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PREFACE

The scientific journal INTERNATIONAL REVIEW FOR HUMAN AND NATURAL SCIENCES has been published quarterly since 2012. The second issue of 2023 aims to publish interesting articles, findings, and studies from the field of humanities, pedagogy, and social sciences, as well as from authors from the whole world.

This 1/2023 issue is focused on the social and humanities, as the published articles are from these areas.

The authors of the first article are Jozef Králik and Kristína Králiková, their topic is public perception and evaluation of the functionality of public authorities, which depend on the personnel substrate of public administration bodies. The work and attitudes of public authority staff towards citizens as clients receiving and using specific services of public administration organizations naturally reflect the public's attitude towards their statehood.

The author of the second article is JAN GRUBER, his article discusses two important personalities working in the field of psychotherapy and experimental psychology - among them C.G. Jung, who became world famous, and B. Kafka on a regional level.

The author of the third article is Ľubomír Volner, he deals with the basic possibilities of graph theory application in regional transport based on a change of approach to the customer-carrier relationship. He shows the possibilities of applying graph theory in solving transport problems with a focus on customer requirements.

The author of the next article is REMIGIUSZ KRÓL, who discusses the model of consciousness proposed by Cardinal Wojtyła. He explains an aspect of being that was "implied" in traditional philosophy by rationality and in ethics by freedom of action.

The authors of the fifth article are LESIA BILOVUS, OKSANA HOMOTIUK, NATALIA YABLONSKA and OLENA VASYLKIV, they focus on information technology and the use of computers. They examine surveys from which it is possible to analyse the behaviour of children and adolescents in the Ukrainian-speaking segment of the Internet over the last 20 years.

The authors of the next article are DARIUSZ PIERZAK and JANKA BURSOVÁ, in the article they deal with supervision as a method increasingly used in social work. It is an ongoing, structured process involving a social worker and a supervisor, and based on openness and trust it can be used in many areas and for many purposes within social work.

The author of the next article is VÁCLAV ŠIMEK, he discusses activating teaching methods. He draws attention to the specifics of activating teaching methods and compares them with traditional teaching methods. He suggests the possibilities of innovating education also with the use of activating teaching methods.

All published articles are scientific studies of experts with experience.

POSSIBILITIES OF REMEDIATION OF THE PERSONNEL SUBSTRATE OF THE SLOVAK PUBLIC ADMINISTRATION

JOZEF KRÁLIK, KRISTÍNA KRÁLIKOVÁ

Abstract:

The public perception and evaluation of the functionality of public authorities depends on the personnel substrate of public administration bodies. The public is primarily focused on its own problems of everyday life, in the solution of which the public administration and especially its personnel have their share. The work and attitudes of the personnel of public authorities towards citizens as clients receiving and using specific services provided by the public administration organisations naturally also reflect the public's attitude towards their own statehood. These social relations are inherently highly variable and therefore politically and socially extremely fragile. All the more importance should therefore be attached to the personnel base of the public administration bodies by the public authorities. Public administration reforms are intended to be a means of rationalising the activities of the public administration system. As a rule, however, they are oriented towards revitalising its organisational structure and institutional network, but not towards improving the functioning of the bureaucratic apparatus of the state. Despite the fact that the true essence and goal of its professional activities is such administration of public affairs, which must ideally be carried out solely for the benefit of the citizens of the state. Since public administration bodies are made up of collectives of people who form an essentially heterogeneous conglomerate in the form of a personnel system, albeit outwardly homogeneous, the state can in fact regulate the guarantees of its operation only to a certain extent and within certain limits. The decisive place, that is to say, the guarantee and the task of fulfilling the functions attributed to the public administration by the state, therefore belongs to the work portfolio of public administration officials of all levels and types, other managerial employees and the executive bureaucratic apparatus. Officials employed by the state itself in the public administration must therefore meet certain personal, professional and

qualification criteria. If these requirements are in a divergent relationship with reality, then it is not at all possible for public servants to carry out the internal and external functions of the state in accordance with the political, economic, social and cultural aims of the political power. Although the value of each state as a sovereign political form of organisation of society can be classified according to various indicators, perhaps the most significant are those that can be conceived and monitored on the basis of the establishment and evaluation of the achieved parameters of the quality of life of its population. The quality of life of the population is also determined by the way in which public affairs are managed. Public administration is therefore a specific service of the state provided to the public in its interest and under its responsibility. It is therefore also measurable by the level of satisfaction achieved by the population with its performance. In terms of quality, the performance of public administration is almost exclusively in the hands of the apparatus of public administration bodies, their personnel base (personnel substrate). This is why the actions of individual officials integrated into the personnel base of the public administration have a significant impact on public opinion. Therefore, the search for possibilities leading to the improvement of the quality of the activities of the personnel base of the Slovak public administration is still a topical task of both science and practice.

