

АКТУАЛЬНІ ПРОБЛЕМИ ШКІЛЬНОЇ ОСВІТИ

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THE NEED AND THE SPECIFICS OF THE WORK OF A PSYCHOLOGIST IN POLISH SCHOOLS

1. Introduction

Modern education is increasingly complex and difficult process. As a lifelong process includes formal and informal education due to the continuous process of change of social civilization and intensive development of knowledge and the characteristics of the informational society. For as we all know, today once-acquired diploma is not enough, but a man must train and improve for the whole life, using various forms of education and sources of knowledge. One of the most important stages of human education is the school as a place of learning and development of students, but on the other hand, as a place of work and development of teachers. Because what can a school do without a well-prepared for his difficult and complex role of the teacher as a pedagogue educator. It is also difficult for a student to meet the demands of the contemporary times and to learn and develop responsibly, if he will not have favourable conditions and internal conviction, when he will not have a sense of his own actions' meaning. What are the effects of Students' education, when they will have the understanding and support from teachers, parents, peers, but also a variety of specialists, if necessary. It is even more difficult when the school and its education is becoming more and more distant, formal and bureaucratic.

Because of these and other similar thoughts about the nature, meaning of education, motivational factors responsible for learning and organizing favourable conditions and climate, it is concluded that learning and the school environment should have more and more psychological support. It does not regard to the student himself, his education and upbringing, but the entire system of the socio-cultural school that creates a more or less conducive to learning and teaching work climate. Not overestimated in this role- cognitive and lenient, as well as preventive, advisory and reactive to the specific issue plays a school psychologist, who is still insufficient in the Polish school. This article is about his needs and specificity of work in the polish conditions. As we know, direct addressee of the activities of a school psychologist is always a student. However, to achieve it, he must cooperate with the school's entities and the local community, and therefore with teachers, parents, a pedagogue, a therapist at school and with other specialists. But before I make an attempt to sketch the most important tasks and areas of activity of the school psychologist addressed specifically to pupils with special educational needs, I would like to point out some of the problems of the Polish school. In my

opinion, they should become an important argument of psychologists' employment and engagement in the resolution and prevention of difficult educational and professional situations, failures, conflicts, but also in the disclosure and directing student's potential to education and development.

2. Contemporary school and it's problems in Poland

While undertaking the subject of school, no one needs to be convinced how important functions and tasks it fulfils and, how many difficulties it encounters-material-economic, organizational and technical, social, cultural, legal and political. Because in order to effectively teach and educate, one must know and understand the needs, expectations and possibilities, as well as the values cherished and objectives pursued by the students. The school must in fact react to them planning a teaching and educational work. It must recognize the strengths and limitations of the lying in the student, and in his family environment, peer or, more broadly local. However, the school is not only the institution, its formal conditions, organization and management of the school, changes in progress and the ones made, school reforms, but also the school legislation and internal rules, standards of behaviour, training programs, methods and forms of work, as well as measures, grading and evaluation system, interpersonal contacts at school, etc. If these elements are not consistent and there is no educational dialogue and cooperation of its subjects in the school, it is difficult to talk about the high achievements in the form of students' competences and learning satisfaction. Indeed, all components of the educational process which takes place in the school and should be supported in the family and in the wider context of students' lives are closely linked. Thus, if one element is not functioning properly, it causes abnormalities in other elements, and when there is no agreement between them, sincerity and responsibility then we can talk about the system's swaying and the fragmentation of educational activities. At school there are many threats of psychosocial nature, when there is lack of aspirations' coherence and creative engagement.

In the context of undertaken considerations, we can say that the specific features of contemporary Polish school and it's problems they are currently facing, which in particular are: intense transformation of its social and cultural environment, the crisis of values and the collapse of educational authorities, including the crisis of family ties, which causes numerous educational problems, conflicts in school, failures, but also aggressive behaviour, violence in various forms, truancy, indifferent or even negative attitude towards the school and learning. Others include stress and overload of teacher's professional duties, their excessive criticizing, blaming for failures, formalization of the activities of a student, parent, and teacher, education strictly for examinations, focus on tests in assessing and listing of schools in the evaluation activities. First of all, numerous and very little successful changes and school reforms are a problem in planning further educational activities, which not always the student, parent or teacher have the last word. First of all, problems of modern school should be considered in the context of

their mismatch to the formal requirements, but also disregard of the needs and abilities of students, teachers and parents. These have an individual, as well as group nature at the levels of student-student, student-teacher, teacher-parents and vice versa. First of all, these problems are related to the effective learning, as well as to the creative and responsible functioning of the various groups and communication with others. The whole range of problems that are taking place in the Polish school result from the tasks of educational care and the assistance when students can not handle, and when teachers are experiencing stress and frustration associated with excess of duties, lack of respect and recognition, and the instrumental treatment when there is no dialogue with the family, and the parents' attitude is critical or indifferent to school and teachers. This condition is particularly disturbing and requires counteraction in relation to the special educational needs of students.

