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CULTURAL EDUCATION PROVIDED BY EDUCATIONAL INSTITUTIONS

Education is an essential part of human life. It is present from an early age, when a child shapes his/her personality the most, it usually ends in adulthood, when a person makes choices based on past experiences. Therefore, education is a very important and necessary sphere of human development. Through various forms of teaching, it covers various aspects and affects the person to varying degrees. One of the types of education provided by educational institutions is cultural education, which from the perspective of an individual is an important environment for development. It introduces people to the world of culture, thanks to which it can enrich their cognitive, social and emotional spheres. Cultural education tasks are carried out in different ways in different types of institutions. It depends, among other things, on the education of teaching staff who take specific actions towards their students. These may include various types of educational trips aimed at getting to know cultural goods, organizing training and workshops for students and training for teaching staff. Research has shown that people are most interested in going to the cinema and reading books. One of the most important factors in education, including cultural education, is the impact on the person. The effects of impacts often appear after a longer period of time. According to research, contact with culture can contribute to the creation of new interests. Moreover, for the respondents it is important to raise children who can acquire appropriate values thanks to cultural education. The respondents point out that through contact with culture they deepen their emotional sphere. Despite the many advantages of this form of education, several problems were also identified, including a small number of organized educational trips and an unattractive teaching program.

Key words: cultural education, culture, educational institutions, development.

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КУЛЬТУРНА ОСВІТА, ЯКУ ЗДІЙСНЮЮТЬ НАВЧАЛЬНІ ЗАКЛАДИ

Освіта є важливою частиною людського життя. Воно присутнє з раннього дитинства, коли дитина найбільше формує свою особистість, зазвичай закінчується в дорослому віці, коли людина робить вибір на основі минулого досвіду. Тому освіта є дуже важливою і необхідною сферою розвитку людини. Через різні форми викладання воно охоплює різні аспекти та різною мірою впливає на людину. Одним із видів освіти, який надають навчальні заклади, є культурна освіта, яка з точки зору особистості є важливим середовищем для розвитку. Вона вводить людей у світ культури, завдяки чому може збагатити їх пізнавальну, соціальну та емоційну сфери. Завдання культурного виховання в різних типах закладів реалізуються по-різному. Це залежить, серед іншого, на виховання педагогічних кадрів, які здійснюють конкретні дії щодо своїх учнів. Це можуть бути різні види освітніх поїздок, спрямованих на ознайомлення з культурними цінностями, організація тренінгів і майстер-класів для студентів і тренінгів для педагогічного персоналу. Дослідження показали, що людей найбільше цікавить відвідування кінотеатру та читання книг. Одним із найважливіших чинників виховання, у тому числі й культурного, є вплив на людину. Наслідки впливу часто проявляються через тривалий період часу. Згідно з дослідженнями, контакт з культурою може сприяти створенню нових інтересів. Крім того, для респондентів важливо виховувати дітей, які зможуть набути відповідних цінностей завдяки культурній освіті. Респонденти зазначають, що через контакт з культурою вони поглиблюють свою емоційну сферу. Незважаючи на численні переваги такої форми навчання, було також виявлено ряд проблем, серед яких мала кількість організованих навчальних поїздок та неприваблива програма навчання.

Ключові слова: культурна освіта, культура, навчальні заклади, розвиток.

Introduction. Each educational institution should carry out specific tasks that affect the individual in the long run. Cultural education may be one of such activities. Kosińska claims that cultural education plays a key role in human life because it is an essential element in the socialization process, as a result of social change and participation in public life (Kosińska, 2012, p.1).

The concept of cultural education is often confused with the concept of cultural education. However, this difference is explained by Olbrycht, who refers to dictionary terminology and claims that the term cultural in meaning polite, means "distinguished by culture", "permeated with culture", while cultural means "related to culture". The term "cultural" in meaning polite refers to the material and spiritual achievements of humanity (Olbrycht, 2019, p. 69).

The term "cultural" most often refers to a descriptive, non-evaluative presentation of cultural phenomena, while "cultural" in meaning polite is more often used in the sense of evaluation, or on the basis of comparisons of opposites, e.g. someone is more cultured (Rogulska, 2010, p.3).

Kosińska claims that cultural education should adapt an individual to active participation in cultural life through conscious and critical observation of the world. It focuses on providing tools for self-deepening the meaning of cultural products and tools for active activity in socio-cultural relations (Kosińska, 2014, p.5).

