prominent Polish researchers (including T. Nowacki, Z. Wiatrowski, R. Gerlach, F. Szlosek, S. Kaczor, U. Jeruszka, E. Kubiak-Szymborska, J. Wierzejska, Z. Wołk), who have produced their own implications on labour pedagogy. Based on their views, it has been specified that the progress of civilization and the accompanying changes in the content and forms of work cause the need to extend the interests of work pedagogues to new research areas and research problems. Particular attention is given to the language of concepts, statements and research methodology in the field of professional preparation and human functioning in the work environment and the conditions of professional development. Therefore, it has been substantiated the dialectical relationship of labour pedagogy, labour psychology and vocational pedagogy in globalization and integration processes. In this context, prognostic significance of research aimed at dynamic development of “human-labour” system in the information and technology community has been revealed. It has been outlined that work is the highest value of a human, but only well-organized work leads to the realization of material and spiritual values necessary for the functioning of an individual and society.

**Keywords:** labour pedagogy; subdiscipline; pedagogical sciences; vocational education; interdisciplinarity; human work

Human civilization has been created on work, the labouring of many billions of people throughout history has built the cities, armies, farms, industries, and infrastructure which have characterized our time on the Earth. It is generally recognized that even before human civilization appeared, the role of labour and the development of different kinds of tools has been principal to our evolution from the more primitive primates. In today's extremely rapid scientific and technical progress and the dynamically changing social and economic situation, many challenges of vocational education are being redefined.

The dynamic development of a society is impossible without human labour. The concept of "global history" (F. Brodel, A. Smith, J. Toynbee) is based on the idea that human labour is the main source not only of the creation of material and spiritual wealth, but also the existence of humans themselves. History proves that the work of one person can be selfishly used by another for their own enrichment. This trend leads to excessive human exploitation, stratification of society, and social destabilization. Thus, in the 21<sup>st</sup> century, work does not always bring satisfaction, happiness, because it is deprived of the main thing – the real freedom of an individual. Such work is devoid of adequate recognition, it does not become the meaning of an individual's life, but only a factor in biological survival. Such work is deprived of an educational role and creativity, it makes it impossible to express the creative forces of an individual, demoralizes those who work, and even more those who do not work, live by someone else's work.

The aim of the article is to analyze the issues concerning labour pedagogy and highlight the theoretical approaches of outstanding scientists to work and its impact on the education of an individual. The exploration of the literature shows that the pedagogical aspect of the role of work in a human life was actively studied by R. Gerlach, I. Franko, S. Kaczor, H. Kostiuk, S. Kwiatkowski, V. Romenets, V. Rybalka, S. Rusova, F. Szlosek, H. Skovoroda, H. Vashchenko, Z. Wiatrowski, J. Wierzejska, I. Ziaziun and others. V. Sukhomlynsky and T. Nowacki had a significant influence on the theory and practice of personality development by means of labour. Of considerable scientific interest are the results of the researches performed by Polish scientists on the following issues: theories of labour pedagogy (Jeruszka, 2017); the condition of the labour pedagogy in Poland (Gerlach, 2017); education for work as a discursive formation of labour pedagogy (Kubiak-Szymborska, 2017); humanization of work as a research area in labour pedagogy (Jakimiuk, 2017); the phenomenon of human labour from the axiological perspective (Ostrowska, 2017) and others.