3. Student with special educational needs in school

In the source literature, special educational needs students "are not defined on the basis of a predetermined scale of impairment or achievements, but in relation to how the child is doing with reference to their peers" (O'Regan, 2005, p. 11; Barłóg, 2012, p. 43). Altogether, the word "special" is the adjectival definition of the subject or object, for his distinctive, different from the majority, protruding from the generally accepted norm or standard, the established standards, other than the usual. In determining the border, below or above which need a student can be considered special, realization of the object of special education's interest can help us. A list of the areas separated by type of deviation from the developmental norm of children and adolescents is demonstrated by W. Dykcik, who claims that special education deals with people with outst and in general abilities and directional talents, whose level of development in particular area is above normal or average, and must be treated differently and pointed in the proper direction. It is an area of education of gifted and talented. While other subject ranges of special education are related to persons below the standard capabilities and needs of average students. They are children and adolescents:

- with mental retardation, visual and hearing impairments and coupled impairment; These are engaged by the revalidation and rehabilitation Pedagogy,
- with chronic diseases, physical disability and somatic otherness; Their needs are the object of research and medical and the rape tic pedagogy,
- social maladjustment, asocial, antisocial, criminal and demoralized behaviour and those at risk of these phenomena; Rehabilitation pedagogy has a lot to say there,
- with learning difficulties, partial developmental disorders, speech disorders and in emotional background; This is an of research for correction pedagogy (Dykcik, 2006, pp. 23-24).

Special educational needs result from the characteristics of development (deficits, potential) and environmental factors (social maladjustment, pathology in the family, etc.) or are the result of other causes of students'

difficulty, who can not meet the demands of the program at the current learning stage. In the scientific literature various diagnostic criteria are exposed, according to which students should be treated as one with special needs. And so, taking into account the organic criterion these may be the students:

- with mobility impairments, small and large motor disorders,
- with visual impairments – visually impaired and blind,
- impairments of hearing – hearing impaired and deaf,
- the central nervous system dysfunctions – with cerebral palsy, epilepsy, aphasia,
- developmental deficits in the field of cognitive functions – with developmental dyslexia,
- chronically ill.

Due to the psychological criteria there are students:

- exceptionally talented and gifted,
- mentally handicapped (intellectually disabled),
- with impairment of mental development, so linguistic communication, with specific developmental disorders of school skills and motor function,
- with pervasive developmental disorders – autistic children with disintegration impairment, etc,
- behavioural and emotional disorders – of hyperactivity, with disturbed behaviour or emotions, impaired social functioning.

In contrast, due to the environmental criteria we can talk about children and young people from:

- educationally dysfunctional families – affected by traumatic experiences, addiction, violence, crime, poverty, homelessness and marginalization,
- the families of migrants, repatriates, from different cultural and religious environments, misfits to the existing culture (Ginter, 2015 <http://www.edukacja.edux.pl/p-19123-uczen-ze-specjalnymi-potrzebami-edukacyjnymi.php>; Kocór, 2015).

The characteristics of these groups of students with special educational and developmental needs at the same time, can be found in a number of scientific studies, mainly in the field of special pedagogy and social education, rehabilitation pedagogy, protective pedagogy and partly school pedagogy. In providing them with support in terms of diagnosis, prevention or aid invaluable is the role of teacher and school psychologist or, if there is no psychologist employed, very important is the cooperation with the psychological-pedagogical clinic and specialists to recognize the special needs and adapt educational activities for their guidance.