Knaś reflects on the dissemination of culture, attributing to it features such as imposing models of memory, reproducing patterns of thinking and social orders. He opposes the concept of animation and cultural education, claiming that it is focused on building an independent way of thinking and subjecting it to critical analysis. It focuses on creating creative situations, developing creative expression, and creating social relationships that can influence socio-cultural changes in society. Both of these reasons lead to the conclusion that the educational process should be based not only on the transmission and absorption of produced goods, but also on critical interpretation, which is a tool for potential, desired social change (Knaś, p.1).

The Małopolska Institute of Culture publishes reports related to the diagnosis of the situation of cultural education and develops an action program within a given region. He indicated

possible tasks within the program, which focus on, among others, organizing training and workshops, obtaining certificates, scholarships and awards, and supporting the work of teachers and animators. In addition, they are responsible for developing and implementing projects at a particular institution, as well as organizing a scientific conference and issuing publications (Małopolski Instytut Kultury, 2021, p. 9).

The mentioned report outlines the characteristic elements of cultural education. These include:

- developing, testing and implementing solutions needed for various types of activities organized for children and young people within specific facilities supporting the development of young people's interests and passions. In them, an individual can learn to explore the world, appropriate patterns, and critical thinking
- building relationships of a young person with other reference groups, i.e. peers, adults, local community)
- using culture to learn important skills and attitudes, i.e. cooperation, responsibility, skillful communication, as well as strengthening the young person's sense of agency and subjectivity (Małopolski Instytut Kultury, 2021, p.10).

Own research method. The aim of the research was to learn the level of participation in various forms of culture and the impact of institutions on the implementation of cultural education.

The basic research problem of the article is the respondents' experiences of participation in culture and their benefits and problems, as defined in the following problems:

- What is the knowledge of the concept of cultural education and its presence in the curriculum implemented by educational institutions?
- What types of cultural activities do students choose?

The research used a diagnostic survey method as well as a survey technique and an original survey questionnaire. The survey questionnaire included open and closed questions, in which respondents had the opportunity to answer multiple times. 124 students were examined (80 country dwellers and 44 city dwellers). The research was carried out in Małopolska in 2024.

Defining the concept of "cultural education" is not an easy task, so respondents were asked whether they had encountered such a slogan. 70% of respondents state that this term is familiar

to them (61.3% of students living in rural areas and 84.1% of students living in cities are in favor of this answer). 18% of surveyed rural residents state that this concept is unknown to them. These percentages show that rural residents have greater difficulties in defining cultural education. This thesis is confirmed by the fact that more respondents living in rural areas also find it difficult to answer clearly whether they have encountered such a concept (21.3% of country dwellers and 16% of city dwellers).

The desire to participate in cultural life should often result from an individual's interest in the possibility of experience. This willingness was expressed by 75% of all respondents. These are over 70% of students living in the country areas and 80% of students living in cities. Residents are slightly more reluctant to participate in culture (6.3% say they are reluctant to participate in cultural life and 21.3% have problems determining their readiness) than city dwellers (2.3% say that are not willing to participate in a cultural

Table 1

Knowledge of the concept of "cultural education"

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	L	%	L	%	L	%
Yes	49	61,3	37	84,1	86	70,0
No	14	18,0	0	0,0	14	11,3
Hard to say	17	21,3	7	16,0	24	19,4

Source: proprietary research

Table 2

Willingness to participate in cultural life

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	L	%	L	%	L	%
Yes	58	72,5	35	80,0	93	75,0
No	5	6,3	1	2,3	6	5,0
Hard to say	17	21,3	8	18,2	25	20,2

Source: proprietary research

environment, and 18.2% have difficulties in determining their readiness).

The most common reasons for interest in culture included the fact that this type of activity can enrich the cognitive sphere, broaden thought horizons, shape an individual's personality, and pursue interests. Moreover, spending time in cultural places is a pleasure, gives you a sense of relaxation and gives you the opportunity to meet interesting people. It has been repeatedly pointed out that this type of spending time is considered valuable because it can fulfill both educational and recreational functions. The most frequently mentioned reasons for not participating in culture are lack of time.

An important thing in reflecting on culture is to determine the benefits that arise as a result of involvement in this form of spending time. Most respondents (59% – 56.3% of country dwellers and 64% of city dwellers) claim that culture enriches their cognitive sphere. Respondents almost equally say that cultural life provides positive impressions (56% of all respondents) and ensures good well-being (56.5% of all respondents). 46% of the surveyed population states that culture is a form of entertainment that helps break away from reality. The answer to this form of entertainment is that culture allows people to relax. This is important for over 40% of rural and urban residents. Participating in culture can also be a factor

stimulating reflection. This is noticeable for over 45% of rural representatives and only 16% of city dwellers. Moreover, two respondents living in the countryside state that cultural places are a suitable location for meeting other people.