The significance and function of work in the life of any person and society, as well as dynamic changes in the work processes concerning especially the matter and form, have stimulated transformations in the areas of interest and scientific explorations of other scientific disciplines connected with human work (Beck-Dudley, 2018, p. 167). At the same time, it is difficult to imagine the development

of scientific investigations in the field of labour pedagogy without referring to the studies in other related fields. Therefore, the approach to work and research into work essentially contributed to make this area an interdisciplinary one. Some researchers (Kwiatkowski, 2010; Furmanek, 2010; Bera, 2012) regard this interdisciplinary feature as a suitable circumstance for the development of labour pedagogy and a favourable opportunity to put into effect the so-far formulated theories, they also see it as an impetus for the development of the area. Other pundits believe it proves the dissemination of research exertions captivated by labour educators (Jeruszka, 2017) and inaction unchanging in the growth of its methodology, and accordingly ruin of its sameness (Gerlach, 2006). F. Szlosek (2007) claims that the social and economic changes are not genuinely shown in the pedagogy's conceptual system. In his theoretical analyses, the scholar argues that as long as labour pedagogy fails to define the areas of research that reflect contemporary conditions and to indicate the most crucial points on this map, it will remain far from the theoretical ideal (Szlosek, 2015, p. 96).

The aspect of professional career has affected a human society for a long time. However, it was not until the 20<sup>th</sup> century that the matter finally acquired its academic status. Admittedly, there have appeared a handful of constructive considerations and valuable statements in the area, though only recently the rise of studies concerning professional work has considerably marked its existence. Among those studies, it was professional pedagogy that has obtained its specific function.

#### PROFESSIONAL WORK BETWEEN ITS CONSISTENCY AND VARIABILITY OF THE FOLLOWING RESEARCH PAPER

Z. Wiatrowski assumes different approaches to specify professional work between its consistency and variability. The scholar presents much more theoretical than practical approach, discusses the relevance of philosophical nature, and underlines any prospective and comprehensive issues of professional career. The following elements are singled out by Wiatrowski: the essence and role of professional work in a human's life and society; the dieback of human's work; the tendencies and necessity to upgrade the widely perceived field of professional work, in particular between its consistency and variability, and making efforts to achieve contemporary organization in order to raise overall quality of professional work and attempts, especially in those countries with relatively low rate of development of civilization (Wiatrowski, 2017, p. 189).

Labour pedagogy, as an independent pedagogic subdiscipline, was distinguished in the early 1970s. It resulted from the needs of practice and the need to gather the dispersed issues defined by the human-education-labour relations. R. Gerlach (2017) states that the current structure of labour pedagogy is defined by the three

main subject fields: pre-professional education, professional education and lifelong professional education of adults. In each of these fields, there have been statements and principles that might be seen as the elements of the theory of labour pedagogy being shaped. According to the scholar, the socio-economic and educational changes that have taken place in Poland for more than 25 years make one treat the basic categories of labour pedagogy, that is human labour, profession and specialty, professional work, qualifications and competences and professional education and training, in a different way than before though. It is crucial to set new research fields of this pedagogic subdiscipline, modify them as needed and increase the research activity of its representatives, all of which will lead to creating new scientific theories and be helpful in solving practical issues (Gerlach, 2017, p. 36).

U. Jeruszka (2017) presents the selected basic and supplementary theories of the research areas of labour pedagogy in the synthetic approach and as necessary. Professional training, cognitive activities, adults' lifelong learning fall into the first group, whereas the second group of the theories comprised competences, human capital, competition for workplaces and profession. The scientist regards the statement that the development of the specific theories that are characteristic of labour pedagogy as insufficient. Besides, Jeruszka stresses out that the search for new theoretical concepts is the key element of the further development of labour pedagogy.

U. Ostrowska (2017, p. 155) aptly describes work as one of the most common and diverse types of activities and purposeful human activity. Accompanying humanity since the dawn of history, work fits clearly into the essence of human nature, belonging to the *homo sapiens* species, occupying a special place in the process of evaluation. For the issues of the phenomenon of working considered from the axiological perspective, it is essential that the axiological space of the anthroposphere is not restricted to an isolated separate ordinary value, but is an impervious network of mutually stipulation, accompaniment, and sometimes verifying components. The most crucial facet is undeniably an individual intertwined with it, influencing the preferences taking place in it. As for the phenomenon of work as an existentially meaningful value, it is of importance, according to the author, to give it a certain sense and consider the common good, as well as the interest of a human.

