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REMARKS ON COMPLEMENTARY EDUCATION OF AN ADULT PERSON

UWAGI O KSZTAŁCENIU KOMPLEMENTARNYM CZŁOWIEKA DOROSŁEGO

ЗАМЕЧАНИЯ ПО ДОПОЛНИТЕЛЬНОМУ ОБРАЗОВАНИЮ ВЗРОСЛЫХ

Abstract

The article presents concepts of complementary education. It specifies the characteristic features of this didactic concept such as individuality, subjectivity and turning towards modern education techniques. The relationship between complementary education and didactic tradition is underlined. The authors also point to the links between education and its axiological perspective.

Keywords: *complementary education, didactics, principles of education*

Streszczenie


Niniejszy artykuł prezentuje koncepcje kształcenia komplementarnego. Wskazuje on na cechy charakterystyczne dla tej koncepcji dydaktycznej takie jak: indywidualność, podmiotowość, zwrócenie się w kierunku nowoczesnych technik edukacji. Podkreślony jest związek kształcenia komplementarnego z tradycją dydaktyczną. Autorzy wskazują również na związki kształcenia z jego perspektywą aksjologiczną.

Słowa kluczowe: *kształcenie komplementarne, dydaktyka, zasady kształcenia*

Аннотация

В статье представлены концепции дополнительного образования. Обозначены характерные особенности дидактической концепции, такие как индивидуальность, субъективность и обращение к современным методам обучения. Подчеркнута взаимосвязь между дополнительным образованием и

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дидактической традицией. Авторы также указывают на связь между образованием и его аксиологической перспективой.

Ключевые слова: дополнительное образование, дидактика, принципы образования

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Statement of the issue in general outlook and its connection with important scientific and practical tasks.

Knowledge and technological progress has always accompanied the process of the development of civilization. The use of tools made us fitter, more productive, and consequently more effective. A. Gehlen explaining this phenomenon at a level of cultural anthropology indicates the following examples: "Stone in the palm relieves, and also increases the effect of fighting fist; cart, the animal ridden relieve us in pedestrian traffic and exceed our capacity considerably" (Gehlen 2001, s.146). At a time when Charles Babbage designed his analytical machine, and John von Neumann, when he created the basis of contemporary digital machine, he was guided by the idea to facilitate and speed up calculation works and relieving man from tedious mathematical and statistical calculations. Probably they did not foresee then all the consequences of their inventions. The creators of digital technologies paid attention to the technical aspects of inventions introduced, sometimes they were guided by practical purpose - mainly speeding up and facilitating mathematical analyses and scientific and research works - later modernization and facilitation of office and design works and statistical analysis. They did not expect the far-reaching social and sociological effects of the rapid development of digital techniques and information technology. It should be emphasized that at present we observe the


intensification of the ongoing transformations. As Giddens points out: "Modernity inevitably globalizes, and destabilizing consequences of this phenomenon connect with the circularity of its reflective nature, creating a universe of events in which the risk and hazard acquires a new character" (Giddens, 2008, p. 125). These phenomena have also been observed in pedagogy (Pólturzycki 2016 Galanciak 2016 Tanaś 2007 Zaczyński 1986).

Modernity and technologies related to it are changing the conditions of our functioning. Along with them there are new challenges, which man is not always able to meet. An example of these changes can be an unprecedented plethora of information, which causes that man not only is able to remember it, but is not able to keep up with their selection (assess the validity), and even receive. In this way a phenomenon of information noise and stress is created defined by Marie Ledzińska as "a syndrome of sensations accompanying the inability of the current development of information and integrating it with the existing knowledge of individual" (Ledzińska 2002, p. 27). The ability to analyse, especially to separate and organize the information turns out to be important evolution trophy. The acquisition of this competence is an important education task.