Key words: public administration, activity, personnel base/personnel substrate, reform, Slovak Republic

Introduction

It is self-evident that every human society, representing the totality of individuals, communities formed, organized and governed by them, has a tendency to constitute, organize and institutionalize itself rationally. And it does so in the vital interest of securing its own functioning. Its own life, the qualitative aspect of which depends immediately on the parameters of the quality of social relations achieved by development. The laws of their development are identified and explained mainly by the social sciences, whose knowledge is used by a rationally functioning human society for its own benefit. The truthfulness of science and the unbridledness of scientific inquiry, the liberation of the laws of knowledge of reality, the free discovery and explanation of social phenomena, the unrestricted dissemination of the latest scientific knowledge, and that discovered and evaluated not only by the protagonists of the exact scientific disciplines, must become the minimum of the global ration on which the future

direction of all mankind can rest.¹ Scientists, science and scientific research, especially the analysis of the quality of the regulation of legal relations and social phenomena in general, are particularly harmed by political dictatorship, social prevarication, superficiality of knowledge of reality, ideologically one-sidedly preferred “truthfulness” based on variously modified corruption of relations and direct and indirect corruption of scientists and of the results of their research. Contemporary Slovak society is also struggling unsuccessfully with a general decline of scientific potential, and within this there is also a crisis of scientific methodology.² However, the source and the bearer of this decline, determined not so long ago by the destruction and subsequent dehumanization of education and training, and indirectly also of the legal consciousness and morality of society, are specific people. People, who after the lapse of time, as if by a ‘forgetful public’, they have been relieved of their political and personal responsibility! This is directly reflected in the ongoing process of decline of the mechanism of Slovak statehood. The developmental tendency of “decay” and the practical line of development that follows from it, leading to the decadence of Slovak society, are signalled above all by the multiplying defects in the programming and implementation of political relations, legal relations, economic relations and social relations.³ In recent years, this fact has been immediately reflected in the moral and material state of Slovak society, which indicates the emergence of a direct threat of spiritual erosion. It can then also be openly said that, as a consequence, the Slovak nation’s total intellectual extinction is also imminent. However, for various subjective and objective reasons, the state and social structures are not capable of correcting this process devastating the society for the benefit of the Slovak national statehood and the future of the Slovak nation. Let alone to direct it pragmatically into the living space of its universal prosperity. Politically motivated social mimicry, law desolation, cultural polarization, moral devastation and economic camouflage, stemming from the sources and manifestations of the existing state power, have already become an undesirable part of the everyday life of individuals, collectives and the majority of the population of the Slovak Republic (hereinafter referred to as “SR”). Fear of the future, distrust towards the governing structures of society and the resulting fears for the very existence of the individual, the family and the immediate social environment are increasingly aggressively penetrating the subconscious of the majority of citizens and part of the consciousness of Slovak society. At the same time, the frustration of the Slovak population is naturally conditioned and immediately accelerated by the power, brachial and administratively implemented actions of the ochlocratic state

1 ŘEHŮŘEK, M. 2002. *Racionálnosť verejnej správy*. p. 387 – 397.

2 HOLCR, K. 1996. *Logika, metodológia a metódy vedeckého poznania*. 81 p.

3 KRÁLIKOVÁ, K., KRÁLIK, J. 2021. *Východiská ekonomickej gramotnosti II*. 119 p.

authorities and public administration, and in particular their representatives, which are characterised by disorganisation, unqualifiedness, irrationality, social destructiveness, propagandism, immorality and internationalisation of the globalising erosion of the positive vision of the prosperity of the European Union (hereafter referred to as 'EU'). It can therefore be said that, through their malpractices, they are diverting the national community from the path that was originally supposedly leading to the so-called bright future of mankind. The Slovaks, at the time, expected that this 'light' awaited them in the EU area. We therefore consider it useful to draw attention to the fact that the aim and mission of science, especially its economic, legal and political disciplines, must therefore not only point out some of the manifestations of the decline of society. Thus, the so-called sacred mission of the social sciences, and particularly of the legal sciences, is not only to draw attention to phenomena manifesting themselves permanently in the activities of a certain part of the personnel substratum of public administration, which should always become the object of interest of a political entity that could successfully address them in the framework of public administration reform. It is worth recalling that legal science and, through it, the legislature must even step in directly to solve social problems. Not only to search, outline and reveal some possible causes, consequences of destructive social phenomena, but also to set out directions and paths leading to a satisfactory solution of the problems associated with the activities of the state bureaucratic layer.⁴

Are public administration reforms a means to the revitalisation of personnel apparatus?