There are many cultural places. Some of them are more frequently visited, others less. Therefore, respondents were asked what their preferred forms of culture were. Most of them said it was a cinema (85% of students living in the countryside

Table 3

Benefits of participating in culture

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	No.	%	No.	%	No.	%
Well-being	49	61,3	21	48,0	70	56,5
It enriches me	45	56,3	28	64,0	73	59,0
Provides positive impressions	45	56,3	24	55,0	69	56,0
I can relax	34	42,5	18	41,0	52	42,0
It is a break from the hardships of everyday life	37	46,3	20	45,5	57	46,0
It makes me think	37	46,3	7	16,0	48	39,0
Other	2	0,0	0	0,0	2	2,0

Source: proprietary research

Table 4

Preferred forms of culture

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	No.	%	No.	%	No.	%
Cinema	68	85,0	38	86,4	106	85,5
Theater	30	37,5	19	43,2	49	40,0
Museum	18	22,5	17	39,0	35	28,2
Art exhibitions	8	10,0	9	20,5	17	14,0
Philharmonic/opera	2	2,5	3	7,0	5	4,0
Entertainment concert	34	42,5	23	52,3	57	46,0
Reading books	54	67,5	32	73,0	86	69,4

Source: proprietary research

and 85.4% of students living in the city). This shows that this place is chosen almost equally by both research groups. This may be due to, among others: wide availability of cinemas and ease of organizing such an event. Another form of entertainment is reading books, chosen by 73% of city dwellers and 67.5% of country dwellers. Another interesting form of spending time is going to entertainment concerts, chosen by 46% of all respondents. 40% of respondents claim that theater is a pleasant way of participating in culture for them. Less frequently chosen places are museums, art exhibitions and the philharmonic/opera (city

residents choose these forms of culture almost twice as often, which may indicate wider access to such places in the city and that city residents often participate in more varied events). Several rural respondents also replied that they preferred walking around the city as a form of learning about culture and art on the Internet. Moreover, rural residents also prefer local events organized in their places of residence.

Educational institutions are an important environment for human life and functioning. In order to serve the individual, it should implement appropriate content that influences the physical,

Table 5

Educational institutions and the implementation of cultural education tasks

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	L	%	L	%	L	%
Yes	52	65,0	33	75,0	85	69,0
No	7	9,0	3	7,0	10	8,1
Hard to say	21	26,3	8	18,2	29	23,4

Source: proprietary research

mental and intellectual development of a young person. One of the areas should be education in the field of culture. According to almost 70% of respondents, they expressed their opinion, stating that such content is implemented in their teaching places. More than 20% of all respondents could not clearly state whether such education takes place, while 8.1% definitely state that they have not encountered cultural education.

Each educational institution carries out specific tasks. It is important that an individual attending various types of institutions is familiar with various contents, also in the field of cultural education. Therefore, the respondents' opinion regarding the implemented tasks of cultural education was examined. The majority of respondents stated that it is important to develop appropriate attitudes and habits of participation in culture (57.3% of all respondents). 46% of surveyed students emphasize that cultural education shapes attitudes of respect for cultural goods. An important factor in cultural education is the organization of space and conditions enabling exploration of the world of culture through the introduction of forms such as educational trips and classes on this topic, as indicated by 41.1% of all surveyed respondents.

Educational institutions should be carriers of desired norms and values. While carrying out the tasks of cultural education, the institution should also shape moral and civic values appropriate for a given community. This fact is supported by 35% of respondents. Both 30% of surveyed students living in cities and students living in rural areas emphasize that cultural education should shape attitudes of responsibility for culture in the community in which they live.

Unfortunately, almost 15% of the surveyed students stated that they did not notice the impact of educational institutions on cultural education,

which resulted in no activities in this direction being undertaken.

Some effects of certain choices and tasks become noticeable after a certain period of time. This is a common phenomenon observed in education, including those related to culture. To check what long-term effects cultural education brings, the questionnaire asked respondents about such factors. The most frequently chosen statement was that cultural education, in the long run, motivates people to seek and engage in their interests and passions (70.2% of all respondents). For 65% of students living in cities, urban residents consider it more so – 75%, than for students living in rural areas – 59%. Cultural education is an aid in acquiring knowledge that may be useful in raising children in a cultural environment. For city dwellers, also to a greater extent (61.4%) than for the country dwellers (46.3%), it is important to deepen the emotional sphere, which can develop more widely in the cultural environment. These two comparisons may mean that city residents become more emotionally involved in culture.

