ARTICLES–STUDIES

Helena Ostrowicka

Kazimierz Wielki University in Bydgoszcz, Poland

FROM THE ANALYSIS OF PEDAGOGICAL DISCOURSE TO A REFLECTION ON THE INTEGRATION OF KNOWLEDGE ABOUT YOUTH

ABSTRACT

This paper offers a reflection on educational discourse with particular focus on pedagogical discourse about youth. It begins with terminological and methodological assertions. Making a distinction between the discourse of educational practice and pedagogical discourse, I attempted to identify some types of discourse about youth which have become prominent in pedagogical research. To grasp the characteristics of the discourse I referred to quite a wide selection of pedagogical texts which provide data about the ways of problematisation of the theme of youth. They included monographs devoted to youth, research reports and articles from pedagogical periodicals, published in the last decade. My research tools in the qualitative analysis of the texts were two basic analytical categories: ideological dominants (the concept of youth, dominant values attributed to young age and youth) and interrogative dominants (fundamental practices of formulating questions about youth, problematisation, and typical conceptual categories). The typology of discourses about youth derived from empirical studies was used to construct a theoretical model of the analysis of integration of knowledge about youth. The concluding section poses several questions pointing at some potentially interesting areas for future research into heterogeneous sources of knowledge about youth.

Key words:
pedagogy, discourse, knowledge, youth, Foucault, education

1. Introduction

This paper takes into consideration pedagogical discourse about youth under-stood as a particular case of educational discourse. Making a distinction between the discourse of educational practice and pedagogical discourse, I attempted to identify some types of discourses about youth which have become prominent in pedagogical studies. I used this ambiguity of the term "pedagogical discourse" as well as the derived from empirical studies typology of discourses about youth to construct a theoretical model describing vertical integration of knowledge about youth.

The results of my earlier studies[1] revealed connections between knowledge about youth constructed within various institutional contexts in Poland: in the contexts of science, the government and the media. The identified discourses about a suicidal death of a junior high school girl interpreted within the Foucauldian category of "governmentality" pointed at a strong and recurring in different con-texts construct of youth as a threat. In this paper I restricted discourse analyses to scientific texts deepening their exploration by new categories. Reflections on the particular character of scientific thinking about youth has a longstanding tradition in Poland – starting from Romana Miller's book through Mikołaj Kozakiewicz's, Antonina Kłoskowska's, Władysław Adamski's, and Barbara Fatyga's publications[2] and other researchers in the fields of sociology, anthropology, psychology, and pedagogy[3]. The researchers distinguish and systematize fundamental theories and

---

[1] H. Ostrowicka, *Urządzanie młodzieży. Studium analityczno-krytyczne* [Governmentality of Youth. An Analytical and Critical Study], Krakow 2012; H. Ostrowicka, *Suitable Enemies? Govern-mentality of Youth: Youth as a Threat*, "European Educational Research Journal" 2012, No. 4.; H. Os-trowicka, *Dyskurs pedagogiczny jako element urządzania młodzieży* [Pedagogical Discourse as an Element of Governmentality of Youth], "Teraźniejszość – Człowiek – Edukacja" [The Present – Man – Education] 2013, No. 2.

[2] R. Miller, *U progu młodości* [On the Threshold of Youth], Warszawa 1964; M. Kozakiewicz, *Młodzież w okresie przełomów* [Youth in Times of Turmoil], Warszawa 1984; M. Kozakiewicz., *Młodzież – teorie młodzieży* [Youth – Theories of Youth] [in:] *Encyklopedia Psychologii* [Encyclopae-dia of Psychology], W. Szewczuk (ed.), Warszawa 1998; W. Adamski, *Młodzież jako przedmiot badań. Orientacje teoretyczne i problematyka w perspektywie porównawczej* [Youth as Object of inquiry. Theoretical aspects and Questions in Terms of Comparable Perspective] [in:] *Teoretyczno-metodo-logiczne problemy badań nad młodzieżą* [On Issues Associated with Theoretical and Methodological Studies of Youth], J. Głuszyński (ed.), Poznan n.d.; B. Fatyga, *Dzicy z naszej ulicy. Antropologia kul-tury młodzieżowej* [Savages of Our Street. Anthropology of Youth Culture], Warszawa 1999.

[3] I have mentioned some significant works of synthetic and critical character. I do not undertake here to present an exhaustive list of publications concerning empirical youth studies in Poland.

concepts of youth[4], epistemic profiles[5], prevailing problems, and "conceptions" in youth studies[6]. Recent years have been marked by an intensive debate on methodological and theoretical foundations of youth studies and the ways of scientific representations of youth, which has been particularly visible in Anglo-Saxon studies[7]. The issues of the roles of scientific knowledge and research practices in constructing youth as a separate social group and adolescence as a stage of life emerged under the influence of postmodern and poststructural theories[8].

Christine Griffin carried out a critical analysis of the studies conducted in Great Britain and the United States in the 1980s, the sources and conceptual categories through which youth and adolescence were constructed, represented and understood. The researcher investigated the studies of "the mainstream" and those "radical" ones which were a response to the theoretical, political and methodological hegemony of the former[9]. Johanna Wyn and Rob White demonstrated tensions which appear between social categorisation based on age groups, which gives a common status to young people, and other social divisions within the areas of economy, culture and work[10]. The ways of perceiving youth throughout the centuries, with particular focus on the conditions of late modernity, became the subject of Alan France's research[11]. The author showed characteristic traits of youth constructs in premodern and postmodern societies referring mainly to the British experience. France noticed two main factors influencing the process of "youth problem" construction. The first one involves the government and the way in which politics creates particular "problems" of youth and the second is a science with a whole range of studies and theories of youth developed in numerous scientific disciplines. Nancy Lesko, in turn, analysed the discursive creation of

---

[4] See e.g. M. Kozakiewicz, *Młodzież…*, op.cit.