Reforming the entire organisational base of the public administration and the following procedures for fine-tuning can be considered as one of the ways to activate the personnel substrate of the public administration.⁵ Personnel issues should always be subject to fine-tuning if public administration is to be truly rationalised and revitalised.⁶ However, the procedures leading to the rehabilitation of the personnel substrate of the public administration, implemented within the process of public administration reform, should not only aim at ensuring its

4 For more details see e.g. GAŠPAR, M. 1992. *Moderná verejná správa*. Also GAŠPAR, M. 1998. *Správne právo – teória a prax*.

5 For more on public administration see BERČÍK, P., KRÁLIK, J. 2007. *Základy verejnej správy I*. 190 s.

6 See also NEMEC, J. 1999. *Reformovať formálne štruktúry, alebo ich obsah*. Also BERČÍK, P. 2003. *Ďalšie pohľady na racionálnosť verejnej správy*. S. 93 – 98.

optimal numerical stability, but also, and above all, the appropriate personal and qualification structure of its individual links. Here we mean both management and executive personnel.⁷ However, the existing state of interpersonal relations oscillating in society directly dominates this complex of relationships. For interpersonal relations are mutual, variously motivated multi-layered interpenetrations of interests of persons among themselves, but also of interests between individual persons on the one hand and certain collectives of persons on the other. Therefore, the complex of these relations in its internal structure naturally exhibits not only bilateral (two-sided) but also multilateral (more-sided) dimension and dispersion. Characteristic for one of their kinds, namely for legally regulated social relations, is at the same time the so-called star-shaped dispersion. It manifests itself in the horizontal plane of the existence of social relations, i.e. mutual interpersonal relations, as well as in the vertical plane, i.e. mutual relations of superiority and subordination of public authorities and their personnel, especially labour (employment) relations. In the horizontal (horizontal) plane, these relations arise and manifest themselves more or less in the perception and acceptance of their individual subjects in a position of mutually balanced rights and obligations, and thus relatively equal. This means that in a modern society all its members, both natural persons and legal entities, are granted relatively equal rights and obligations by natural law and the norms of formal law. Thus, in fact, they take upon themselves the guarantee of a relatively equal status of subjects in their exercise and their entry into mutual contacts. But not responsibility. On the contrary, in the vertical plane, both naturally and under the pressure of legal norms, the interrelationships of these subjects of law, i.e. natural persons, legal persons and the state, occur in society in a way that is clearly characteristic of a hierarchical ordering. These relations are formed on the basis of a principle which creates a 'model of superiority and subordination'. This model is also logically applied in the field of public administration.⁸ As a rule, a public administration body is always also a public authority. This is because it relies on politically guaranteed state power regulated by public law. Its activities are dominated by the 'right to order' society and its members in the interests of exercising 'good governance' of public affairs. And even those that go beyond the borders of the state. Since the burden of responsibility for the good administration of public affairs also rests on these bodies, it goes without saying that its individualised bearer is the responsible functionary of such a public administration body and, consequently, the employees subordinate to him. It is also obvious that both horizontally and vertically ordered social relations can arise in the private

7 More details in VETRÁKOVÁ, M. a kol. 2001. *Ľudské zdroje a ich riadenie*.

8 International legal aspects of the public administration organization to be compared with BŮŠIK, J., KRÁLIK, J. 2008. *Základy verejnej správy III*. 132 p.