4. School psychologist towards the special needs of the student

According to the *Regulation of the Minister of National Education of 30 April 2013. In the law principles of providing and organizing psychological*

and pedagogical assistance in public kindergartens and schools the tasks of the psychologist include:

- identifying potential and individual student needs and enabling them to meet,
- conducting research and diagnostic activities among students, including identifying potential possibilities and supporting the strengths of the student;
- supporting student with aptitudes;
- diagnosis of the educational situation in order to promote student development, determine the appropriate forms of psychological and pedagogical support, including prevention, mediation and intervention to students, parents and teachers;
- organizing and conducting various forms of psychological support for students, parents and teachers.
- provide students with guidance in the selection of the next stage of education;
- minimizing the effects of developmental disorders, prevention of behaviour disorders and initiating various forms of assistance in the educational environment of the school and non-school student;
- supporting classes' educators, educational teams and other problem-task teams in the of preventive-educational activities, under the program of school care;
- support parents and teachers in solving educational problems;
- allowing the development of educational skills of parents and teachers;
- cooperation with the guidance counsellor and institutions supporting the school.

The mentioned tasks are carried out in cooperation with the director, parents, teachers and other school staff, teachers and employees of other institutions, psychological and educational clinics, specialized clinics, other entities, working for the benefit of family, children and youth.

Support and psychological assistance includes:

- measures to diagnose learning difficulties and behaviour (early detection of developmental deficits);
- assistance in solving problems of the students and their families (educational counselling, welfare);
- psycho education and psycho prevention (prevention of addiction, online threats, violence and aggression),
- assisting teachers in difficult educational situations (<http://www.zs-zielonki.zielonki.pl/index.php/2014-12-15-22-44-37/zadania-psychologa-szkolnego>; read 08/11/2016).

As it can be seen, the role and tasks of psychologist are extremely complex. Their implementation requires direct contact with the student, as well as cooperation with the school environment and it's social community.

Psychologist's work applies in particular to so-called special students, whose level of development is below or above the norm. Mental support is necessary for the child from culturally disadvantaged environments, who survived shock, found themselves in a completely new situation, such as illness, disability, divorce, parent's departure abroad.

5. Educational psychologist – a need of him and his work in polish conditions

Main addressee of the psychologist's actions in school is a student and, indirectly, teachers, parents and other staff. It seems that the beginning of any actions-prevention, mediation, intervention – is to recognize the potential and the educational situation of pupils in terms of their characteristics and environmental development. The work of the school psychologist is to collect information about their needs, problems and situations that are the result of many school and extracurricular factors. This information is acquired during the psychological research through: survey, interview, observation, test, questionnaire, drawings, stories, etc. The psychologist also collects information through indirect channels. It comes from: students, teachers, director, pedagogue and other professionals, school staff, parents, but also from their own observations, experiences, feelings. Psychologist works individually with each student, but also often with the group in the form of psycho-educational classes. Their aim is to solve the problem, mediation, and ultimately opening up to each other, learning how to resolve conflicts, the release of negative emotions, fears, anxieties. This is one of the ways of integrating the group, which begins more and more to trust, and realizes its limitations and possibilities. Conversation or interview are the basic techniques allowing the psychologist to gather the necessary information and to maintain relations in the further work. At the beginning it is important to make a contact, determine the problem and the capacity to deal with it - from the point of view of both sides. It is important to reflect on whether the psychologist is an appropriate person for the problem, or the place, which is his office, provides adequate working conditions to work with a particular pupil over the problem. These and other findings give a beginning of cooperation and the direction for solving problems. Respect, understanding and trust, which will build be in the beginning of the relationship, will allow the psychologist to direct the conversation by controlling its course without judgment. During regular meetings, the relationship psychologist-client should be a positive transformation to develop some kind of personal relationship that allows honesty, willingness to cooperate, which strengthens the positive attitude to a psychologist as a diagnostician, prevention, mediator or therapist. An important principle of psychologist's work is to ensure the confidentiality, unless the customer wants to withdraw from it, though often it is impossible to help without the involvement of third parties. Then the psychologist should make aware and warn the client about the possible consequences. Psychologist is forced to discuss students' problems very gently, so as not to betray their trust and do not break the rules of the Ethics and Professional Code of the