E. Kubiak-Szymborska (2017, p. 183) examines education for work as a discursive formation of labour pedagogy. The principal category of labour pedagogy is formulated by the scientist as a discursive formation involved in the social and institutional context, which is worth coping with by presenting "intellectual matrices" diverse in form and content. The matrices proposed so far concern not so much education for work, but above all, formations related to this education, such as education for work and through work, or education for work dignity. Initially, "work dignity" or "labour dignity" (workignity) is a notion originated by C.S.

Bartnik, often applied to as the fifth cardinal value, interpreting the essence of work as its being an instrument of man's self-development and his striving for perfection, emphasizing the moral feature of labour in gaining human dignity.

E. Krause (2017, p. 288) states that modern vocational counselling is one of the key issues of labour pedagogy; it has been evolving towards career counselling, which in fact means gradually departing from the directive guidance. Thus, the paradigm of vocational guidance is changing into career counselling, which concentrates on the lifelong development of individuals and supporting them at different stages of their lives to resolve the problems of transitions between various roles. The features, characteristic to modern professional careers, such as: changeability, unpredictability, being non-linear, and mobility, result in the greater demand for the services providing lifelong career counselling – for the professionals, who are going to support and help people in the process of developing their own professional career. Career counselling, a great part of which is the professional career, deals with supporting and helping an individual to solve problems in uncertain conditions. The scientist presents the ways of understanding vocational counselling, as well as the terms connected with it, i.e. planning and managing professional career. In addition to this, the author indicates the differences between the traditional vocational guidance and the modern career counselling, including their roles, models and goals.

The ongoing dynamic changes in the job market and uncertainty of employment contribute to more and more frequent instrumental treatment of an employee, depending on their efficiency and profitability for a company. B. Jakimiuk (2017, p. 439) pays attention to humanization of work, that is to the restoration of a proper understanding of employee's role in the working process: self-development and realization of their humanity. The scholar deals with the issues concerning work humanization, employee's subjectivity in the working process, working culture and professional ethics, interpersonal relationships and their importance for work humanization, as well as professional satisfaction.

Z. Wołk (2020) regards labour pedagogy as a subdiscipline of pedagogy which tackles issues of upbringing to perform work throughout the entire life of a human. Ongoing socio-economic changes mean that the range of problems undertaken by labour pedagogy is systematically expanding, which culminated particularly after the introduction of a market economy in Poland. Scientific theories based on other social sciences are used in labour pedagogy as well as its own theoretical concepts have been developed. They try to explain the problems outlined in the thematic triad: man – education – work. An important task of labour pedagogy is to disseminate its theoretical achievements on the basis of other subdisciplines of pedagogy as well as other sciences.

Professional pedagogy and labour pedagogy as scientific subdisciplines were founded at one time, in one historical period – in the early 1970s. Since then,

significant political, socio-economic changes have taken place, new concepts and theories have emerged, globalization processes have intensified, and migration has reached great proportions. It is well known that all these phenomena could not but affect the world of work, employment of population, rising unemployment, increasing complexity in finding employment of various categories of citizens.

At the same time, rapid scientific and technological development, scientific findings, the introduction of modern information and production technologies, the use of new generation technology affect the development of global and national labour markets, the integration of work activity and professions. These multi-channel and closely interconnected processes lead to objective changes in the systems of vocational education and training specialists in different countries, they need to be modernized on the basis of a proactive approach.

Globalization changes taking place all over the world strengthen the prognostic function of science, deepen the processes of integration and differentiation, affect the formation of new subdisciplines in various scientific fields and in particular in pedagogy. One of the many evidences of this process is professional pedagogy, labour pedagogy and psychopedagogy of labour as scientific subdisciplines.