[5] Z. Kwieciński, *Tropy – ślady – próby. Studia i szkice z pedagogii pogranicza* [Tracks – Traces – Attempts. Studies and Sketches of Border Pedagogy], Poznań–Olsztyn 2000.

[6] See e.g. M. Czerepaniak-Walczak, *Niepokoje współczesnej młodzieży w świetle korespondencji do czasopism młodzieżowych* [Anxieties of Modern Youth Based on Letters to Editors Sent to Youth Magazines], Kraków 1997.

[7] See e.g. Ch. Griffin, *Representations of Youth. The study of Youth and Adolescence in Britain and America*, Cambridge 1993; A.C.T. Besley, *Counseling Youth: Foucault, Power, and the Ethics of Subjectivity*, Connecticut London 2002; A. Best, *Representing Youth: Methodological Issues in Critical Youth Studies*, New York 2007; P. Kelly, *Youth as an Artefact of Expertise: Problematizing the Practice of Youth Studies in an Age of Uncertainty*, "Journal of Youth Studies" 2010, No. 3.

[8] A. Best, *Representing…*, op.cit.

[9] Ch. Griffin, *Representations…*, op.cit.

[10] J. Wyn, R. White, *Rethinking Youth*, London 1997.

[11] A. France, *Understanding Youth in Late Modernity*, Maidenhead 2007.

adolescence in science and its relations with colonial discourse[12]. Similarly, Fiona Beals, combining postmodern, poststructural and critical ideas, focused on constructing the truth about criminal behaviour of youth and its consequences for the real world of young people[13].

Below I discuss the inspirations as well as theoretical and methodological solutions which shaped my way of thinking and conducted analyses.

2. Pedagogical discourse analysis

On the one hand, pedagogues reflecting on the condition and perspectives of the development of knowledge about youth notice the need to draw upon sociological and psychological theories of youth; on the other hand, they see the problem of copying the specific character of these scientific disciplines and neglecting "the uniqueness of pedagogical questions and ways of seeking answers to them"[14]. In this context, the question arises: what questions and ways of seeking answers to them can we regard as characteristic of pedagogy? It is worth emphasizing that an attempt to seek an answer to the question, which is undertaken here, does not express a belief that different types of knowledge are separated or show preferences for differentiation in science. I place the analysis of pedagogical discourse about youth within the space of sociocultural research on discourse[15], which means adopting the assumption that pedagogical discourses demonstrate some wider social and cultural attitudes and values which are manifest in common knowledge about the position and role of youth in society.

Problems related to defining and conceptualizing the notion of discourse are universally known and keenly discussed. The ambiguity of the term discourse is further complicated by the fact that some specific meanings are attributed to the term in different languages and there also exist separate modes of discussing discourse in Anglo-Saxon and continental Europe traditions[16]. From the Fou-

---

[12] N. Lesko, *Act Your Age! A Cultural Construction of Adolescence*, New York 2001.

[13] F. Beals, *Reading between the Lines: Representations and Constructions of Youth and Crime in Aotearoa*, New Zealand–Germany 2008. For more about critical youth studies see: H. Ostrowicka, *Urządzanie…*, op.cit.

[14] Z. Kwieciński, *Tropy…*, op.cit., p. 421.

[15] A. Grzymała-Kazłowska, *Socjologicznie zorientowana analiza dyskursu na tle współczesnych badań nad dyskursem* [Sociologically Oriented Analysis of Discourse within Modern Studies on Discourse], "Kultura i Społeczeństwo" [Culture and Society] 2004, No. 1.

[16] *Jakościowa analiza dyskursu w naukach społecznych* [Qualitative Analysis of Discourse in Social Studies], R. Wodak, M. Krzyżanowski (eds.), Warszawa 2011.

cauldian perspective, discourses are perceived as historically conditioned systems of meanings shaping the identity of objects about which they are talking. For the notion of discourse contains the inherent assumption that within the framework of knowledge there exist certain common standards, principles and characteristics of utterance building[17]. Following the most important traditions of research on discourse, it seems reasonable to adopt the distinction between discourse and text[18] as defined by Jay Lemke:

> "the social activity of making meanings with language and other symbolic systems in some particular kinds of situation or settings. […] On each occasion when the particular meanings characteristic of these discourses are being made, a specific 'text' is produced. Discourses, as social actions more or less governed by social habits, produce texts that will in some ways be alike in their meanings. […] When we want to focus on the specifics of an event or occasion, we speak of the text; when we want to look at patterns, commonality, relationships that embrace different texts and occasions, we can speak of discourses"[19].

Thus, the central objects of discourse analysis understood in this way are texts which develop into discourses possessing certain common properties, e.g. an object, a theme or a subject (participant) of discourse.

Pedagogical discourse discussed in this paper is a particular case of educational discourse. The terminological distinction and distinguishing the category of pedagogical discourses is justified by the ambiguity of the term "educational discourse". According to the lexical approach, the concept of educational discourse is used in three meanings, namely as:

1) historically and epistemologically conditioned rules of building statements about education;
2) a genre of "speech" present in school, being a kind of specialized communication practice which has its own principles and rules;
3) an interactive event during which exchange of utterances takes place in the educational process[20].

---

[17] Ibidem.

[18] I do not differentiate between the range and meaning of the terms text and utterance. Utterances are not the same as statements though, because a certain utterance can be pronounced many times and in many different ways.

[19] J. Lemke, *Textual Politics: Discourse and Social Dynamics*, London 1995, pp. 6–7.

[20] *Leksykon. Pedagogika* [Lexicon. Pedagogy], Warszawa 2000.

In regard to participants of educational discourse, we can talk about public discourse (realised by politicians, publicists), practical discourse (conducted by teachers, educational practitioners) and about scientific discourse (of scientists, academics).