However, almost equally country (49%) and city (45.5%) dwellers state that thanks to cultural education they have gained a lasting interest in cultural goods. A similar percentage tendency is related to the researchers' claim that cultural education, in the long run, can help a person become a more "cultured" person.

The last stage of the research was to determine what problems of cultural education were most visible to the surveyed respondents. The vast majority (over 60% of all respondents – 57.5% of rural residents and 75% of city residents) conduct a small number of cultural activities. Almost 50% of rural residents and almost 40% of city residents indicate that an unattractive cultural education curriculum is a discouraging factor.

Table 6

Tasks carried out as part of cultural education by educational institutions

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	No.	%	No.	%	No.	%
Developing attitudes and habits of participation in culture	48	60,0	23	52,3	71	57,3
Teaching respect for cultural property	35	44,0	22	50,0	57	46,0
Creating conditions for exploring culture (e.g. through classes on this topic, trips to cultural places)	31	39,0	20	45,5	51	41,1
Developing attitudes of responsibility for the culture of the community in which one lives	24	30,0	13	30,0	37	30,0
Developing moral and civic values	28	35,0	15	34,1	43	35,0
It did not carry out any tasks	14	17,5	3	7,0	17	14,0

Source: proprietary research

Table 7

Long-term effects on human development resulting from contact with cultural education

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	No.	%	No.	%	No.	%
Having your own interests and passions	57	71,3	30	68,2	87	70,2
Persistent interest in cultural property	39	49,0	20	45,5	59	48,0
Bringing up children in a cultural environment	47	59,0	33	75,0	80	65,0
Deepening the emotional sphere	37	46,3	27	61,4	64	52,0
Becoming a more "cultured" person	21	26,3	15	34,1	36	29,0

Source: proprietary research

Table 8

Problems of cultural education

Categories of answers	Examined					
	Country dweller No. =80		City dweller No. = 44		Overall No. = 124	
	No.	%	No.	%	No.	%
No appearances at educational institutions	30	37,5	15	34,1	45	36,3
Unattractive curriculum	39	49,0	17	39,0	56	45,2
A small number of classes on this topic	46	57,5	33	75,0	78	63,0
Difficulty understanding the curriculum	18	22,5	13	30,0	31	25,0
I do not see any problems	9	11,3	5	11,4	14	11,3

Source: proprietary research

A significant problem regarding the topic discussed is the fact noted by 37.5% of rural residents and 34.1% of city residents, who claim that cultural education content does not appear in the educational institutions to which they belong.

As many as 25% of respondents have difficulty understanding the curriculum. Unfortunately, only 11.3% of respondents (almost equally in both research samples) state that they do not see any problems in cultural education. Similar

percentages in the case of this statement may mean that the place of residence does not affect the availability of cultural education.

Summary. This article draws attention to cultural education and its implementation through various types of educational institutions. Starting from reflection on the complexity and difficulty of defining the concept of cultural education, respondents were asked about their knowledge of this term. Research shows that 70% of respondents have no problem defining this problem. 75% of respondents claim that they willingly participate in culture, and their opinion is supported by positive experiences gained while exploring cultural goods, e.g. broadening horizons, pursuing interests or de-stressing. Moreover, respondents indicated that cognitive enrichment, positive impressions and well-being are among the greatest benefits of organizing cultural education.

The most frequently chosen forms of contact with culture include cinema and reading books, while the least frequently chosen forms of contact with culture are going to concerts at the philharmonic

hall and the opera. Such forms of culture can often be organized by educational institutions, which should include elements of cultural education in their curriculum. 70% of respondents indicated that the educational institutions they attended carried out such tasks. They stated that these activities influence the development of appropriate attitudes and habits of cultural participants and shape attitudes of respect towards cultural goods. It was pointed out that educational institutions have an impact on human cultural education by organizing trips to cultural places, appropriate equipment, and training and courses on this topic. These practices can bring long-term, positive effects in an individual's life, such as having interests and passions. Like many educational activities, it also has many difficulties, which respondents indicated, stating that they include, among others: a small number of organized cultural activities and an unattractive curriculum. To prevent this, educators should be encouraged to explore cultural goods, training courses and workshops that allow them to become more familiar with the subject of culture so that they can be a role model and motivator for their students.

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