LOGIC OF SOME – SELECTED – CONCEPTS IN CONTEMPORARY EDUCATION

(between education and perception of committed art/theatre)
CONTENTS

INTRODUCTION ........................................................................................................................................... 5

CHAPTER 1

1. Human Development Index (HDI), as a form of measurement of individual and overall social development ................................................................. 13

2. Educational and career aspirations a lifetime chance of the young generation .................................................................................................................. 27

3. Programme for the International Assessment of Adult Competencies (PIAAC) – assumptions, realisation ................................................................. 43

4. Motives for lowering of compulsory school age in the Polish educational system ............................................................................................................... 61

5. Is it possible for today’s school to shape features that ensuring the individual the identity of civilization competency, adequate to post-industrial reality? ....................................................................................................................... 83

6. The education system, its goals and tasks towards supporting the idea of regional education (based on the example of Upper Silesia) ................................................................. 95
CHAPTER 2

1. Is culture/arts what we need? Reflections in view of the realities of the twenty-first century .......................... 115

2. The concept of Social Sculpture of Joseph Beuys, to the unrest of postmodern Europe. Art as a Social Practice .......... 136

3. Modernity and social memory as a source of cognition. Culture and art in the process of modelling the attitudes/relations of contemporary generations in multicultural areas ............................. 156

4. Integration of politicians, scientists and artists in the presence of culture/art in creating a safe reality. Between theory and practical existence ................................................................................ 181

5. Application of art in the “third” space. The theatre art as a factor in revitalisation of local environments ................................................................. 197

6. Theatre art as a space for language education and social communication, and quality of life ........................................ 218

BIBLIOGRAPHY ........................................................................................................ 241