Apart from challenges, technology creates new opportunities and chances for education, making it more efficient and

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more accessible. As J. Pólturzycki points out referring to the use of computers in continuous education of adults: "first attempts and successful experience took place in the English Open University, German Institute of remote Studies DIFF in Tubingen, Canadian universities in St. John's and Quebec and Australian and Japanese and the United States" (Pólturzycki, 2016, p. 347). The opportunities connected with the dissemination of new technologies are emphasized, being aware of the existing restrictions at the same time. "ICT

(Information and communication technologies - information and communication technologies) are obviously not a panacea for the ills of education. However, they can help to overcome the barriers of conventional education and higher education and contribute to LLL system (Lifelong learning, lifelong, lifewide, voluntary, and self-motivated - lifelong learning)" (Tanaś, 2010, p. 2). It is important of course to see the risks posed by the development of media reality (Andrzejewska, 2014).

Aims of paper. Methods.

In the article, besides the presentation of the concept of complementary education the experiment of a natural character is also presented (Zaczyński, 1995). It was an analysis of the use of complementary education techniques in the conditions of vocational training organized for adults in the Centre of Prison Service in Kalisz using: the experimental group and a control

group to compare selected aspects of effectiveness and conditions for the acceptance of the training process (Sagittarius 2015). Research was carried out for three consecutive years (on three age groups of students), systematically repeated and compared. The experiment was based on the method of the only difference.

Exposition of main material of research with complete substantiation of scientific results Obtained. Discussion.

An adult as a subject who learns.

Learning in adulthood is different from the learning of children and young people. This is due, among other things, to a sense of identity and subjectivity, which should be characterized by adults. The major difference is that adults accept and take responsibility for their learning. It is connected with the belief that they can decide what wish or do not wish to learn. Characterizing adult learning, we can point out some key features. In particular, we can conclude that adults (Illeris, 2009):

- learn what they want to learn, or to which they give importance;
- they use mostly such materials and tools, which they know;

- take responsibility for learning to such an extent to which they want to take, they cannot be forced to learn;
- they do not want to learn something they are not interested in, they do not attach much importance to it, they do not see any sense in it.

It is worth adding to the remarks of Illeris that the condition of taking up education by adults is its adaptation to non-cognitive and non-didactic conditions of the functioning of adult such as work, family issues, or also cultural and personal experience.

A key element in learning process, and in particular learning in e-learning, is motivation. According to some researchers, the reason for all the activities of people

are, on the one hand, cognitive factors, on the other hand, emotional ones. In adult learning motivation for learning is of particular importance and related emotions. Zbigniew Meger concludes "... research show that effective learning takes place in the so-called positive cognitive cycle, that is, when positive emotions prevail. Negative emotions also have their share, applied in the right place at the right time." (Meger 2008, p. 24). Emotions have a very important impact on motivation, which is the basis of any action. No action is possible if there is no will to take action. Will, as a rule, is not possible without the right motivation. Motivating the participants of training organized in the organization or institution prepares for taking a decision on action, however, the decision itself, to be of causative and effective nature, should be taken only when there is a (free) will to act. It should be noted that motivation and volitional processes should be maintained throughout the period of activity. Effective learning depends on many factors, which include, on the one hand, to affective components, supporting above all motivation and decision making processes

and cognitive components, supporting mainly operation and logical activities. Cognitive factors are effective elements. They can relate to the knowledge itself, information and its structure for example. knowledge about content, knowledge about tasks, or knowledge about strategies. They can be associated with the experience and skills, or be of process nature. They relate to learning strategies, competence in the field of work with information and sources and competence in control and self-control. This group of factors is very closely related to biographical competence of student, which are a special and very personal feature of adult learners. In particular, school experience of adult student plays a great part here. The importance of cognitive and affective elements can be different with each person or each group of people. However, you can be tempted to attempt to make a list of factors playing a key role in remote education processes. On the basis of the experience accumulated a set of components of independently controlled learning was developed, which distinguishes motivational and cognitive components. Table 1 illustrates the set

Table 1 Components supporting education


motivational components			cognitive components		
affective-motivational components			Cognitive-effective components		
structural			structural		
needs	hobbies	objectives	knowledge about content	knowledge about tasks	knowledge about strategies
process			process		
strategy assessed independently	volitional strategy		strategy of working out information	control strategy	source strategy

Source: author's study based on: Meger Z., Motivation in remote teaching "E-mentor", 4 (26), October 2008; Meger Z., Motivational-volitional strategies in remote education. "E-mentor" 5 (28) December 2008.

