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UPBRINGING FOR SUCCESS AS A CHALLENGE TO EDUCATION

INTRODUCTION

For many years pedagogical opposition to the culture of competition has been intensifying, which co-creates the image of our customs, imposes the rules of individual behavior and creates the methodology of education from preschool to higher education. Pedagogy is in doubt; is it to serve the man or serve the idea of progress? These goals are consistent, but – how to combine them, on what foundation of truths and values – these are the basic tasks of pedagogues today. The purpose of the pedagogue's work should be “to extract and develop all the capabilities of the individual. The vision of the man of the 21st century is a vision of the creator of himself/herself and the conditions of his/her life able to self-perfection and improvement the world that surrounds him/her” – emphasizes T. Pilch (1999).

Every man is born with the need to be “someone separate, strong, free, efficient, competent, giving him/herself to others and valuable.” This naturalness of developmental needs “is not a sufficient condition for the best development of every child.” It is necessary to “stimulate, create conditions for being active, independent subject and provide various stimuli [...]” – Z. Kwieciński writes (2000, p. 7, 12). In the context of the challenges of the modern world brilliant careers and successes of children are an undoubted advantage of the institution in which they experience education and are an important proof of the pedagogical successes of their parents and teachers. A creative person is often perceived as an ideal pattern and a wishful effect of the offered (advertised) activities of the organizers of various trainings, workshops, etc.

In the context of a holistic concept of education, from the pedagogue's perspective, I make attempts to answer questions about education, about an educational institution as a place initiating the education/development of a creative person. I am also interested in the problem of education for success in the context of the education process. How to foster the creativity of a student – a good, educated and self-fulfilling man?

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CHILD AS A PERSON OF SUCCESS

The modern world of auditions and contests, brilliant careers – creates specific expectations towards human education (of all ages). These expectations are the wishful figure of a graduate of every stage of education, which should be in the scheme, a good student/laureate of an Olympiad gaining a pool of points (from final tests) being a pass to the next stages of education or – further educational institutions. The modern world can also provoke and encourage competitive behavior, impose rules of individual behavior. But the condition of being a “successful person” from a pedagogical point of view should be developing (through an active subject) the ability to realize him/herself in an accepted general area of activity, the ability to learn from others and cooperation – recognized as the key skills of a modern European (Sobiepan, 1999). In children belonging to our cultural circle, a factual attitude towards the real world and cognitive skills are shaped mainly by the words and actions of their parents (Bernstein, 1990). Values recognized by significant people for the child (parents, teachers), their attitude to work, influence the children’s attitude to these values, assess the adult work world and perceive work in terms of values as adults (Neckar-Ilnicka, 2007). Therefore, the updating of adult education participants in this field requires updating. The unwritten dogma of modern school is “education for success,” wrote K. Denek. “Education and its science – he emphasized – are facing the need to seek a reasonable balance in preparing young people for life in conditions of success and its lack” (Denek, 2005, p. 59).

Education for success is an important and important issue, updated in public media, especially in the context of major media events, such as sports competitions or song festivals. However, discussions usually concern adults – their failures or careers, brilliant successes, but a lot of considerations, public analyses concern the process of shaping the “outstanding,” “capable,” “successful man” in the life cycle. The reasons for success/failure are seen in environmental conditions, in innate traits, giftedness, systematic work (trainings, exercises, etc.), sometimes emphasized “luck,” “chance.” “The hypothesis of genetic inheritance cannot be excluded, but social inheritance can probably be assumed,” says I. Białeczki (2003, p. 3).

Popular culture often creates people who are random, easy and successful. “The media is popularizing people whose only success is to overcome the barrier of shame and indescribability, which does not require effort and improvement [...]. In Poland, success is probably the more appreciated, the easier it has been achieved” – emphasizes K. Skarżyńska (2005, p. 71). Here you can give examples of numerous television programs (contests, game shows, games of chance), where “one of us,” “random,” “randomly selected” participant wins, succeeds and becomes “a person known for being known.” The subject of pedagogical reflection may be the media image of the “child of success.” TV programs *Od przedszkola do Opola* or *Duże dzieci, Dzieciaki z klasą* are an example of promoting the child’s image of success on the model of the adult world – writes B. Łaciak (2003).