sphere, in the private sector of society, as well as in the public sphere, i.e. in its public sector. Since the public administration is an integral part of the public sector, whose mission, structure and functions are determined by the very purpose and mission of the state, or by the activities of the organs of state power and state administration, the application of the aforementioned star-shaped way of managing and administering public affairs is evident in the state-power activities carried out in relation to its and other building blocks (links, elements) of society. An essential component of the exercise of state administration by the bureaucratic apparatus of its own organs is the programming, planning, commanding, controlling, ordering and executive activity.⁹ Its source is the tenure and intentions of the political entity that is the actual holder or wielder of political power in the state. Politics, and in particular the personnel policy pursued by such a political entity, becomes the determinant and consequently the content of the exercise of public administration. For after the representative elections and the political metamorphosis carried out on the basis of their results, although the political intentions of the winner of the elections derive directly and indirectly from his organisational structures, they are nevertheless already implemented mainly through the 'brain' centre of the state controlled by him, the supreme representative body, and derivatively through the whole system of executive bodies. Thus, the political activity and political intention of the dominant political entity in the state is overtly, demonstratively and latently transferred through the legislative activity of the parliament into the content of the addressed instructions correcting the performance of public administration. In this way, the political agenda is transformed to a level that can be described as an administrative agenda. Its fulfilment, within the limits set, is ultimately catered for by the personnel substrate of the public administration. That is to say, specific people! It is addressed to all social entities in whatever form operating in the State throughout its territory, or only in a certain, defined territorial unit. However, through selected specific methods of work of certain specialised political and administrative bodies of the state, in particular its diplomatic and consular representations operating on the territory of another state, a certain "export of competences" to the external environment may also occur. That is to say, outside the state's own territory.¹⁰ Since we understand public administration from a static point of view as a certain legally defined organizational or institutional base of the state, i.e. as "the totality of administrative bodies", then from a dynamic point of view, public administration represents a specific activity,

9 KRÁLIK, J., KÚTIK, J. 2013. *Kontrolný systém a jeho subsystemy vo verejnej správe (základy teórie)*.

10 KRÁLIKOVÁ, K. 2013. *Sociálna starostlivosť štátnej správy o imigrantov v Slovenskej republike podľa schengenského Acquie*.155 p.

i.e. the activity of this type of state bodies. We therefore consider it necessary to emphasise that it is the totality of public activities aimed at benefiting the public in the form of providing them with a variety of necessary services. They are professionally demanding, requiring thorough implementation by their implementers. At the same time, in the interests of good governance, all the activities entrusted by law to public authorities are always carried out on a day-to-day basis. This also testifies to the high dynamism of public administration, the variety and complexity of its implementation. In order to ensure the optimal functionality of public administration bodies and the rationality of their activities, the personnel policy of the state is also organised and implemented in such a way as to guarantee their trouble-free operation. Meaning that it is directed pragmatically towards selecting the most suitable candidates for inclusion in the structure and for work in the public administration bodies. The future quality of public administration also depends on the functionality of these elements. It is inevitable that extremely demanding requirements will be placed on those who make up the working collective of the administrative authority from a single management centre. Labour relations, which are oriented 'in all possible directions', in particular from superior to subordinate, must always be in the sights of the bodies of objective external scrutiny.¹¹ Since public authorities must necessarily cooperate with each other in the administration of public affairs, if the nature of the matter and the purpose of solving the problem involved so require, they must have a professionally and morally competent staff. Since the tasks assigned to the public administration bodies by the public authorities pursue the objective that public administration should be applied lawfully, economically, rationally, and pragmatically throughout the national territory. At the same time, it is desirable that the activities of the personnel substrate of the public administration bodies should extend evenly, adequately and, above all, efficiently to all areas of social life. This is solely in the interests of maximising the satisfaction of the legitimate interests and needs of the entire population of the state, without distinction. Since public administration bodies carry out their activities in a targeted manner in an area dominated by the need for the smooth day-to-day functioning of individuals, their legitimate groupings and other legitimate civic communities (corporations, business entities), it is necessary to establish them in such a way that its institutional base and personnel create the appropriate conditions for such functioning. This is, in fact, the basic mission of the activities of public administration bodies. However, the qualitative parameters of this activity, i.e. the degree of satisfaction achieved by the population with the work of public administration bodies, are conditioned and determined by the

11 KRÁLIK, J., KÚTIK, J. 2013. *Kontrolný systém a jeho subsystemy vo verejnej správe. (základy teórie).*

specific personnel base of a particular public administration body. However, its good operation also depends on good labour relations in its internal environment.¹² This means that everything concerning the success of the functioning of the public administration depends, therefore, essentially on specific persons, on the non-anonymous bureaucratic apparatus of an individual office. Successful and unsuccessful 'rationalisation' reforms of public administration are therefore usually mainly directed at the organisational base of public administration. As a rule, politically motivated reforms are also directed towards the internal organisational structure of public administrations. In the Slovak Republic, they are usually aimed only at achieving the outwardly declared harmony of the activities of the individual components of their internal institutional structure. However, under the guise of streamlining, rationalising and expanding mutual cooperation and optimising the synergies between the intra-organisational components of a public administration body, specific personal interests formulated by the winner of parliamentary elections are usually hidden. They are always born in the workshop of the politically nominated statutory bodies of a particular administrative institution. Reforms in this sphere of the organisational base of public administration are therefore not always only for the benefit of the public interest. They are not aimed at improving the personnel base of the public administration, which is often the subject of public criticism. This is particularly so because the public often perceives the unqualified staff substrate of the public administration as merely a dwarfed, politically nominated parasitic layer, draining budgetary resources from the public budget portfolio. From both centralised and decentralised monetary funds, which could otherwise be used much more efficiently for the sole benefit of the population of the Slovak Republic.