In the division shown in the table two concepts of learning may be reflected, one of which indicates that learners specify methods of achieving teaching objectives themselves, and the other one says about such support of learning environment so that the learner can participate in the common learning process.

It follows that the motivation process can be considered from the internal point of learning person, where the activities thus arising are inspired, and from the external point, when such activities are the consequence of factors beyond the control of person and the person is controlled externally. The influence of cognitive and

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affective factors on motivation, will and activity in education process is intercurrent and mutually complementary or in conflict. Consequently, in order to ensure the proper cycle and to maintain high activity of learners, a simultaneous impact of cognitive and affective actions of motivation and volitional nature are necessary.

Regardless of the differences in learning of children, youth and adults, there are also similar factors. An important element in teaching are individual factors of student and teacher. Didactics discovered this fact long ago. On the basis of these beliefs differential didactics came into being.

Concept of complementary education.

The concept of complementary education is a response to the needs and opportunities of contemporary world of learners and teachers. In particular, it applies to adults. The author of the concept of complementary education is prof. Maciej Tanaś (Mischke, Stanisławska 2006, p. 7). The very concept is the result of the analysis of experience resulting from the practices of educators, coaches and teachers, and the opportunities that modern ICT technology creates. In its essence the concept of complementary education is trying to keep the advantages of traditional forms of education, with the creative use of what contemporary technology offers to education and, in particular, computer techniques and the Internet. The central characters of educational process here are the student and teacher who retain their subjectivity. Creating together and seeking knowledge, taking advantage of the benefits resulting from technological development and at the same time aware of the risks associated with technology.

Thus, in the concept of complementary education in the center of learning process there are persons, teacher and student, seen as a conscious subject and object of


educational activities. Making these reservations, we can accept basic assumption of the concept of complementary education presenting its essence.

Complementary education is a concept, which assumes that in the process of teaching-learning we should combine in a flexible way traditional education and characteristic to it direct communication with remote education using the Internet and other types of media. The essence of complementary education is to combine these two education modes so that the individual elements are complementary to each other or complement each other and suit to the needs, possibilities and expectations of participants in the education process. Computer and the Internet occupy a special place among these media (Czarkowski 2015, pp 40-42).

The concept of complementary education is both intrinsic and significantly different from the proposals of b-learning understood as a parallel education, also introduces different solutions in relation to other contemporary trends of educational thinking immersed in new technologies such as cognitivism, transgressionism or connectivism.

Cognitivism usually adopts models of learning similar to modeling, computer information processing. In the references understood in such a way learning is perceived as a process of contributions, managed in short-term memory and encoded for long-term remembering. Cognitive theorists believe that they seem to be more appropriate to explain the complex forms of learning, such as solving mathematical problems, drawing conclusions from text or writing compositions. At the same time, the same author indicates the common characteristics in the process of teaching, regardless of the content taught or

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objectives set. "learning to read is fundamentally different from learning to play the violin, but both require support, attention, effort and perseverance. Learning to write semester work and learning to throw the javelin does not seem similar, but both are accomplished by setting the objectives, independent monitoring of the progress, feedback from teachers and trainers and a sense of intrinsic motivation" (Schunk, 2014, p. 25).