I use the term "pedagogical discourse" to define historically and epistemologically conditioned social activities of giving meaning by means of language, through which scientific knowledge about education in its broad sense (its conditions, process, aims, results and participants) is created and transformed[21]. In this sense, pedagogical discourse belongs in the first of the distinguished meanings of educational research. On the other hand, communicative practice, the "language" characteristic of school and interaction, exchanging statements in the educational process belong in the discourse of educational practice, in which common knowledge about education is an important construct of giving and understanding meanings.

When understood in this way, pedagogical discourse belongs to a broader category of scientific discourse and examining it enters the field of sociology of science, sociology of knowledge and philosophy. In the tradition of sociology of knowledge, science is researched as a social institution and as a set of phenomena and standards involved in the so-called practicing science, and the social roles of scholars and the functioning of various "scientific schools" and authorities on science are analysed[22]. Philosophy of science undertakes, in turn, the problems of the scientific method, the structure and development of science as such in the perspective of paradigmatic changes. In view of its subject, the distinguished type of discourse places present analyses in the field of general and critical pedagogy, which is concerned with the evolution of pedagogy identity – its subject and research methodology, among others. Joining in the sociocultural stream of research on discourse, I give special attention to the processes of defining reality and its social construction in scientific discourse.

The assumptions concerning the process of knowledge construction in social sciences and its legitimation are constantly affected by the sociocultural context, which comprises the outlook on life, ideas and values accepted by researchers and social, political and economic expectations about science. As Foucault noticed "to become part of a discipline, a statement must refer to a certain theoretical

---

[21] H. Ostrowicka, *Dyskurs pedagogiczny…*, op.cit.
[22] *Wielka encyklopedia* [The Great Encyclopaedia], Vol. 25, Warszawa 2004.

horizon"[23]. Any definition of an object of research requires conceptual tools and theoretical foundations. A number of concepts in social sciences and humanities have a descriptive and a judgmental character; they include positive or negative connotations and valuation, which is involved in a definition. Such categories include the notions of development, maturity, rationality, progress, democracy, and also youth. In the process of certain knowledge and discourses production power finds its manifestation[24]. Technologies of power in pedagogical discourse (and broader – in educational discourse) become present in vertical integration between scientific results and common, instrumental (technological of the kind: goal-means) knowledge[25]. Having drawn such a perspective, I made an attempt to analyse pedagogical texts in order to identify the discourses which, fostering typical concepts of youth, construct knowledge about the youth of a particular historical time and place by means of a certain set of notional categories. Neither these concepts nor the conceptual categories are value free but they express a particular outlook on life, a view of man and his relations with the world. Identifying types of discourses, I did not mean to point at totally separate, mutually exclusive systems or structures of knowledge but to show that we deal with various coherent ways of thinking and giving meaning to "youth". Contrary to "dialectical logic", the "logic of strategy", which I employed in the analysis, is based on the assumption that diversity does not exclude the possibility of co-existence and connection[26].

The main research problem which shaped my way of examining pedagogical texts was an attempt to search for some generalised concepts of youth which can be reconstructed in scientific discourse. I focused on the analysis of assumptions and values included in scientific representations of youth. Examining regularities characteristic of the pedagogical discourse of youth I sought the answers to the questions: What questions are posed about youth and what rhetoric is employed to justify them?

To grasp the characteristics of the discourse I referred to quite a wide selection of pedagogical texts which provide data about the ways of problematisation of the theme of youth. According to the adopted definition of discourse, I focused on existing texts while creating an archive of pedagogical texts. They included monographs devoted to youth, research reports, but first and foremost articles

---

[23] M. Foucault, *Porządek dyskursu* [*The Discourse on Language*, New York 1972], Gdańsk 2002, p. 24.

[24] M. Foucault, *Historia seksualności* [*The History of Sexuality*, Vol. 1, 2, 3, New York 1978, 1985, 1986], Warszawa 1995.

[25] T. Hejnicka-Bezwińska, *Pedagogika ogólna* [General Pedagogy], Warszawa 2008.

[26] M. Foucault, *Narodziny biopolityki* [*The Birth of Biopolitics*, New York 2010], Warszawa 2011.

published in 2006–2011 in pedagogical periodicals which appeared on the Polish Ministry of Science and Higher Education list of scientific journals in 2011[27]. I chose from among numerous publications the ones which contained research reports and accounts of studies. The research tools used in the qualitative analysis of the texts were two basic analytical categories: ideological dominants (the concept of youth and dominant values attributed to young age and youth) and interrogative dominants (fundamental practices of formulating questions about youth, problematisation, and typical conceptual categories).

3. Discourses about youth – towards the model of the analysis of knowledge integration in educational discourse

If we assume that certain consensus concerning the object of studies in pedagogy, understood as a scientific discipline and a branch of knowledge, is testified by definitions included in lexical resources and academic textbooks, then we should acknowledge that educational processes and conditions of educational discourses are the specific field of generating research questions for contemporary pedagogy. Following the track of "the object", according to the lexical definition of the object of pedagogical studies, pedagogy produces knowledge about educational practice, including knowledge about youth as a participant of educational processes and educational discourses[28].

The most exhaustive description of educational processes can be found in Z. Kwieciński's educational decahedron model (decader)[29]. A classification of component processes of the decader into groups suggested by T. Hejnicka-Bezwińska proves to be useful in the description and interpretation of the research field of discourse about youth. As the author notices, this operation "sharpens the problem

---

[27] These included: *Education. Research, Studies, Innovations*, *Culture and Education*, *Educational Studies*, *The Present Time – Human – Education*, *Pedagogy of Work*, *Social Pedagogy*, *Pedagogical Quarterly Journal*, *Pedagogical Studies*, *Pedagogical Review*, *Pedagogical Yearbook*, *Pedagogical Movement*, *Horizons of Upbringing*, and *Educational Forum*. Altogether I gathered 110 texts of different genres (accounts of studies, theoretical analyses, essays, and reviews) published in pedagogical periodicals which contained in their titles the categories: youth, young people, young generation, young Poles, youth culture, young leaders, and adolescents. 51 of the gathered texts were research reports.