Labour relations as a determinant of the successful functioning of the personnel substrate of public administration bodies

The so-called modern human society of the 21st century is, despite other visions presented long ago, still burdened with many long-standing burdens, both material and moral. For it has not yet been able to successfully eradicate from its midst social injustice, economic inequality, political manipulation or the threat of the use of force in international relations, and perhaps that is why it has not even been able to abandon the brutal violence of war. The task of the world's hegemony, the so-called superpowers, whose imperialist policy is determined almost exclusively by the interests of the world's, more precisely, the

12 KRÁLIKOVÁ, K. – KRÁLIK, J. 2021: *Atmosphere in workplace mirror of society*. p. 25 – 37.

world's monopolies, will therefore be to abandon as soon as possible the policy of resolving international disputes by military force that they pursue. This is certainly also in the interests of preserving their own existence. But above all, for the sake of preserving life on Earth. However, all states must participate in peace efforts. On the one hand, it is only possible to reach such a stage of historical development if such peace-loving political forces take power selflessly, which are realistically able to integrate the peace-loving power interests of the internal ruling elites and the life interests of their own populations into one common programme. On the other hand, such power groupings of states must completely abandon the policy of 'greedy self-interest' pursued on the international stage, motivated by the desire to control the world's raw material resources. On the contrary, gradually all the states of the world and their associations will have to coordinate their political actions effectively and focus them, willy-nilly, on a targeted policy of peace, directed against the policy of confrontation, in which the international arms monopolies, in particular, have an interest. In these sessions, the irreplaceable role is clearly visible, resulting in the duty of cooperation of the highest representatives of the states of the world. Both scientific capacities of international importance and internationally accepted representatives of social practice can help to build a qualified ideological basis for such an international policy. Unquestionably, especially from the fields of diplomacy, intelligence and the military. However, such a vision cannot be considered feasible at all without the participation of the expert personnel of the relevant state bodies. However, it is common knowledge that the performance of such state agencies and institutions depends directly on the quality of individual officials. It is therefore essential to staff and supplement the staff of state bodies exclusively with persons who meet the demanding personality and qualification requirements. Indeed, even the 'ordinary' preservation of world peace often depends on specific people. Particularly those in the civil service or in the public service. This is irrefutably confirmed by practical experience, but also by the many results of scientific research into public administration in terms of assessing the impact of the activities of its personnel substrate on its performance. It is thus clear that the issues of public administration can also be contacted through authentic experiences with members of the apparatus of a particular public administration body. On this basis, therefore, we can appeal to the official constitution and power enforcement of the requirements that every employee (personnel) and functionary (cadre) of the organs of state power and public administration should meet.¹³ We therefore consider it necessary to include requirements for a strictly

13 Compare with the segments of the text focusing on the topic of personnel base of the Police Forces in the publication e.g. KRÁLIK, J., KRÁLIKOVÁ, K. 2016. *Polícia (v slovenskej spoločnosti)*.

standardised personnel substrate in the structures of the public administration:

1. decency,
2. professionalism,
3. morality,
4. impartiality,
5. apoliticality,
6. accountability,
7. patriotism.

Ad 1. At this stage we point exclusively to some negative manifestations shown in the relations between the personnel substrate and the Slovak public. Certainly, the behaviour of public administration officials in relation to their clients, especially in comparison with some of the negative experiences observed, cannot be generalised exclusively in a negative position. However, in the contacts of a Slovak bureaucrat with a citizen as his/her client, one can often encounter reluctance, hostility, incompetence, laziness, arrogance, and even outright lies presented by a public administration official in relation to his/her own person as an 'official visitor'. Compared to the negative domestic experiences gained through contacts with the Slovak bureaucratic apparatus, it is remarkable that only in the near abroad one can encounter a different, considerably kinder approach and willingness of public administration officials to participate in solving the client's current problems. We have to state that the experience of Slovak nationals as clients with officials of foreign public administrations, e.g. in Hungary, the Czech Republic or Austria, confirms that the bureaucrats there seem to have a higher level of assertiveness. This is also reflected in a greater willingness to solve the problem raised by the client. We consider this in the sessions modelled in this way to be a manifestation of an educationally attained, much more tangible professional level of personal skills of the local bureaucrats. This implies the need for post-graduate education of public servants of the SR on decency and responsibility. However, the reasons for this hitherto unknown divergence may be many. What is evident, however, is the long-standing absence of quality in-school and out-of-school education of Slovakia's so-called post-revolutionary generation of 1989. This is already visibly reflected negatively in the functioning of public administration. Ignorance of clients by officials, manifested in their attitudes towards solving the problems of citizens, is often publicly denounced and publicised. It continues to exist despite the various so-called reform measures taken to bring 'public administration closer to the citizen'. Finally, courteous, so-called polite behaviour in contacts between persons, even close associates in socially important workplaces, has almost completely disappeared from the