A significant scientific achievement of Polish scientists is the theoretical and methodological justification of labour pedagogy – a subdiscipline that entered the scientific community in the early 1970s, enriching the world pedagogical thought. Its founder is Professor T. Nowacki, who is called “the nestor of Polish pedagogy”. Labour pedagogy is closely connected with many scientific disciplines, in particular labour psychology, economics, political science, anthropology, philosophy and philosophy of labour, occupational medicine, ergonomics, management. It is also closely related to general pedagogy, andragogy, special pedagogy, pedagogy of culture, pedagogy of leisure and recreation, geriatric pedagogy, etc.

We consider that it is reasonable to study fundamental and applied works in this area in order to take real steps in research, justification and introduction of this subdiscipline, which emerged as a kind of prediction of profound socio-economic changes in a market economy. It is necessary to move away from stereotypes and systematically conduct interdisciplinary research into professional pedagogy and psychopedagogy, the results of which will contribute to the birth of new knowledge, the creation of innovative technologies based on it, the development of pedagogical innovation.

As for an informational and technological society, all the processes are remarkably hastened and forwarded and are coming to be more and more dynamic and interrelated. Nowacki pays attention to the profound historical and philosophical sources of labour pedagogy. The scholar affirms that only via labour, man familiarizes with the world, constancy and productivity of the continuation of which are exclusively proved by the results and accomplishments of human activity. He substantiates the methodological meaning of this notion:

The concept of labour is greatly complicated, it comprises some phenomena in language and social consciousness such as production labour, social activities, spiritual work. Moreover, the concept of labour can be found in many other contexts. The most important of them are the following: labour and health, risk to health; labour and effort, labour exhaustion, discourage; labour and freedom; labour and socialization; labour and social stratification, labour division; labour and culture (material, social and spiritual); labour and wealth; labour and morality; labour and self-realization; labour and values; labour and nature; labour and creativity; labour in the existential dimension of an individual; labour in society; labour and improvement. The variety of contexts that contain the concept of labour, follows (while influencing it) from the growth of its diversity, from the diversity of labour itself, which consists in alternating participation during the process of work of social and individual goals, diversity of labour material (from organic substances to entirely theoretical assumptions). (Nowacki, 2010, pp. 161–162)

The monograph *Zawodoznawstwo [Vocational Studies]* states about the origins of labour rights and its evolution at different stages, beginning of professions, their spread, integration and transformation, considering the social and economic needs (Nowacki, 1999). The wide range of concepts associated with labour rights, labour pedagogy as the pedagogy of subdisciplinarity, are presented in the *Lexicon of Labour Pedagogy*. We believe that this specific scientific reference book gives an opportunity to see the profoundness of the issue and outline the ways of upgrading conceptual and terminological tools of labour pedagogy.

Short of that, it generates substantial scientific interest in the essence of this definition, its constant updating considering the research results of the scientists – specialists in the field of labour pedagogy. In the monograph *Pedagogika ogólna i subdyscypliny [General Pedagogy and Its Subdisciplines]*, Nowacki emphasizes the importance of pedagogical analysis conducted in terms of “man – work”. The analysis of personality development, the relationship of educational processes, character formation, the relationship between a human and the environment are high-priority issues for this researcher. We emphasize the value of Nowacki’s recommendation to address the concepts that characterize a person’s attitude to work, in particular: its motivation to work; the formation of skills to solve problems related to work and professional development; professional studies, as well as biophysical and moral qualifications, specific professional qualifications, professional characteristics (Nychkalo, 2014, p. 13). The scientist stresses that the name “labour pedagogy” is both generalizing and integrated. It combines such areas as industrial pedagogy, labour pedagogy, economic pedagogy, agricultural pedagogy (Nowacki, 1999). As we can see, this research approach shows systematicity and interdisciplinarity.