Success is precisely defined e.g. in competitive sport. “The road to success” is clear and transparent here. “The rules and criteria are unambiguous and unchanging in sport for a long time. Being the first, the master is a rational fact” (Błajet, 2005, p. 33). Psychologists emphasize that higher hopes for success arouse positive emotions i.e. curiosity, excitement, pride of own skills and they extinguish negative emotions i.e. fear of failure, boredom and fatigue – feelings related to undertaking activity focused on success. More positive emotions are associated with success perceived as the result of internal, personal conditions i.e. ability, talent, effort, perseverance. At the end of the 1990s Poles saw the reasons for their success rather in these “individual human resources than in inherited resources (origin from a rich family, education of parents) and «collectivist» (acquaintances, happiness or chance). This is an optimistic result for our society: success has ceased to be for Poles primarily the result of a case or the operation of external forces in relation to people” – emphasizes K. Skarżyńska (2005, p. 72-73).

Success can therefore be a sure way to a “worthy goal.” It should not be limited to a “single result.” It should be a “process and attitude. Success should not be an element of life, but a full life.” It is not only the state of contentment, the feeling of joy “in the situation of achievement,” but the art of noticing the joy of “pursuing the goal, not only the result itself.” As long as we approach the goal, we are the people of success. “Success is the art of life satisfaction «here and now» and not – «sometime in the future»”. He should rely on “making the most of his abilities to satisfy his own fully conscious desires while maintaining the universal moral code,” writes I. Majewska-Opiełka (2003, p. 15, 41).

The question remains: What are the likely educational scenarios for the success of the modern man? Is it “vertical career” and “fast specialization?” The dilemma of pedagogy is also the definition – what should be the education in preschool, at school, while studying to make it a preparation for being a “man of successes?” “The real challenge of our time is to finish the construction of a system that has already begun to be created, that is, to build a creative society that would be able to use the creative energy that we liberated and alleviate the turbulence and confusion caused by it. Building a wide creative ecosystem that would mobilize numerous creative talents is a complex and multifaceted activity. We are just beginning to understand how to do it. This will require a lot of time and many local experiments,” he emphasizes (Florida, 2010, p. 10).

The contemporary world is more and more complicated, it is becoming harder and harder for simple answers to simple questions. John Brockman (creator of *Edge’s* intellectual salon on the Internet, where the most prominent scientists exchange thoughts) writes about the “third culture.” It is made up of scientists and thinkers from the world of empiricism, who through their inquiries and scientific publications occupy the place of the traditional intellectual elite, revealing the deep meaning of human life. They redefine who and what we are (Brockman, 2009).

“Human creativity is virtually unlimited capital. Every human being is in a way creative. We all have the potential for creativity, which we love to use and from which you can create something valuable.” “People are starting to pay more attention to creating a creative environment.” “In spring 2003, over one hundred people gathered in Memphis, Tennessee to develop a list of principles for building such an environment. As a result of their work, the so-called The Memphis Manifesto was created, which is a set of guidelines. It can be a good starting point for communities and organizations seeking to establish a program promoting creativity,” writes R. Florida (2010, p. 17).

Is it possible to effectively create a space favorable to the active functioning of a creative subject in Polish society at the beginning of the 21st century? Does education practically implemented in schools and in other forms of education have a chance to be creative education?

One of the interesting non-formal education programs in Poland is *Odyseja umysłu*. It is an educational program implemented in the form of an international competition, in which tens of thousands of students and students from all over the world take part every year.* The Minister of National Education was the patron of the Polish edition. The goal is to develop the creative abilities that each young person has. “We teach children and young people creative and critical thinking, involving groups of participants in the process of creative solutions to divergent problems – that is, those that can be solved in many ways,” declared the organizers.

“Odysseuses learn to dream – boldly and on the basis of goals, think – independently and outside the box, and create – original and effective solutions at the same time. We encourage them to act in the spirit of innovation – breaking patterns and habits, and in a spirit of cooperation – with openness to ideas and opinions of others [...]. We pose challenges that require joining knowledge and imagination, science and art, hands and minds in practice.