Slovak national community in recent decades. We see the problem in the way the selection procedure is shaped and organised, which has been relegated to the position of a so-called fictitious procedure.

Ad 2. We have already pointed out the socially serious malaise of the persistent indecency and even incivility of some officials of the public administration of the Slovak Republic. However, this phenomenon is directly and almost inevitably followed by their unprofessionalism, at first sight visible administrative illiteracy, even outright dilettantism. The method of observation, that means by following, which is an empirical method based on the immediate fixation of sensory things and their properties¹⁴, can be used to ascertain the extent and also the consequences of these negative phenomena. From the mass media and from the content of the conducted guided interviews, we have identified improper practices of officials (e.g. sending a notice to fulfil tax obligations to a taxpayer on whom the tax burden did not rest *ex lege*), incompetence of proper, professional and lawful performance of an administrative act by a particular official (in the decision issued by him, he referred to non-existent legal regulations with the intention to “kill off” or “get rid of” an inconvenient disabled client applying for a social benefit). In one case, we even registered both a “confession” and an admission by a municipal official, dealing with a civil conflict in an offence procedure, that he “cannot solve the matter because he is new here and has never solved anything like this before”. We register the problem as a result of politically expedient so-called post-election rotation and the resulting often insufficient training or professional skills of deputies (*cadres*) and municipal officials (*staff*). This then results in their unfitness to perform the relevant function or to carry out the tasks entrusted to them in accordance with their job description (in terms of the specified job description).

Ad 3. The morality of the creation of the personnel substrate of the public administration is a requirement not only of modern times. The disintegration of the morality of persons who *ex lege* should take care of the fulfilment of all tasks of the state set in the public interest and for the benefit of the public is the cause of the erosion of the Slovak public administration as a conglomerate of original bodies, specialised institutions and professionally skilled persons. The staff of the organisational base of the public administration must serve solely for the benefit of achieving the material and spiritual well-being of the population of the state, region or municipality concerned, and not for their own interest. However, in the performance of public administration tasks, nepotism, clientelism and the resulting insubordination and venality of officials have recently become more and more worrying for society. In fact, the interpersonal relations in the

14 HOLCR, K. 1996. *Logika, metodológia vedeckého poznania*, p. 65

workplace are being eroded by such forms of ‘cadre growth’ of selected officials. Such a socially ‘dangerous personality make-up of public servants’, determined by overt and latent nepotism, bossism and clientelism, leads such morally degraded individuals directly to condescension, ignorance and arrogance in their relations with their clients. It even outright decries public servants as a “state” in the eyes of the public. The public’s aversion to such a particular individual, a public official, is then transferred by personification to the whole system of public administration. However, the solution, although certainly not politically easy, clearly lies only in strict compliance with the rules on the selection of persons for the staffing of public authorities. However, in a so-called civilised democracy, even so-called constitutional officials, whose moral profile is often ‘politically undisclosable’, should not be exempted from this rule of morality. It is noteworthy, however, that even such civilly dubious persons have documents confirming the success and validity of the security screening carried out by the National Security Office.

Ad 4. The impartiality of a public official must be a fundamental building block of the functionality of any public authority. So-called overreaching breeds lasting damage to interpersonal relationships, including that of the citizen and his trust in justice. Failure to resolve (purposeful resting of the activities of a public official) or unfair resolution of conflicts (purposeful sidetracking, overreaching, favouring of a client over another client by a particular public official) arising between citizens and ignoring the fair resolution of their day-to-day problems by the relevant public officials gradually leads to complete civic passivity. This is confirmed, for example, by the permanent, almost 100% failure rate of the referendums or popular votes held so far in the Slovak Republic. Passivity in solving problems of public interest paves the way for local authoritarian control of the community concerned. We see the solution to eliminating procedural steps that undermine the impartiality of public officials in strict compliance with the rules of the selection procedure and in the continuous training of public administration staff.