In transaction concepts the transaction itself "always appears in a meeting of two or more persons who indicate a desire to communicate by sending transaction incentives, in this way we are dealing with the transaction response or mechanism of searching for a positive evaluation and approval on the part of others" (Ernst, 1991 p. 10). In the light of these concepts each didactic situation is of transactional nature, and often therapeutic. In this context, it is worth quoting the thought of Anna Włodarczyk: "the specificity of each didactic meetings is continuous confrontation of the two parties of specific dialogue-teacher and student. You can say that each meeting is actually coming of "person to another person". This Rogerian wording implies at least two meanings of didactic relationship, taking into account the specificity of a particular social role and the individuality of the personality of teacher and student. In this way, a therapeutic character of relationship and the specific teaching style is outlined" (Włodarczyk, 2007 p. 12).

Listed due to the time of creation as the last connectivism, is a concept which in the belief of its followers combines all previously mentioned. It is, in their opinion, a theory best adapted to the digital age (Siemens, 2004). Creator of the concept of Georg Siemens proves that learning is a process, which is not fully under the control of man, because it does not take place

"inside" it, but in the way of combination with the information and resources of the knowledge used (2004). Note also the fact to which attention was already drawn before, that the resources of knowledge, information change all the time, new data are added, that is why the ability to select the most important information from less important one is the key one (Tanaś 1999). The ability to determine when the new information changes to such an extent, that it affects its basis when taking earlier decision is also very important. According to Siemens in view of the above facts, it is not important to "know how" (know how) or "know what" (know what), but you should also know "know where" (know where) (2004). In the light of this concept not all messages need to be in your head, and the most important is to be able to find the necessary information in the right resources, which starts up the learning process. In this context, the action (skill)itself of combining with knowledge resources is more important, than what is known to the student at present.

The concept of complementary education using many valuable achievements and relevant findings of indicated systems but draws attention to the essential element of subjectivity of both the student and the teacher in the learning process- teaching, the service role of media and knowledge transfer tools as a means and teaching aids. Unlike many other modern didactic proposals it tries for the benefit of participants in the process of education to use the achievements of didactic tradition, in particular the achievements of the Polish didactics (Sośnicki, 1948, 1956, Okoń 1996 Zaczynski 1990). The followers of complementary education appreciating the work of tradition and contemporary times believe that you should not spare effort and means in search of still better, and especially more adapted ways of the

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organization and implementation of learning process, oriented towards individual needs of person, but taking into account social opportunities and needs.

There are differences between the e-learning, b-learning and complementary education. The concept of e-learning involves the use of Internet technologies for educational purposes, while the parallel education assumes the implementation of the part of content, e-learning method, and a part of classes using traditional methods (Rosenberg 2003, p. 1, or Clarke 2007, s. 11-12). Complementary education, however, requires the use of various forms of communication, including various forms of direct communication. The concept of complementary education is a development of the concept of b-learning, also known as mixed or hybrid teaching. It is the result or the effect of the postulates of the integration of various forms of education communication (Thorne 2003, p. 16). The alternation (mixing) of various forms of communication was not enough in the implementation of postulates. A necessary condition is the complementarity of measures used and educational needs of the student.

Complementary education concept complements the existing rules of classical didactics and media education with additional assumptions. It is important here to emphasize that the concept of complementary education does not reject, or in any way lessens the importance of the work of general didactics to date, in particular the Polish school initiated with works of Kazimierz Sośnicki and Wincenty Okoń and their students and colleagues. It does not negate the achievements of andragogy, understood as a theory of adult education. Of particular importance here are the assumptions of the theory of multilateral education, which also has its

wide application in adult education (Pólturzycki 1991, p. 123-128).

Complementary education principles with regard to the education of adult.