We are convinced that nowadays it is worth educating initiators, not imitators; risk takers, not replicants; originators, not subcontractors [...]. By solving complex competition tasks – young people learn to critically analyze information to identify the actual limitations and the core of the problem. Implementing interdisciplinary projects – they must acquire and combine knowledge from various fields, and above all apply it in practice” (*Odyseja umysłu*, 2017).

On the initiative of the Foundation for International Education and local government of the Lower Silesian Voivodship since 2001 – as part of *the Lower Silesian System for Supporting Capacity*, a scholarship program is implemented *z Dolny Śląsk*, serving “removing barriers in access to education and supporting talented youth in the Lower Silesia Voivodship.” It was the first aid program for the most talented in Poland (FEN, 2018). Through a strong relationship with Lower Silesia

* The idea was brought to Poland by Professor Józef Sołowiej (1932-2004), a creative psychologist from the University of Gdańsk. The professor’s memory is devoted to the award given to trainers for their special contribution to the development of the program in our country. The first work began in 1989, and the first national edition of the competition was organized in 1992.

and the involvement of local government authorities, “the program builds partnerships of different environments, strengthens regional identity and contributes to the strengthening of local social capital.” The program also promotes social activity and civic attitudes of young people in addition to talents. To supervise the scholarship program, the Foundation established “the Chapter of the Lower Silesian Council for the Support of Talents, chaired by the Marshal of the Lower Silesia Voivodship. It also included: a Lower Silesian educational curator, a representative of the college of rectors of Wrocław and Opole universities, director of the Faculty of Education and Science of the UMWD, director of the Lower Silesia Teacher Training Center in Wrocław and the President of the International Education Foundation.” The members of the Chapter and the team of experts called by the Foundation scholarship team, assessed applications and decided to award scholarships (FEN, 2018).

An interesting project was also activities within the Talent Discovery Schools (ORE, 2018). “The school year 2012/2013 was the year of promoting the idea of a 6-year-old at school. We want all Talent Discovery Schools to take action to recognize and develop the interests and predispositions of the youngest students from the moment they start their education at school” – emphasized the coordinator of the project Developing Abilities of the Youngest Pupils at School (ORE, 2018).

Analyzing the dilemmas, solutions and challenges of education to the success of 21st century Poland, it seems to be an extremely important to update Z. Melosik’s considerations on success. “Success in the modern world has two faces. The first of them is power and money, the other is the fame gained thanks to the media. Regardless of the chosen form, the compulsion to achieve success is ubiquitous films, series, commercials, reality shows... everywhere, they are praised for success, fame, power and money,” writes Z. Melosik (2003, p. 88).

“Education understood as a social practice of constructing meanings that give sense to human identity is not fundamentally different from culture it is its aspect, its formative dimension permeating various cultural «productions»” – wrote the authors of the book *Kultura, tożsamość i edukacja. Migotanie znaczeń (Culture, Identity and Education. Flicker of Meanings)* (Melosik, Szkudlarek, 2010, p. 115).

In Poland at the beginning of the 21st century, social groups interested in education are beginning to notice, name and appreciate the role and importance of creating a creative local educational environment. Many initiatives, projects, programs, actions initiated in various social groups related to education can testify to the huge and valuable potential of personal (and factual) environments, which is a necessary condition in the process of the birth of the creative class. Potential – in the form of creative parents, open to cooperation – is the “strength” of educational reality, which is the subject of disputes and discussions in its creation environments and the subject of public/media debates.

How to ensure your child’s success? What can be taken away from his/her childhood? The list of questions can be extended, and books – manuals for parents, educators with advice and recipes for the success of a child (and an adult, because the

successes of parents and teachers are measured by the successes of their children, pupils) constitute a richer range on the Polish publishing market. Websites with pedagogical advice are another source of information and the area of potential “visits” in discussion forums, where parents can directly get information about the possibilities of supporting their child’s development.