Ad 5. The exclusively politically determined appointment of rank-and-file officials to the organisational structures of the state apparatus in general can be considered socially undesirable. In the Slovak Republic, even the so-called post-election rotation of personnel often affects cleaners, drivers and technical staff. At the same time, apoliticality as a requirement accepted by civil servants on the basis of an employment contract, i.e. employed staff and middle management cadres of public administration bodies, should be a matter of course, which is openly pointed out and directly called for by the recent Slovak experience. Ignoring the apolitical nature of the state apparatus inevitably leads to its instability and attempts by the political power currently in power to control its

management and executive structures for its own benefit. The negative result is the failure to address the anti-social activities of politically engaged officials, resulting in their criminal activities being ignored and covered up, even directly by politically manipulated law enforcement agencies. A solution might possibly be reached by anchoring the principle of the apolitical nature of the state apparatus in the constitution.

Ad 6. Accountability is the principle on which all “healthy” social relations are built, with the potential for their own equilibrium development. If the principle of accountability is consistently applied in the daily practice of public administration bodies, then, as a rule, their defective functioning does not occur either. Citizens, as potential objects of public administration, show particular caution in relation to accepting the responsibility of the bureaucratic apparatus of the state for their decision-making activity, which is transformed into “political attention”. The actual state of acceptance, application and continuous revitalization of the principle of accountability is measurable in various ways in the working relations pulsating between the employees of public administration bodies. Including an assessment of the state of the existing work ethic of the executive officials of the administrative authorities. The public seeking certain services provided by the personnel substrate of a public administration body is often irritated as if by the lack of interest of a particular bureaucrat in his work, in the provision of the service that is the subject of his employment. Ignoring official clients, working hours, making private phone calls directly while ‘on duty’, drinking coffee, ‘hanging out’ or eating snacks or lunch in the presence of a client is certainly out of place. Even as a display of rudeness it is worthy of universal condemnation. However, the absence of responsible public authority staff from the workplace during office hours is particularly worthy of criticism. A notice posted on the door of the authority’s office stating, for example, that he or she is taking ordinary leave, attending a doctor’s appointment, nursing a family member, attending a training course, taking part in a conscription exercise, as a ‘legitimate’ excuse for the absence of responsible staff from the workplace at a time when they are officially supposed to be fully available to the public as clients, is inexcusable. This leads to situations, particularly in the municipal government environment, where the office is simply ‘closed’ as there is no one to replace the absent official. This even creates a socially dangerous ‘feeling of unfreedom’ in the minds of the citizens who are harmed by the bureaucracy, and a kind of ‘permissible’ liberal manipulation of the citizens by the authorities. In the internal environment of a state-administrative institution, as long as the relevant manager strictly demands from subordinates their personal responsibility for the performance and results of their own work, even nepotism, bossism and clientelism, which are seriously harmful to society, are usually not domesticated. Accountability is the

cornerstone of social relations. Certainly, the subjects involved in their creation and development must also exhibit certain qualitative personal parameters. This requirement can be addressed primarily to the structured circle of top managers, i.e. officials of public administration bodies. However, in the case of the seizure of political power in the state by ochlocratic structures, chaotic administration of the state, its theft, the disintegration of public administration, the moral devastation of the population, the degradation of the law, the rule of lawlessness, etc., naturally occur. We therefore consider accountability to be a guiding principle on the basis of which a sustainable way of life for society can be guaranteed. However, the roots of accountability and its longevity depend solely on the electoral base, on the electorate's capacity to 'assess, evaluate and look ahead', which, through the exercise of the right to vote, directly determines the future parameters of accountability applied in the public sector.

Ad 7. Patriotism is a necessary condition for the existence of the personnel base of the public administration, through the activities of which the mission of all internal and external functions of the state is fulfilled. Without patriotism and local patriotism of the personnel substrate of the public administration, ultimately, even statehood itself cannot survive. The retreat of society from patriotism prejudices the extinction of nation's statehood itself, i.e. not only the erasure of the state from history, the present and the future, but also of a particular nation from the map of the settlement of the world. We see the solution in the reform of the whole system of school education and in the revitalization of patriotic education of the youth, but also in the intensive involvement of the churches in the political, philosophical and historical education of the young generations of the Slovak nation ("history first").