Just as in traditional teaching takes some principles of teaching-learning, referred to as "the most general principles, which the teacher should observe in all his specific didactic procedures" (Sośnicki 1948, p 211-212) and called "standard outlining the teaching method to the teacher" (Okoń 1996, p. 167). so the concept of complementary education defines it as well. However, unlike traditional systems of teaching, the authors of concept emphasize that they are complementary or extend the traditional rules, and they not an attempt to replace them. It is worth noting with Katarzyna Bocheńska-Włostowska that "teacher, reaching for new technologies in teaching and education work, must be aware that it is a complex process and contrary to appearances, not separated from experience and theory of traditional teaching." (Bocheńska-Włostowska, 2017, s.131).

We accept the following additional complementary education principles:

- the principle of conscious and independent participation of all participants in the process of teaching-learning;
- the principle of cooperation of the teaching and learning;
- the principle of individualization and optimization of educational process;
- the principle of comprehensive activating of student to critical and creative use of information;
- the principle of creative, total and alternating use of various ways and means of communication so that they complement one another mutually;
- the principle of efficiency

The principles of complementary education mentioned here require clarification and

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indication of the most important dependencies, which occur between them and the question of the relationship between the traditional didactics, and indications of this theory.

As in other publications these issues were discussed more in detail characterizing the principles of complementary education (Tanaś, 2010, Czarkowski, 2015), here I will refer only to those issues which directly relate to aspects made earlier characteristic for adult learning.

A key principle of building the motivation and conditions of education is the principle of conscious and subjective participation of all participants in the process of teaching-learning. In a broader comment we read "both the learner and the teacher should participate in the educational process in a subjective and conscious way. Each participant of the process should specify their desire to participate in the teaching-learning process on his own. Complementary education effectiveness process depends on the willingness to undergo this action "(Hastings, 2009, p. 191). In its assumption complementary education assumes that both the participants and the learner know and accept the objectives set, are aware why they are participating in the educational process. This makes the participants of the process its subjects. However, knowledge about the world and people, by subjective relationship of person to the subject of cognition, by experiencing the events related to it or gaining the events, leads to the involvement in educational process of emotions, feelings and will, becoming the value for students. K. Sośnicki writes that this is a value "[...] we want to defend and for which we want to win over others "(1963 Sośnicki, p. 139). The specific importance gains the analysed principle in the context of another assumption receiving the cooperation of the teaching and learning

as a necessary element of complementary education. At this point, it should be noted that experience and knowledge resulting from learning activity are not always associated with the content of undertaken activity, they can also be related to the circumstances of its making, including interaction and especially partnership and cooperation (Zaczynski 1990, s. 104-105). Partnership and cooperation of the participants in complementary education process leads to a situation where all its participants to some extent become students, and to some extent, teachers. The teacher plays the part of master here or guide or even "older brother", who is a model for student to follow. The authority of the teacher is based primarily on the basis of conformity with the beliefs and truths professed. In this situation, he need not always know everything, but he should be genuine in what he says and does, open to seek and seeking knowledge. It is important that he improve the skills to search knowledge continually. The common search for knowledge, learning and teaching in cooperation leads not only to know, but also to co-experience, and as a result the process of complementary education also becomes a "meeting of people [...] through whom the horizon of values opens, due to which a man becomes a man regardless of the ideology or social system "(p. 111). In his practical reference the cooperation can only be a form of collecting feedback. It is important, however, that regardless of the form accepted it is a conscious common action towards achieving the objectives accepted, and do not provide information about the impressions on classes. It is difficult from the participants, or material users expect a competent assessment of their substantive quality. However, they can describe their experience, in particular, whether the submitted content and received materials

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supported them in the pursuit of a common objective and what were their feelings and emotions in connection with them. In the concept of complementary education impressions and feelings of participants are also important. In principle, we assume that a feedback is an element of conscious participation of the participants in the process of teaching-learning.

The concept of complementary education is focused on individual and on his personal development, it assumes the adaptation of expectations set for each student with regard to its capabilities and skills. It assumes the building of his individual characteristics in order to reach their own full development and to achieve his objectives. It is important in this issue is that the effort is optimized so that work put in the process of learning and teaching bring broad and lasting effects. This is reflected in the principle of individualization and optimization of the process of education.