In this regard, there is a tremendously important and interesting work of Wiatrowski – an outstanding follower of Nowacki. Among the urgent problems of labour pedagogy in the context of transformation processes, the scientist includes the following:

- problems of orientation, vocational guidance and professional “counseling”,
- problems of other approaches to the designing vocational schools and vocational training in the reforming education system,
- problems of working qualifications, including competence and responsibility, as well as professional mobility of graduates of vocational schools,
- problems of employment, labour activity and unemployment (not only in the economic context),
- problems of directions and organization of lifelong training of employees, as well as the creation of the necessary conditions for the realization of the chances to achieve professionalism,
- problems of subjective interpretation of an employee in a complex work process (Wiatrowski, 2004, p. 20).

Concurring with the complex of these interrelated problems outlined by Wiatrowski, we emphasize the importance of labour psychology in these complicated processes. This scientific subdiscipline is closely related to other sciences, including labour pedagogy, sociology of labour, praxeology, philosophy of labour, physiology of labour, ergonomics, scientific organization of labour, labour law. In the fourth edition of *Podstawy pedagogiki pracy [Fundamentals of Labour Pedagogy]*, Wiatrowski emphasizes the need to study extremely important and at the same time difficult problems, for instance, compulsory human labour; professional development during life; professional qualifications and competencies; organization of work and ensuring its implementation; conditions of quality professional activity; the awareness of the need for one’s own professional activities, the development of professional personality; modern understanding of professional skills in combination with professional mobility, high and rational entrepreneurship, as well as reliability in every socially determined professional situation (Wiatrowski, 2004, p. 62).

As scientific and theoretical researches assure, labour pedagogy and professional pedagogy substantiate such principles of professional education as proactive pattern of professional training; continuity; fundamentalization; the integration of vocational education, science and production; equal access to quality vocational education for different categories of the population; flexibility and interconnection of the vocational training process with the restructuring and further development of the economy and employment of population, the development of different forms of ownership; diversification; regionalization of vocational education; the combination of general and professional training; the unity of professional training and education, greening, variability, individualization and differentiation.

When conducting scientific research, it is also advisable to take into account the place of occupational psychology among other psychological sciences. Thus, K. Czarniecki identifies theoretical subdisciplines: psychological (social psychology, general psychology, educational psychology), as well as practical psychological

subdisciplines (developmental psychology, occupational psychology and clinical psychology). In this regard, the importance of comprehensive interdisciplinary research is notably growing:

- a working man – of different ages, social and professional experience, in socio-cultural conditions of urban and rural areas (related problems of choosing a profession, motivation for vocational training, the process of mastering a future profession, starting a career, adaptation and features of work at various stages of professional development),
- working conditions – in different economic sectors, large and small enterprises of different forms of ownership (this set of problems also includes such general tasks as “employment-unemployment”; the modernization of an enterprise, its liquidation, retraining, social, material and technical working conditions),
- results of work (quantity and quality of work, motivation to labour activity, threats to work, conflicts, etc.) (Karney, 2007, p. 51).

It is evident that the problems of the labour market and the development of vocational education and training systems cover a wide range of issues bordering on psychology, pedagogy, psychophysiology, economics, ergonomics, sociology, statistics and other fields of scientific knowledge. They also need research based on an interdisciplinary approach. The justification of a new direction, called “psychopedagogy of labour” became a notable step in the interdisciplinary research. J. Karney stresses out that people in the work environment are systematically connected with various spheres of life and, accordingly, with the branches of science that study these problems. In particular, we are talking about philosophy, anthropology, psychology of labour, physiology and medicine of labour, ecology, economics, sociology of labour, as well as labour pedagogy, geriatric pedagogy, pedagogy of culture, technical sciences, management, law and others.