In the pedagogical literature, you can find many ideas and practical solutions conducive to supporting and developing the ability to think and act creatively, creating people of success. There are many publications (including manuals) addressed to teachers and parents. There are deliberations in the area of creative pedagogy, pedagogy of creative abilities, didactics of creativity, psychodidactics of creativity, creativity psychology, creative pedagogy (e.g. Nęcka, 1998; Limont, 2004; Szmidt, Modrzejewska-Świgulska, 2005; Zwolińska, 2005; Szmidt, 2013; Sajdak, 2008).

A higher level of pedagogical awareness of parents-educators should result in a deepened pedagogical culture. It is good, therefore, that an unprofessional parent can develop an individual style of education in his/her family using professional opinions. A potential pedagogical problem can arise when looking only for the confirmation of one’s own vision of the path of success of their child, selectively treating complex concepts with specific contexts.

In the world of the 21st century creativity and problem-solving skills are expected in a creative way from everyone, also from education participants i.e. students, teachers, parents. On the basis of many studies – says R. Florida: “it can be assumed that there is a close relationship between the place occupied by the profession occupies the hierarchy of prestige and the attribution of the value of professional work” (Florida, 2010, p. 10). People whose profession enjoys high social prestige treat the work seriously; it also brings them much more satisfaction. Political and economic changes cause that the current determinants of social prestige also change. Instead of the prestige of a profession, the prestige of a job is more tangible. Thus, “the prestige of an employee depends on the organization that employs him/her, the type of activity, the degree of affluence, career opportunities, occupational fitness and the level of his power” (Florida, 2010, p. 10).

In this context, the teacher’s work has been and is of interest to various sciences as well as to public debates. It is also the subject of discourse within the professional group of people involved in education and other participants of this process (and adults and children). S.M. Kwiatkowski asks “is it one profession with many specialties, or is it a few professions? [...] it can undoubtedly be said that this is a heterogeneous profession from the point of view of professional tasks” (Kwiatkowski, 2005, p. 324).

In 1995, the Polish Teachers’ Society developed *the Code of Teacher’s Ethics*. The importance of the teacher’s duties and the size of his appointment were stressed. The aim was primarily to mobilize it to meet the challenges of modern times. It emphasizes “values and ideals rooted in the pedagogical culture of both Poland and Europe.” The priorities assigned to the teaching profession were pointed out. It emphasizes “the dignity, authority and social rank of the teaching profession, which is to be

a reliable, unquestionable model for their pupils. The teacher's mission grows out of calling." It requires a special "personal instruction, thorough preparation for the profession, continuous deepening of its competences and cultivation of the mind, will and heart." It is "service to the other person" and, for this reason, is associated with special responsibility. Responsibility is an indicator of human maturity. It means readiness, duty, and even the need to respond, and therefore bear the consequences for your own thinking, desires, words, attitudes and actions. It is a conscious and free attitude of the acting (the perpetrator) to his/her deeds, to himself/herself and other people and things, as well as the norms and sanctions that guard them. One responds to "someone," "for someone" or "for something." A responsible entity enters into a moral (and legal) relationship with the people or tasks entrusted to him/her.

At the same time, he/she expresses his/her readiness to carry out the actions taken. He/she is properly prepared for them. In such a highly exposed position as the teacher's mission, no ignorance of program, rules of good behavior, moral norms or didactic and educational principles are allowed. Responsibility arises from the sense of moral obligation, always connects with values and manifests itself most fully in the duties undertaken (Rusiecki, 2004). Teacher's responsibility – the same at the time of profession as well as in his/her private life – is not only an individual value, but also a social one, especially exhibited because of his/her didactic and educational mission, still highly appreciated in the environment. "In relation to the past, the teacher is responsible for transferring the most valuable, timeless cultural heritage assets to new generations. In relation to the future – he/she takes responsibility for forming their mature, creative attitudes, which shapes the human face of the world" (PTN, 2018). Teachers' work is often considered in three main areas of activity – due to its functions managerial, interactive and organizational (Arends, 2000).