[28] *Leksykon…*, op.cit.

[29] In Kwieciński's concept, the educational decahedron includes the following processes: 1) hominisation, 2) schooling and humanisation, 3) upbringing and juridification, 4) inculturation and personalisation, 5) socialisation, 6) politisation, bureaucratization and professionalisation, 7) collectivisation, 8) nationalisation, 9) state control, 10) globalization.

of diversified theoretical background, necessary in learning and examining particular educational processes"[30]. As a result, we are given three groups of processes:

1) the processes of natural growing up of the individual and his/her growing into family and its cultural offer (primary socialization)
2) goal-oriented educational processes (upbringing and schooling)
3) the processes of socialization through organisation and institutionalization of life (e.g. globalisation, state control and nationalization)[31].

The analysis of scientific concepts and theories employed in youth studies through the prism of educational processes shows that pedagogues are concerned with the processes and their outcomes, described and explained by means of psychological, sociological and cultural notions and concepts.

In the discourse about youth, the theoretical background for studies on the processes of natural growing up is provided by psychological theories of human development, mainly by the theories of identity formation. The main issues of this type of discourse are the concepts of puberty and adolescence, which focus on the connection between biological development and the identity of the individual[32]. In the analysed pedagogical studies, Erik Erikson's theory of identity occupies a prominent position, being used as a source of theoretical assumptions at the stage of justifying research and interpreting the obtained results[33].

The analysis of youth studies from the perspective of goal-oriented educational processes reveals the relations between the discourse of youth and studies on educational institutions, in particular on school and education policy. Knowledge about youth is constructed with reference to the issues of formal and informal education. Within pedagogical discourse, the questions put forward concern the outcomes of education, school selections, school dropout, educational and career plans and motivations[34].

---

[30] T. Hejnicka-Bezwińska, *Pedagogika…*, op.cit., p. 222.

[31] Ibidem.

[32] W. Gola, *Wsparcie i aktywizacja młodych dorosłych w kryzysie* [Support and Activation of Young Adults in Crisis], "Pedagogika Społeczna" [Social Pedagogy] 2010, No. 2.

[33] See e.g. R. Leppert, *Młodzież…*, op.cit.; M. Cylkowska-Nowak, A. Butkiewicz, *Street Fashion of Japan jako próba konstruowania tożsamości młodzieży japońskiej* [Street Fashion of Japan as Identity Construct of Japanese Youth], "Przegląd Pedagogiczny" [Pedagogical Review] 2009, No. 1; Z. Izdebski, *Obraz aktywności seksualnej młodzieży* [The Picture of Sexual Activity among Youth], "Kwartalnik Pedagogiczny" [Pedagogical Quarterly] 2010, No. 2; H. Krause-Sikorska, *Specyfika relacji interpersonalnych w młodzieżowej „społeczności" Digital Natives* [Specificity of Interpersonal Relations in the Youth Digital Natives 'Community'], "Studia Edukacyjne" [Educational Studies] 2010, No. 14.

[34] See e.g. E. Domagała-Zyśk, *Uzdolnienia młodzieży a jej szanse na samorealizację kulturową* [Talents of Youth and Young People's Chances of Cultural Self-realisation] [in:] *Młodzież a kultura*

Particular attention in pedagogical discourse about youth is devoted to studies on youth as participants of the processes of socialization – globalization and inculturation[35]. Youth studies are linked to theories of globalization. A concept of a "global teenager" is developed[36]. Youth is described through the prism of "consumer culture", Americanization and pop-culture.

Ordering the ways of problematisation and conceptual categories employed in the studies on contemporary youth, we can identify three characteristic discourses about youth: the discourse of competence, the discourse of cartography and the discourse of condition[37]. The main criteria which differentiate these discourses are: ideological dominants (the concept of youth, dominant values attributed to young age and youth) and interrogative dominants (fundamental practices of formulating questions about youth, problematisation, typical conceptual categories). In a simplified form, the characteristics of the distinguished discourses are presented in Table 1.

Table 1. Types of Pedagogical Discourses about Youth

	Discourse of competence	Discourse of cartography	Discourse of condition
Dominant values and ideas	Knowledge and competences	Change and preparing for change	Safety and health
Conception of Youth	Youth is a resource/capital	Youth is a transition	Youth is a problem/risk
Typical cognitive categories	knowledge, competences, learning outcomes, school achievements, intellectual capital, the level of literacy, school selection, dropout, learning	path of life, educational and vocational plans, educational thresholds, life orientation, professional orientation, goals of life, temporal orientation	risk, risk factors, protecting factors, threat, safety, risky behaviours, pathology, disorders, crisis, maturation, growing up, responsibility

Source: H. Ostrowicka, *Dyskurs pedagogiczny…*, op.cit., p. 63.

życia w kontekstach społecznych [Youth and Culture of Life in Social Contexts], F.W. Wawro (ed.), Lublin 2008.

[35] See e.g. A. Cybal-Michalska, *Subiektywny aspekt poczucia tożsamości młodzieży w rzeczywistości globalnej zmiany* [Subjective Aspect of Identity of Youth in Realities of Global Changes], "Studia Edukacyjne" [Educational Studies] 2010, No. 11; M. Cylkowska-Nowak, A. Butkiewicz, *Street…*, op.cit.

[36] Z. Melosik, *Młodzież a przemiany kultury współczesnej* [Youth and Changes of Modern Culture] [in:] *Młodzież wobec (nie)gościnnej przyszłości* [Youth Towards (Un)Friendly Future] R. Leppert, Z. Melosik, B. Wojtasik (eds.), Wrocław 2005.

