

Streszczenie rozprawy doktorskiej w języku angielskim

Summary of the doctoral dissertation Kielce's "Plastyk" in the process of educational changes in the years 1945 - 2018.

The presented dissertation is a pedagogical monograph in the historical perspective of the secondary art school in Kielce on the background of the process of educational changes in the years 1945 - 2018. The main content of the thesis are the changes which, through the prism of the development of Kielce's "Plastyk", the secondary art education in Poland was subject to. It covers the beginnings, development and transformations of "Plastyk" in Kielce. Due to the lack of works focused on art education - in view of the distinctiveness of the art education system from general education - the dissertation treating the entire over 70-year period of the existence of "Plastyk" with possibly exhaustive documentation of the school's functioning fits in the need for in-depth research on art education. The dissertation, preceded by an introduction, includes four main parts and an ending. The first chapter is a chapter discussing the methodological assumptions of the research, namely the aims and subject of the research, the position and research problems as well as the methods, techniques and research tools. It also presents the course and organization of the research. The second chapter describes the basics of the functioning of art education in Poland and the importance of the participation of the Ministry of Culture and Art in the development of this education. This information is extremely important from the point of view of the educational changes taking place since 1945 in the Polish education system. Their importance for the functioning of art schools determines the quality of art education. It also shows the political entanglements of the fate of Polish cultural policy and the art education closely related to it, as well as the theme of the neoliberal perturbations of artistic education after 1989. Then, the process of establishing art schools after 1945 and their takeover by the Ministry of Culture and Art was presented, with a clear distinction between art high schools and vocational technical high schools. It shows the evolution of the network of art schools that took place before and after the political transformation in 1989, as well as a description of organizational and curricular changes in art schools after World War II, determined by the implementation of successive reforms of the educational system. The third chapter consists of an analysis of the beginnings of art education in the Kielce region. The activities of the Kielce's "Plastyk" in the years 1945-2018 were presented in the next, fourth chapter. This chapter contains an analysis of the development and activities of the institution in the context of the achievements of successive school principals, teaching staff and the learning outcomes of students. Then, in the context of changes in the directions of education over the years, the characteristics of the evolution of specializations and specializations implemented in "Plastyk" were made. This is complemented by the explication of the active participation of teachers from the Kielce school in the creation of ministerial curricula and core curricula of artistic subjects for art schools. The chapter also outlines the specificity of the character of upbringing through art in the art school in Kielce. It is an attempt to explain the upbringing specific in Kielce's "Plastyk" based on masterly personal relationships with students, its core being the memories of the people invited to the interview. Fragments of the content of the interviews with the graduates of "Plastyk" were quoted, the narratives of which focused on the following issues: the motives of choosing a school, the role of artistic education in the context of lifelong personal development and the values conveyed in the process of teaching and the importance of the Kielce school in the environment. The end presents a synthesis of the obtained research results and specific conclusions, as well as an attempt to give recommendations for the educational practice of the Kielce-based "Plastyk". The information collected in this dissertation and the research carried out by the Kielce-based "Plastyk" make it possible to fill at least partially the theoretical gap related to the specificity of education at the secondary art school. It is also an attempt to answer the question: how did the process of educational changes concerning secondary art education in Poland in the years 1945 - 2018 look through the prism of the development of Kielce's "Plastyk".