In contemporary Polish pedagogical thought, the constructivist theory of education, the concept of active and efficient man is dominant (e.g. Gołębnik, Teusz, 1999; Brzezińska, 1994; Klus-Stańska et al., 2003). The constructivist teacher should "be interested in the knowledge already possessed by the student on a given topic, accept and stimulate students' autonomy, allow taking responsibility, inspire students' thinking by asking open questions, introduce students to the world of contradictions, encourage dialogue with themselves, as well as among other students, in the dialogue with students should use cognitive terminology, in their work use a lot of raw data, source materials, be patient in waiting for an answer after a given question, leave time for students to build relationships and cultivate the natural curiosity" (Michalak, Misiorna, 2003, p. 69). The teacher can be an extremely important factor in creating (or inhibiting) creative search and experience of a child/student (and in the institution, and beyond the compulsory time of "learning" in it). The teacher of a small child as the organizer of his activity in an educational institution on the basis of the results of the analysis of the websites of the institutions has detailed tasks and responsibilities (Informator, 2018).

A. Nalaskowski wrote, "the ideal of education is filled with the attributes of wealth.

You can compare it to the outfit. It is full of tassels, sequins, beads, bracelets, brocade scarves, brooches and powders, perfumes and creams. However, the one who wears jewels, looks at them or touches them, does not become more noble” (1998, p. 82).

FINAL REFLECTIONS

Transferring these considerations to the subject matter discussed, one may think that the wealth (“specific affluence”) of educational and educational offers in a big city may constitute a chance for development and the danger of distraction. It can be so reassuring that by satisfying your curiosity by “visiting” websites or “being in the neighborhood” of events, it is not a challenge for conscious, purposeful, creative inclusion in the activities of a potentially active subject. An attractive offer, “served on a tray,” can also encourage quick consumption, without being ready to accept its consequences. A question may be asked, does this free-time activity of their participants, i.e. young children, become the center (area, plane) and the means (instrument) of their development? Is it the source and area of self-realization and happiness? (Czerepaniak-Walczak, 1997, p. 24-25).

A. Lipski draws attention and emphasizes the paradox of free time as a compulsory time of cultural consumption, fun, entertainment, recreation, and exciting experiences. A child-participant of planned events may have a chance to be creative, may have an opportunity to experience a sense of risk, may have a sense of agency, may be active on the move, but his/her activity should not result from the consumer desires of his/her parents/guardians. Excessive appropriation and development of the child’s time may be a specific example of a free-time trap of enslavement (Lipski, 2008, p. 205-223). It seems that both in the area of building awareness and raising the culture of spending free time (including the youngest ones) it is possible to formulate and define new tasks of education. Education for success should be an important area of pedagogical research.

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UPBRINGING FOR SUCCESS AS A CHALLENGE TO EDUCATION

Keywords: upbringing for success, education, success, teacher as organizer of education, parents as participants of child's education

Abstract: Upbringing for success poses a challenge not only for education. This is the area of penetration for both the parents and other people involved in upbringing. Education at every stage is the area where success of a human is created (both of a child and an adult – e.g. a student). In the paper, I attempt to show the problem of education for success in the context of various areas of education. Therefore, I formulate the question: Do education practically implemented in schools and other forms of education have a chance to be creative education? In the article I attempt answering the question.



WYCHOWANIE DO SUKCESU WYZWANIEM DLA EDUKACJI

Słowa kluczowe: wychowanie do sukcesu, edukacja, sukces, nauczyciel jako organizator edukacji, rodzice jako uczestnicy edukacji dziecka

Streszczenie: Wychowanie do sukcesu to wyzwanie nie tylko dla edukacji. To obszar penetrowany przez rodziców i innych osób biorących udział w wychowaniu. Edukacja na każdym etapie jest obszarem kreowania sukcesu człowieka (i dziecka, i dorosłego, np. studenta). W artykule dokonuję próby ukazania problemu wychowania do sukcesu w kontekście różnych obszarów edukacji. Formułuję pytanie: Czy edukacja praktycznie realizowana w szkołach i w innych formach ma szansę być edukacją kreatywną? W tekście artykułu dokonuję próby udzielenia odpowiedzi na to pytanie.