Psychologist (<http://ptp-lodz.pl/ptp/kodeks-etyki-psychologa>). The school environment, however, not always keeps the information in secret and it comes to different interpretations of the student contact with a psychologist. It is therefore important to establish clear rules and to determine in whose interest it occurs. The most common arrangement of cooperation is a student, parent and teacher, but also a pedagogue and other professionals. Conversations with each of them individually or jointly run are reaching compromise and determining the direction of change by each and in each of these entities. The most valuable change is the implementation of educational and developmental needs, and activation of the student in their meeting, support in the development and in difficult situations. We also cannot forget of the teachers and parents who encounter many obstacles in creating an environment favourable to this goal, which is why the work of a psychologist also includes them. Outlining the need and nature of psychologist's work in the Polish school, one should indicate a wider range of activities, not only in relation to pupils with special educational needs, which were mentioned in the previous section. The work of the school psychologist is in fact extremely important in terms of identifying the needs and abilities of students, who have developmental processes run normally, in terms of preventive education. Significant in this respect is the cooperation of professional and amateur educators, so teachers and parents, and co-creation of favourable conditions for parental influence on students, as well as solving, with the participation of a psychologist, encountered the difficulties and problems. It is an advisory and mediation, but also intervention, corrective of made mistakes, therapeutic, restorative, compensatory and development activity. Altogether, tasks and activities in the Polish school psychologist include:

1. Diagnosis of the needs and abilities of students and to support the student's strengths by:

- assisting pupils with learning difficulties, namely: the initial recognition of their causes, providing counselling assistance to students and parents, formulation of indications for educators to work with such students;
- assisting students who cause educational problems: the initial recognition of the causes of behavioural disorders and educational problems, monitoring of the students' functioning in the school, providing parents and teachers with educational advice;
- targeting methods and forms of work with gifted students: consultation with teachers and class' educators, guidance for parents, supporting the functioning of a school student, including consideration of adaptation to the educational requirements.

2. Diagnosis of the education's situation in order to promote student development, determine the forms of psychological and pedagogical support, including prevention, mediation and intervention to students, parents and teachers by:

- keeping records of pupils at risk and socially maladjusted, developing contact and cooperation with classes' educators and parents of students in this field;

- creation of educational and preventive school programs, etc., Managing the work of the team developing such programs and participation in the development and implementation of the school care plan, assisting teachers in the implementation of preventive and psycho-educational programs;

- counteracting the social pathology and prevention of addictions: the coordination of prevention campaigns, cooperation with the plenipotentiary for addiction troubleshooting and with the police, the municipal guards, etc.

3. Organizing psychological and pedagogical support for pupils, parents and teachers by:

- assisting pupils with learning difficulties or educational problems: the initial recognition of their causes, referral for an examination in an appropriate specialist facility with the opinion of the teacher or examinations conducted by the school, monitoring the functioning of the students in the school and providing educational advice to parents;

- the provision of psychological assistance to students in need of special care and educational assistance, mainly with difficulties in social's and family's contacts, consultations with classes' educators and parents, providing advice, setting up "psychological and pedagogical assistance cards", agreeing on educational activities, conducting individual or group therapy for the students, therapeutic activities for students with developmental dyslexia and activities supporting the educational work of the team, providing students with assistance, according to the difficulty, in the appropriate specialized institution.

- organizing the care of foster families including: constant contact with classes' educators of students, who are in foster care and legal guardians of students.

4. Minimizing the effects of developmental disorders, prevention of behaviour disorders and initiating various forms of educational assistance in the environment of the school and non-school student by:

- coordination and participation in the implementation of prevention programs, preventive and psycho-educational at school, preventing extreme forms of social maladjustment (individual conversations with students, consultation with parents, cooperation with the court, the police and social welfare institutions)

- an organization of help for students with speech impediments (consultation with specialists and direction to them);

- supporting the students with special educational needs and adjust educational requirements (consultation with the classes' educators and teachers the recommendations for working with students, organization of meetings with experts, cooperation with parents

([http://sp3wladek.pl/files/file/Dokumenty%20do%20pobrania /zadania.pdf](http://sp3wladek.pl/files/file/Dokumenty%20do%20pobrania/zadania.pdf), read 08/11/2016; Look: Katra & Sokołowska, 2010).