In our opinion, the results of this long-term study are promising. Based on the integrative approach, Karney substantiated the definition of “psychopedagogy of labour” and offered the analysis of its content in the following areas: modern pedagogy of labour – interdisciplinary problems; an employee of the institution; research of labour and professions; organization of working time; entrepreneurship; psychological mechanisms of human behaviour; adaptation to work and professional selection; motivation to work; adult education in the institution (institution strategy and educational policy); the art of being an employee; adult behavioural styles (cognitive and emotional styles; learning styles); the authority of a leader (formal and informal authority; charismatic personality, authority and power, cultural prerequisites of authority); pathological phenomena in the modern enterprise (workaholism, burnout, mobbing) (Nowacki, 2004, pp. 5–6).

On the ground of an interdisciplinary approach, Karney offered conclusions and recommendations for research on quality management, knowledge management,

as well as the creation of agencies for individual counseling and work organization in terms of delocalization. In our opinion, these aspects and outlined directions of interdisciplinary research are relevant in the current conditions of modernization of vocational education and training in Ukraine.

Taking into account the research results on labour pedagogy, professional pedagogy and psychopedagogy of labour, it is advisable to substantiate the provisions regarding psychological and pedagogical aspects of forecasting employment requirement at national and regional levels; consolidating the efforts of relevant ministries and agencies, employers, researchers and non-governmental organizations; the development of social partnership; strengthening the responsibility for quality training, retraining and advanced training of workers; legislative support for the training of workers competitive in the labour market.

Thus, labour pedagogy and professional pedagogy are subdisciplines of pedagogy that have an integrated nature and substantiate their theories based on the outcomes of research in other fields of scientific knowledge. This is due to their systemic object – vocational education, which covers all subject areas of knowledge, activities, formation and development of specialists in various industries. This allows professional pedagogy to generate new theories in terms of integration processes, information and technological development of a society.

Unequivocally, it should be underlined that Ukrainian science and practice need to pay more attention to the study of scientific pedagogical problems, and especially professional pedagogy under the conditions of lifelong training, as well as multiple changes in the application of knowledge and skills, that is the change of professions during vital period of life-sustaining activity. This will contribute to the deepening of scientific researches on professional pedagogy, labour pedagogy and psychopedagogy and, accordingly, to the obtaining new scientific knowledge that will enrich the subdisciplines of pedagogy and raise the methodological level of pedagogy.

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## ABSTRAKT

Artykuł dotyczy analizy pedagogiki pracy jako subdyscypliny pedagogiki. Stwierdzono, że podstawy pedagogiki pracy sięgają początku lat 70. XX w. i są związane z wybitnymi polskimi

badaczami (jak m.in. T. Nowacki, Z. Wiatrowski, R. Gerlach, F. Szlosek, S. Kaczor, U. Jeruszka, E. Kubiak-Szymborska, J. Wierzejska, Z. Wołk), którzy stworzyli własne implikacje dla pedagogiki pracy. Na podstawie ich poglądów doprecyzowano, że postęp cywilizacyjny oraz towarzyszące mu zmiany treści i form pracy powodują konieczność rozszerzenia zainteresowań pedagogów pracy o nowe obszary badawcze i problemy badawcze. Szczególną wagę przywiązuje się do języka pojęć, wypowiedzi i metodologii badań w zakresie przygotowania zawodowego i funkcjonowania człowieka w środowisku pracy oraz warunków rozwoju zawodowego. Uzasadniono zatem dialektyczny związek pedagogiki pracy, psychologii pracy i pedagogiki zawodowej w procesach globalizacji i integracji. W tym kontekście ujawnia się prognostyczne znaczenie badań mających na celu dynamiczny rozwój systemu „pracy ludzkiej” w środowisku informacyjno-technologicznym. Zaznaczono, że praca jest najwyższą wartością człowieka, ale tylko dobrze zorganizowana praca prowadzi do urzeczywistnienia wartości materialnych i duchowych niezbędnych do funkcjonowania jednostki i społeczeństwa.

**Słowa kluczowe:** pedagogika pracy; subdyscyplina; nauki pedagogiczne; kształcenie zawodowe; interdyscyplinarność; praca ludzka