[37] I describe broadly the three types of discourses in a different perspective in the article: H. Ostrowicka, *Pedagogical Discourse…*, op.cit.

The discourse of competence includes two coexisting rhetorics: the one of the mainstream belonging in the discourse about the condition of the education system, its reforms and their consequences[38], and the other one, more radical or, in other words, more critical, including problems of gender and social class inequalities and social stratification into the discourse of academic achievements of youth[39]. In the discourse of competence, youth is rationalised as a resource or capital. This particular position in society attributed to young people implies seeking answers to the questions of the level of their knowledge and the ways of understanding concepts, phenomena and events by young people[40].

The discourse of cartography employs the concept of youth as transition perceived as a linear process from school to work, with a defined point of destination, and life or/and career goals. Language structures which illustrate the usefulness of the metaphor of transition in the discourse of youth are the conceptual categories of educational thresholds as well as educational and career paths[41]. These terms stress process, motion, moving at the verges or boundaries. The idea of a threshold in cartography discourse is reflected in the term "between", which emphasizes the transitional situation of youth, the stage between childhood and adulthood.

In Western sociology, one can see a marked increase in the number of pedagogically-inclined publications which refer to the results of empirical studies, con-

---

[38] See e.g. J. Domalewski, P. Mikiewicz, *Młodzież w zreformowanym systemie szkolnym* [Youth in the Reformed School System], Warszawa 2004.

[39] A. Sadownik, *Na rozstajnych drogach. Studium etnopedagogiczne kontrastowych karier szkolnych młodzieży* [On the Crossroads. Etnopedagogical Study of Varied Academic Performances of High School Youth], Wrocław 2011; P. Stańczyk, *Młodzież wobec ideologii merytokracji – pozytywna socjalizacja oszukanego pokolenia* [Youth Towards Ideology of Meritocracy: Positive Socialisation of The Cheated Generation], "Forum Oświatowe" [Educational Forum] 2009, No. 1.

[40] See e.g. A. Zielińska, *Rozumienie demokracji przez nastolatki oraz preferencje dorastającej młodzieży dotyczące koncepcji demokracji i ich uwarunkowania* [Understanding of Democracy by Youth and Preferences of Adolescents Towards Concepts of Democracy and its Environs], "Kwartalnik Pedagogiczny" [Pedagogical Quarterly] 2007, No. 2; H. Ostrowicka-Miszewska, *Projekt życia czy kalejdoskop epizodów? Kategorie temporalne w świadomości młodych liderów organizacji politycznych* [Life Project or a Kaleidoscope of Episodes? Temporal Categories According to Leaders of Political Youth Organisations], "Teraźniejszość – Człowiek – Edukacja" [The Present – Man – Education] 2008, No. 1; A. Wiłkomirska, *Wiedza obywatelska młodzieży w Polsce i na świecie – komunikat z badań międzynarodowych* [Civic Knowledge of Polish and World's Youth – Report on International Research], "Forum *Oświatowe" [*Educational Forum] 2011, No. 1.

[41] B. Wojtasik, *Edukacyjno-zawodowe wybory nastolatków w „społeczeństwie ryzyka"* [Vocational and Educational Choices of Teenagers in Risk Society] [in:] *Młodzież wobec (nie)gościnnej przyszłości* [Youth Towards (Un)Friendly Future], R. Leppert, Z. Melosik, B. Wojtasik (eds.), Wroclaw 2005; M. Piorunek, *Projektowanie przyszłości edukacyjno-zawodowej w okresie adolescencji* [Planning Educational/Professional Future by Adolescents], Poznań 2004.

gresses and conferences, and whose common feature is defining youth as a problem[42]. Similar tendencies can be observed in Polish contemporary pedagogical discourse, and a good case in point might be the joint works titled *Social Pedagogy in the Face of Problems of Contemporary Youth*[43], *The Problems of Contemporary Youth: A Social Sciences Perspective*[44]. The issues like "the crisis of psychological and social development", "eating disorders", "intimate loneliness", "unemployment stress", and "mechanisms of joining sects" are described and discussed as problems of youth in the book[45].

The discourse of condition refers to the age-long tradition of youth studies in which youth is perceived as a problem, as a difficult time of "storm and stress", identity crises, "rampant hormones" and particular susceptibility to various kinds of "threats". Pedagogical studies provide discussions about young people engaging in risky behaviours, such as substance abuse, early sexual initiation or entering "destructive" subcultures[46].

The discourses about youth identified within pedagogical studies reflect the way in which social and cultural changes shape scientific discourse marked by interest in contemporary youth. It seems that these three main streams of problematisation (the life of) youth in late modernity (postmodernity) still use "the old" optics in which the period of adolescence/puberty is connected with three basic developmental tasks: growing into certain domains of adult life, refining life goals and the discovery of "the self", identified at the beginning of the 20th century by Eduard Spranger[47]. Thus, it is important what society expects from the individual

---

[42]   H. Griese, *Sozialwissenschaftliche Jugendtheorien*, Weinheim 1977.

[43]   *Pedagogika społeczna wobec problemów współczesnej młodzieży: Polska pedagogika społeczna na początku XXI wieku* [Social Pedagogy and the Problems of Contemporary Youth: Polish Social Pedagogy at the Beginning of the 21st Century], B. Chrostowska, E. Kantowicz, C. Kurkowski (eds.), Toruń 2010.

[44]   *Problemy współczesnej młodzieży w ujęciu nauk społecznych* [Issues of Modern Youth According to Social Sciences], W. Wawro (ed.), Lublin 2007.

[45]   Ibidem.