An important consequence of this principle is the significant role of diagnosis, both preliminary and its diverse forms conducted during the process. The diagnosis should be carefully and regularly performed, become a daily element in the processes of teaching and learning, because it is an inseparable part of the process of individualization of education. Neglecting systematic diagnosis contributes to the formation of gaps in the news and the failure of the whole process. At the same time, as previously discussed principle, the principle of individualization and optimization takes on special significance in the context of cooperation of the learning and teaching and emphasizes the importance of consciously provided feedback, which in adults is an important part of diagnosis and at the same time a prerequisite for optimizing the learning process. Proper and adequate diagnosis


significantly supports the optimum organization, selection methods and the methods of both summative and formative evaluation. Reliable implemented principles of individualization and optimization also mean the need for the preparation of different teaching materials and a constant build up of their base. It should be noted that the preparation of educational materials filling the planned process of complementary education requires the same action to the one included in the manual Gagne, Briggs, Wagner referred to as "guiding in the individual teaching" (Gagne, Briggs, Wagner, 1992, p. 288).

The principle presented takes on additional importance in the context of the adoption of the assumption about the creative, and alternative use of various ways and means of communication so that they complement each other. The key here is the term "creative", because in a particular way, it imposes on the teacher, to whom many theorists of adult education confers title of facilitator (Knowles, Holton, Swanson, 2009, p. 231-233), postulate of such organization of the process of education, so it is not only varied, or internally varied, but so that it is a creative material allowing a creative activity of the teacher and the student. It is worth recalling here the thought of the work of S. Jarmuza and T. Witkowski: "a creative approach to training should manifest itself in the fact that the trainer can invent a new task, especially for the needs of a particular training situation and to do courageously." (Kale, Witkowski, 2004, p. 84)

Contexts of complementary education characteristics

The adequacy of the concept of complementary education for adult student results not only from the constitutive education principles, but also from consecutive with regard to the principles of

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the characteristics of complementary education. Among them as a key for the adult student flexibility, attractiveness, and availability should be mentioned.


- Flexibility – the richness and diversity of the media, as well as diverse forms of communication used in a complementary education allow for easy and quick adaptation of educational process to changing external conditions and individual characteristics of students and teachers. This means high ease in modifying the learning process in relation to changing conditions, which sometimes takes place even during the process of learning – teaching without quality loss, and, in particular, the effectiveness of education.
- ATTRACTIVENESS-complementary education assumes such organization of the process of teaching-learning, which provides students with the diversity of experience and a wealth of experience, this makes the process of education attractive, this situation prevents the dropping into a routine and at the same time mobilizes the student and teacher to creative behavior, being a challenge for the human mind, makes it more efficient, more open to new knowledge and experience, interested in the world.
- AVAILABILITY – free and dynamic combination of different ways of communication in the process of teaching-learning makes it available to adult learners, with different needs, preferences, as well as opportunities to learn. This makes the process of learning more open both to those who have a need to know more, as well as for those who must work or bring up children and have limited time to learn, both for those who are audible, visualizers, or kinesthetics also, finally, for those who master the specific content easily and can deepen and widen the content far beyond the

necessary minimum, and those whom the mastery of content is harder and they need more time.

Axiological horizon in complementary education should also be pointed out. The issue of combining the issue of problems of values with the education and their presence in is an important problem of the contemporary scientific discourse (Geydos, Bocheńska-Włostowska 2018). The concept of the complementary education places in the perspective of axiology characteristic for personalism created by Mounier, and in Poland represented, inter alia, by T. Gadacz. This means that the location of man as a person in the center of the value system, and at the same time giving the instrumental value and service role of technology which surrounds us. E. Mounier noticed "the application of technique and mass forms of life are not factors bringing depersonalization inevitably. They become them when the man discouraged by seeking difficult synthesis fails to strive for a personal life when he stops to value the ideal of life. Then, but only then, too rigid order of production and collective life will cause the disorder from the perspective of a man similar to the one which gave birth yesterday individualistic anarchy "(Mounier 1960, pp. 207-208).