6. Instead of an ending

Considerations were taken to identify the needs and scope of psychologist's activities in the Polish school. Undoubtedly, this is a very broad subject and requires a lot of analysis and explanation, resorting to a rich literature on the subject, as well as the results of previously conducted studies. Therefore, this article can be treated as a voice in the discussion on this important topic related to school environment, which should be adequate conviction to learn and to work effectively and responsibly. Help and support in pursuit of the deep purposes of education lies in mainly in specialist, and his internal motivation in the person of a school psychologist. The addressees of his actions is the first line of the student, but to support him and teach responsible life, actions must be directed at teachers, educators and parents, but also greater cooperation with specialists working in the school and in the wider environment. The invaluable is role of psychologist, still not fully perceived and appreciated, in discovering and managing emotions and attitude to other people – colleagues, but also other teachers and parents in the development of emotional intelligence and building a positive self-image. In the disclosure of one's own emotions, feelings, desires and aspirations lies a golden measure for wise education, from which all benefit. For education to be effective, it must listen to the voice of conscience, and move towards an important life values such as truth, goodness and beauty, hidden inside another human being. The interior is the area of research, different practices and psychological solutions and inquiries. So answering the question: What is the need and the specifics of the work of a psychologist in the Polish school? Certainly we must say that it is huge or even fundamental, and his work is very complex, extremely challenging and valuable to psychosocial hazards that take place outside of school, and to which the school must react responsibly, as well as prevent it. There are a lot of areas and arguments of pedagogue's actions in Polish schools and most of them are educational impotence, family or school crisis, as well as the teacher's, the collapse of values and authority, confusion and loneliness of man in his endeavours, struggles, in difficult and complex cases that need to be learned to look at them from a distance and with faith in own causative power and in understanding, help and support of another man. But did undertaken considerations cause us to think of education in terms of trust, commitment and responsibility and put more emphasis on the psychological approach to education participants? I set this question hoping that it will become an important impulse to the discussion on the quality of education.

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Коцур М. Необхідність і специфіка роботи психолога в польських школах

Сучасна школа має набагато більше різних можливостей, ніж чверть століття тому. Внаслідок швидких суспільних змін вона стикається з багатьма обмеженнями та проблемами, пов'язаними із знеціненням ролі освіти, різними психосоціальними загрозами в розвитку дітей і молоді, кризою виховання в сім'ї, ізоляцією. Ці проблеми пов'язані з недостатньою адаптацією школи як інституції до потреб, очікувань та можливостей щодо суб'єктів її діяльності – студентів, вчителів, батьків. Багато років існує величезна потреба в підтримці з боку психологів, які можуть розвинути внутрішню мотивацію до навчання, діяльності, розвитку та співпраці у реалізації глибоких цілей. У цій статті розкрито необхідність і специфіку роботи психолога в польській школі з точки зору діагностики, профілактики та втручання щодо всіх визначених суб'єктів діяльності. Це стало обґрунтуванням необхідності співпраці із суб'єктами шкільної освіти для кращого розуміння та підтримки студента.

Ключові слова: школа, учень, вчитель, шкільний психолог, підтримка та співпраця.

Коцур М. Необходимость и специфика работы психолога в польских школах

Современная школа имеет гораздо больше разных возможностей, чем четверть века назад. Вследствие быстрых общественных изменений она сталкивается со многими ограничениями и проблемами, связанными с обесцениванием роли образования, различными психосоциальными угрозами в развитии детей и молодежи, кризисом воспитания в семье, изоляцией. Эти проблемы связаны с недостаточной адаптацией школы как института с потребностями, ожиданиями и возможностями для субъектов ее деятельности – студентов, учителей, родителей. Много лет существует огромная потребность в поддержке со стороны психологов, которые могут развить внутреннюю мотивацию к обучению, деятельности, развития и сотрудничества в реализации глубоких целей. В этой статье раскрыта необходимость и специфика работы психолога в польской школе с точки зрения диагностики, профилактики и вмешательства в отношении всех названных субъектов деятельности. Это стало обоснованием необходимости сотрудничества с субъектами школьного образования для лучшего понимания и поддержки студента.

Ключевые слова: школа, ученик, учитель, школьный психолог, поддержка и сотрудничество.

Kocór M. The Need and Specifics of the Work of a Psychologist in Polish Schools

Contemporary school has different possibilities than quarter of century ago. In result of inept changes it encounters many restrictions and problems connected related to studying, with difficult youth and fall of educational authorities, as well as with various psychosocial threats of children's and youth's development, with bounds crisis and education in family, isolation. These problems are connected with insufficient adjustment of school as an institution to the needs, expectations and possibilities of it's subjects – students, teachers, parents. For years there is an enormous need of support from the side of psychologists, who could develop internal motivation to study, work, develop and to cooperation in implementing deep goals. In this speech, important arguments and specification of psychologist's work in polish school were presented, in terms of diagnosis, prevention and intervention with reference to it's all subjects. It justified the necessity of cooperation with subjects of school's education for better understanding and support of a student.

Key words: school, pupil, teacher, school psychologist, support and cooperation

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