[46]   See e.g. *Młodzież z grup ryzyka. Perspektywy profilaktyki* [Youth from Groups at Risk. Perspectives of Prevention], M. Prajsner (ed.), Warszawa 2003; *Zagrożenia w wychowaniu i w socjalizacji młodzieży oraz możliwości oraz możliwości ich przezwyciężania* [Dangers of Upbringing and Socialization of Youth and Possibilities of Overcoming Them], T. Sołtysiak (ed.), Bydgoszcz 2005. See more: H. Ostrowicka, *Dyskurs pedagogiczny…*, op.cit.

[47]   S. Krzychała, *Ryzyko własnego życia. Indywidualizacja w późnej nowoczesności* [Risk of One's Own Life. Individualization in Late Modernity], Wrocław 2007.

at a particular stage of growth. These issues are also invariably problematized these days as a horizon framing the way of perceiving youth[48].

I have identified the distinguished discourses about youth drawing upon the analysis of pedagogical texts. However, they demonstrate the ways of problematisation of the youth "issue" which are present not only in the institutionally marked area of youth studies but also in other domains of social life: in educational and youth policy, in educational reforms, preventive, care, upbringing, and intervention programmes, in educational and career counselling. Although there is nothing about the scientific theory that immediately affects educational practice, scientific knowledge about youth is used to design offers of effective educational actions, and, first of all, for diagnosis (description and explanation) in pedagogical doctrines[49] and educational ideologies. Any concept of this kind includes the following structural components:

1. Diagnosis, i.e. the description and explanation of the situation (an answer to the questions of what there is, what it is like and why it is like that?)
2. Indicating goals (an answer to the question: what it should be like?)
3. Indicating effective methods of achieving the above mentioned goals and a whole set of tools taking into account social, economical, political and other conditions (an answer to the question: how to achieve the goal?)[50].

Pedagogical discourses of competence, cartography and condition provide concepts, theses and justification at the stage of diagnosis concerning the youth world, i.e. descriptive and explanatory knowledge. Educational goals and ways of achieving them (ideological and practical parts) are included in technological knowledge (instrumental, common). In directives and concepts of effective educational action, integration between pedagogical and common knowledge occurs. The proposed narrative results from adopting the belief that the uniqueness of pedagogical discourse is determined by the process and results of producing and transforming scientific knowledge about education, and not by the discourse of educational practice (i.e. conducted by practitioners of education: teachers, tutors, pedagogical practitioners). The latter is a case of educational discourse understood as a communication practice typical of school or as an interactive event during

---

[48] See more: H. Ostrowicka, *Dyskurs pedagogiczny…*, op.cit.

[49] Pedagogical doctrine is understood here as author's conception of a goal-oriented educational process: of upbringing and/or schooling (T. Hejnicka-Bezwińska, *Pedagogika…*, op.cit.).
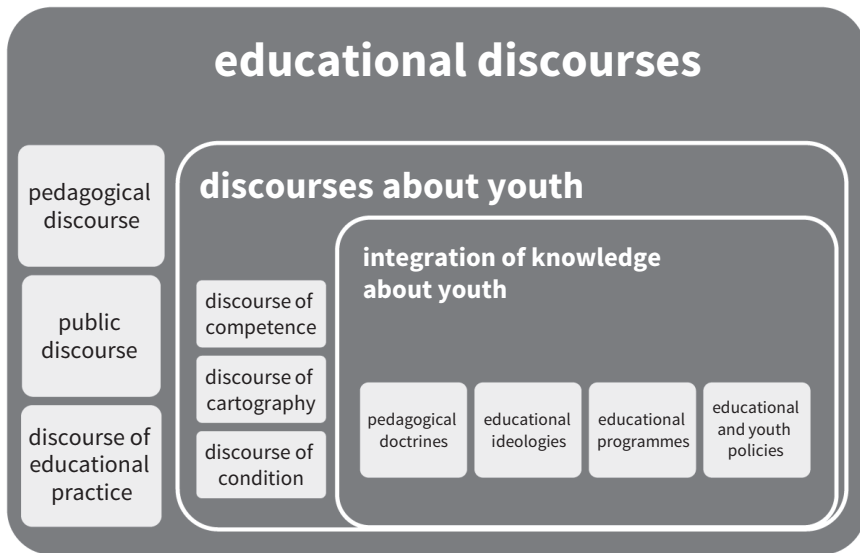
[50] T. Hejnicka-Bezwińska, *Pedagogika…*, op.cit.

Figure 1. The model of vertical integration between scientific and instrumental knowledge about youth in educational discourse

which exchange of statements takes place in the educational process. Figure 1 contains the suggested model of integration of knowledge about youth in educational discourse.

4. Conclusion

Youth as a pedagogical category is extracted already at the level of the description of the main object of studies in pedagogy. The evidence is provided by definitions of pedagogy included e.g. in the Universal Encyclopaedia of the 19th and 20th centuries and in other lexical resources of the Polish language. Traditional pedagogy concerned with upbringing understood as a goal-oriented process of forming a human of particular quality made young generation the object of its educational influence. The emphasis on the significance of education for the future of society and the hopes put on "knowledge-based society" facilitate the production of expert and popular knowledge about youth and the development of educational strategies. In the current "explosion" of youth studies, discourse

theories and the conceptual category of educational discourse seem to be useful tools in research on integration/differentiation of knowledge about education (and about youth as its participant). The socio-cultural perspective of discourse analysis induces sensitivity towards knowledge-power relations and the processes of interpenetration, including and excluding in symbolic space. The uniqueness of research thought in this way does not come down to seeking answers to the questions about what we know about youth and what youth is like, but about who takes the floor and in what circumstances a particular type of discourse about youth is activated. A reflection on integration/disintegration of heterogeneous sources of knowledge about youth produced within various scientific disciplines and also in other domains of social life appears to be an important area for pedagogical questions. An analysis of pedagogical, public and educational practice discourses, according to the above proposed model, would draw upon identifying processes of interpenetrating, fostering and abrogating of concepts of youth, prevailing values and conceptual categories constructed in heterogeneous discourses about youth of a given place and historical time. In the research on educational discourse (pedagogical, public and educational practice discourses), on the basis of the suggested model of the analysis of integration of knowledge about youth, it is worth posing questions about, among others:

1. In what circumstances does youth become an "object" of the discourse of competence, cartography and condition?
2. What are the relations between pedagogical, public and educational practice discourses with regard to "problems" of youth?
3. In what way do discourses about youth (the discourse of competence, cartography and condition) take part in creating particular pedagogical doctrines and educational ideologies?
4. In what way do discourses about youth take part in creating educational and youth policies (at a local, national, European and global scale)?
5. Through what systems of concepts, argumentation and explanation is the discourse of educational programmes targeted at youth (preventive, counselling, therapeutic, care and upbringing, rehabilitation, etc.) constructed?