Adoption in practice educational objectives of education complementary consequently leads to continuously remind the menial role the media should play to man and their instrumental value. The media are tools of interpersonal communication, not their creator, media of knowledge, not its source. With every text, image, film or any other form of media expression is a man, with his creative potential, good or bad, wise or stupid, right or morally degenerated. Implementing the assumptions of the concept we present their subordinate role in the processes of learning and teaching, and

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we make them a tool of education and self-education. We get the learning cget used to critical and subordinate treatment of them.

Research perspective

An interesting and little-known example of the practical application of the techniques of complementary education in conditions of scientific research is an experiment conducted in the Central Prison Service in Kalisz. Infrequent research in the area of training the officers and employees of the uniformed services, including the Prison Service is due to concern for safety, containment of services and emerging postulate of confidentiality of test results, or difficulties in the organization of research and reaching the source material (this is also connected with with the requirements of the service). At the same time the experiment referred to is an example of improvement and training of adults, and because of the rare specificity it can be considered unique.

The starting point of the research undertaken was the search for a new more effective forms of training in the situation of previous experience of imperfection and external constraints which preventing its effective implementation. Pedagogical experiment was performed at the Central Prison Service Training Centre in Kalisz, with the age groups 2011 2012 2013 , in which research and control groups were students of vocational training. Its purpose was to compare the efficiency and effectiveness of training using methods of traditional and complementary (Strzelec, 2015).


In the experiment the results of the Group K were compared, recognized as control group to the results of the experimental group E1. Both groups were recruited from random groups of the listeners of training in subsequent years. Groups were comparable. The hypothesis was assumed that the results of the experimental groups

(E) carried out using complementary method will be better than the control groups (K). The research confirmed the assumption accepted ($KT < E1T$). It should be added that this dependency was confirmed in three subsequent years of the experiment. Statistical analyses of the above data show a significant statistical difference of results, that is, arithmetic average of the marks of subjects and exams from the theoretical set between groups K and E1 ($t(868) = -6.049$ $p < 0.001$) the experiment referred to.

In addition, evaluation surveys were also used in research. As part of their analysis a positive evaluation of complementary forms of training given by listeners was obtained and the recognizing it as a friendly form of education. This technique of diagnostic survey applied and implemented in conditions of confidentiality and anonymity allows to know the sensations and opinions of listeners (adults) about the form of education in which they participated. At the same time, it is worth noting that the survey study a significant number of respondents indicated the problem of the need of independent organisation of learning time, which is an important element of this education system and indicates the important role of the teaching persons in supporting the learning persons with the use of complementary methods.

Cited research allowed not only to assess the major fragment of the system of training the officers of prison service. What gives them a practical dimension. They also confirm the efficiency of complementary education model in the training of adults and the positive impact of this method of organization of educational space on the effectiveness of education, measured by the achievements of school students in the form of average credit examination marks and final results.

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Conclusions.

The issue of new technology often raises also concerns about the role of the teacher. It is worth noting that in the process of complementary education it is the teacher who is the key person in the road to knowledge. The concept of complementary education (perhaps surprisingly) addresses these models of the relationship of teacher and student, which emphasize the personal and individual character. Therefore, in particular the question of the identity of the teacher is associated with this problem. It seems necessary to refer to the problem on

the basis of different theories and different points of view. Teacher's subjectivity is an important aspect due to the fact that only the teacher who knows and understands himself, can effectively support the learning of other adults, can be a facilitator for the development of other people. The process of teaching learning is a meeting of people, the teacher and the student. The implementation of assumptions of the concept of complementary education leads to restore, the role of the teacher as master and guide on the paths of knowledge.

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