REFERENCES:

Adamski W., *Młodzież jako przedmiot badań. Orientacje teoretyczne i problematyka w perspektywie porównawczej* [Youth as Object of Inquiry. Theoretical Aspects and Questions in Terms of Comparable Perspective] [in:] *Teoretyczno-metodologiczne problemy badań*

nad młodzieżą [On Issues Associated with Theoretical and Methodological Studies of Youth], J. Głuszyński (ed.), Poznan n.d.

Beals F., *Reading Between the Lines: Representations and Constructions of Youth and Crime in Aotearoa*, New Zealand–Germany 2008.

Besley A.C.T., *Counseling Youth: Foucault, Power, and the Ethics of Subjectivity*, London 2002.

Best A., *Representing Youth: Methodological Issues in Critical Youth Studies*, New York 2007.

Cybal-Michalska A., *Zjawisko globalizacji współczesnego świata z perspektywy młodzieży szkół średnich* [Globalization of the Modern World from the Perspective of Secondary School Youth], "Studia Edukacyjne" [Educational Studies] 2008, No. 7.

Cybal-Michalska A., *Subiektywny aspekt poczucia tożsamości młodzieży w rzeczywistości globalnej zmiany* [Subjective Aspect of Identity of Youth in Realities of Global Changes], "Studia Edukacyjne" [Educational Studies] 2010, No. 11.

Cylkowska-Nowak M., Butkiewicz A., *Street Fashion of Japan jako próba konstruowania tożsamości młodzieży japońskiej* [Street Fashion of Japan as Identity Construct of Japanese Youth], "Przegląd Pedagogiczny" [Pedagogical Review], 2009, No. 1.

Czerepaniak-Walczak M., *Niepokoje współczesnej młodzieży w świetle korespondencji do czasopism młodzieżowych* [Anxieties of Modern Youth Based on Letters to Editors Sent to Youth Magazines], Kraków 1997.

Domagała-Zyśk E., *Uzdolnienia młodzieży a jej szanse na samorealizację kulturową* [Talents of Youth and Young People's Chances of Cultural Self-realisation] [in:] *Młodzież a kultura życia w kontekstach społecznych* [Youth and Culture of Life in Social Contexts], F.W. Wawro (ed.), Lublin 2008.

Domalewski J., Mikiewicz P., *Młodzież w zreformowanym systemie szkolnym* [Youth in the Reformed School System], Warszawa 2004.

Fatyga B., *Dzicy z naszej ulicy. Antropologia kultury młodzieżowej* [Savages of Our Street. Anthropology of Youth Culture], Warszawa 1999.

Foucault M., *The Birth of the Clinic: An Archaeology of Medical Perception*, London 1974.

Foucault M., *The Confession of the Self* [in:] *Power/Knowledge: Selected Interviews & Other Writings 1972–1977 by Michel Foucault,* C. Gordon (ed.), New York 1980.

Foucault M., *Historia seksualności* [*The History of Sexuality*, Vol. 1, 2, 3, New York 1978, 1985, 1986], Warszawa 1995.

Foucault M., *Porządek dyskursu* [*The Discourse on Language*, New York 1972], Gdańsk 2002.

Foucault M., *Narodziny biopolityki* [*The Birth of Biopolitics*, New York 2010], Warszawa 2011.

France A., *Understanding Youth in Late Modernity*, Maidenhead 2007.

Gola W., *Wsparcie i aktywizacja młodych dorosłych w kryzysie* [Support and Activation of Young Adults in Crisis], "Pedagogika Społeczna" [Social Pedagogy] 2010, No. 2.

Griffin C., *Imagining New Narratives of Youth. Youth research, the "New Europe" and Global Out Culture*, "Childhood" 2001, No. 2.

Griffin C., *Representations of Youth. The Study of Youth and Adolescence in Britain and America*, Cambridge 1993.

Griese H., *Sozialwissenschaftliche Jugendtheorien*, Weinheim 1977.

Grzymała-Kazłowska A., *Socjologicznie zorientowana analiza dyskursu na tle współczesnych badań nad dyskursem* [Sociologically Oriented Analysis of Discourse within Modern Studies on Discourse], "Kultura i Społeczeństwo" [Culture and Society] 2004, No. 1.

Hejnicka-Bezwińska T., *Pedagogika ogólna* [*General Pedagogy*], Warszawa 2008.

Izdebski Z., *Obraz aktywności seksualnej młodzieży* [The Picture of Sexual Activity among Youth], "Kwartalnik Pedagogiczny" [Pedagogical Quarterly] 2010, No. 2.

Jakościowa analiza dyskursu w naukach społecznych [Qualitative Analysis of Discourse in Social Studies], R. Wodak, M. Krzyżanowski (eds.), Warszawa 2011.

Kelly P., *Youth as an Artefact of Expertise: Problematizing the Practice of Youth Studies in an Age of Uncertainty,* "Journal of Youth Studies" 2010, No. 3.

Kozakiewicz M., *Młodzież – teorie młodzieży* [Youth – Theories of Youths] [in:] *Encyklopedia Psychologii* [Encyclopaedia of Psychology], W. Szewczuk (ed.), Warszawa 1998.

Kozakiewicz M., *Młodzież w okresie przełomów* [Youth in Times of Turmoil], Warszawa 1984.

Krause-Sikorska H., *Specyfika relacji interpersonalnych w młodzieżowej „społeczności" Digital Natives* [Specificity of Interpersonal Relations in the Youth Digital Natives 'Community'], "Studia Edukacyjne" [Educational Studies], 2010, No. 14.

Krzychała S., *Ryzyko własnego życia. Indywidualizacja w późnej nowoczesności* [Risk of One's Own Life. Individualization in Late Modernity], Wrocław 2007.

Kwieciński Z., *The Sociopathology of Education*, Toruń 1992.

Kwieciński Z., *Tropy – ślady – próby. Studia i szkice z pedagogii pogranicza* [Tracks – Traces – Attempts. Studies and Sketches of Border Pedagogy], Poznań–Olsztyn 2000.

Leksykon. Pedagogika [Lexicon. Pedagogy], Warszawa 2000.

Lemke J., *Textual Politics: Discourse and Social Dynamics*, London 1995.

Leppert R., *Młodzież – świat przeżywany i tożsamość. Studia empiryczne nad bydgoskimi licealistami* [Youth, as Facing the World and Constructing Identity of the Self. Empirical Studies of High School Students of Bydgoszcz], Kraków 2002.

Lesko N., *Act Your Age! A Cultural Construction of Adolescence*, New York 2001.

Melosik Z., *Młodzież a przemiany kultury współczesnej* [Youth and Changes of Modern Culture] [in:] *Młodzież wobec (nie)gościnnej przyszłości* [Youth Towards (Un)Friendly Future] R. Leppert, Z. Melosik, B. Wojtasik (eds.), Wrocław 2005.

Miller R., *U progu młodości* [On the Threshold of Youth], Warszawa 1964.

Młodzież z grup ryzyka. Perspektywy profilaktyki [Youth from Groups at Risk. Perspectives of prevention], M. Prajsner (ed.), Warszawa 2003.

Ostrowicka H., *Urządzanie młodzieży. Studium analityczno-krytyczne* [Governmentality of Youth. An Analytical and Critical Study], Krakow 2012.

Ostrowicka H., *Suitable Enemies? Governmentality of Youth: Youth as a Threat*, "European Educational Research Journal" 2012, No.4.

Ostrowicka H., *Dyskurs pedagogiczny jako element urządzania młodzieży* [Pedagogical Discourse as an Element of Governmentality of Youth], "Teraźniejszość – Człowiek – Edukacja" [The Present – Man – Education] 2013, No. 2.

Ostrowicka-Miszewska H., *Projekt życia czy kalejdoskop epizodów? Kategorie temporalne w świadomości młodych liderów organizacji politycznych* [Life Project or a Kaleidoscope of Episodes? Temporal Categories According to Leaders of Political Youth Organisations], "Teraźniejszość – Człowiek – Edukacja" [The Present – Man – Education] 2008, No. 1.

Pedagogika społeczna wobec problemów współczesnej młodzieży: Polska pedagogika społeczna na początku XXI wieku [Social Pedagogy and the Problems of Contemporary Youth: Polish Social Pedagogy at the Beginning of the 21st Century], B. Chrostowska, E. Kantowicz, C. Kurkowski (eds.), Toruń 2010.

Piorunek M., *Projektowanie przyszłości edukacyjno-zawodowej w okresie adolescencji* [Planning Educational/Professional Future by Adolescents], Poznań 2004.

Sadownik A., *Na rozstajnych drogach. Studium etnopedagogiczne kontrastowych karier szkolnych młodzieży* [On the Crossroads. Etnopedagogical Study of Varied Academic Performances of High School Youth], Wrocław 2011.

Stańczyk P., *Młodzież wobec ideologii merytokracji – pozytywna socjalizacja oszukanego pokolenia* [Youth Towards Ideology of Meritocracy: Positive Socialisation of the Cheated Generation], "Forum Oświatowe" [Educational Forum] 2009, No. 1.

Problemy współczesnej młodzieży w ujęciu nauk społecznych [Issues of Modern Youth According to Social Sciences], W. Wawro (ed.), Lublin 2007.

Wielka encyklopedia [The Great Encyclopaedia], Vol. 25, Warszawa 2004.

Wiłkomirska A., *Wiedza obywatelska młodzieży w Polsce i na świecie – komunikat z badań międzynarodowych* [Civic Knowledge of Polish and World's Youth – Report on International Research], "Forum Oświatowe" [Educational Forum] 2011, No. 1.

Wyn J., White R., *Rethinking Youth*, London 1997.

Wojtasik B., *Edukacyjno-zawodowe wybory nastolatków w „społeczeństwie ryzyka"* [Vocational and Educational Choices of Teenagers in Risk Society] [in:] *Młodzież wobec (nie)gościnnej przyszłości* [Youth Towards (Un)Friendly Future], R. Leppert, Z. Melosik, B. Wojtasik (eds.), Wroclaw 2005.

Zagrożenia w wychowaniu i w socjalizacji młodzieży oraz możliwości oraz możliwości ich przezwyciężania [Dangers of Upbringing and Socialization of Youth and Possibilities of Overcoming Them], T. Sołtysiak (ed.), Bydgoszcz 2005.

Zielińska A., *Rozumienie demokracji przez nastolatki oraz preferencje dorastającej młodzieży dotyczące koncepcji demokracji i ich uwarunkowania* [Understanding of Democracy by Youth and Preferences of Adolescents Towards Concepts of Democracy and Its Environs], "Kwartalnik Pedagogiczny" [Pedagogical Quarterly] 2007, No. 2.