Non-conflicting interpersonal relations as a basis for the good functioning of public administration

Every human society develops in a positive direction, especially if healthy, i.e. least conflictual, interpersonal relations pulsate in its environment. The problem of guaranteeing the optimal quality of interpersonal relations, including labour relations, is a phenomenon that the management structures of state bodies, including public administration bodies, have been trying to solve for a long time. However, it can be said that in Slovak social conditions they have not been very successful. However, extracting the negatives of this provenance from the public administration environment is extremely difficult. Especially because human nature, personal uniqueness and human diversity is a natural part of the spiritual

equipment of the personality of the species *Homo sapiens sapiens*. The complexity of an individual's life is simultaneously reflected in the complexity of the life of the community in which he or she lives. Within these rugged boundaries, the quantity and variability of interpersonal relationships oscillates. Their heterogeneity is thus a natural phenomenon, corrected by certain rules of coexistence. Their guarantee is ensured not only by the individual concerned and the community in which he or she lives. Compliance with the rules of interpersonal and intercommunity communication is most easily achieved through the voluntary acquisition and acceptance of moral and ethical norms. Therefore, in order to avoid their excessive failure, i.e. their violation by their subjects, the state is also involved in the process of their creation, development and control of their observance through the adoption and application of generally binding and powerfully enforceable legal norms. Defects in these relationships are then generally also dealt with in the above-mentioned terms by the relevant state authorities. In particular, administrative, but also police and judicial ones. Also, the construction and formation of interpersonal relations pulsating in the internal organizational structures of the state, respectively in the structural components of the central and local public administration bodies, are necessarily governed by the relevant legal norms. However, the potential contradictions in the personnel core of a public administration body are most visibly manifested in the increased breakdown of labour or employment relations. However, since they are subject to legal regulation, law, then certain rational starting points can be sought and found within its framework. However, we would like to stress that the primary task and duty of the top management of public administration bodies is to act preventively so that labour relations function without problems. This means that the management of a public administration body must accept the binding obligation to prevent conflicts in the workplace by its own approach, attitudes and actions. In particular by implementing a fair personnel policy. The principle of fairness and the principle of accountability of the management body at each level of the management of the public administration body must be conceived in such a way that their authority is not abused in any way by subordinates from this principled point of view. That is to say, they must not in any way be proxies taking responsibility in place of an unaccountable manager. They must not be made scapegoats in the event of proof of specific fault or culpability on the part of a superior who is personally responsible for the occurrence of an 'administrative failure'. The alibi-like shifting of responsibility from superior officials to their subordinate public administration officials is rightly perceived, even by broad layers of the Slovak public, as a defence of one's own position in accessing the so-called full trough. In order to confirm or refute this hypothesis, we found it necessary to try to verify its truth. Therefore, we

conducted a number of controlled interviews with subjects who were assumed to be willing to answer the questions posed and also to have a certain degree of erudition and orientation in the field of personnel issues and public administration, respectively. The respondents were selected from a teaching background, a security services background, a diplomatic background, a student background and a middle management background in public administration. The purpose of gathering information culled from the content of the guided interviews conducted was to gain a more structured perspective on the issues of public administration performance. Thus, some fragmented knowledge was obtained on the issue of labour relations, which to a large extent influence the effectiveness of public administration performance. We assume that this knowledge is inspiring and may determine the direction of the eventual process of reforming the personnel substrate of public administration. For the state policy management creating the personnel base of the public administration, the findings on the supernumerariness (bureaucratic oversaturation) of the public administration personnel may be instructive. This is in spite of the increase in the quality and quantity of its technological equipment. The findings also show the inappropriate intra-organisational subdivision of individual bodies and institutions of public administration. We consider the finding highlighting the skill imbalance of the staff working in the public administration to be serious. Respondents mostly considered the existence of sections in the organisational structure of ministries headed by directors-general to be a definitely redundant bureaucratic link in central public administration bodies. The number of these intermediate links, if removed from the organisational structures of central public administrations, would be consistent with the acceptance of the principle of economy. Critical responses from the respondents also pointed to the visible and latent 'traffic' applied in the public administration. This is typical of authoritarian administrations in the so-called Third World and of dictatorships. By this term, the respondents were referring to the 'sick' system of post-election allocation of functions, including the creation of new institutions 'as a reward for the faithful'. They announced that this was why the number of Secretary of State positions in the Ministry was also proliferating, as the top management was originally supposed to be, and until the late 1990s was, made up entirely of a politically created triumvirate of Minister, Secretary of State and Head of the Office. Today, in addition to the Minister, the Ministry's top managers include a number of Secretaries of State as well as the Secretary-General of the Ministry's service bureau. The former Head of Office has been renamed to the latter. Respondents also pointed to the dangerously increasing unqualified nature of central government officials. They saw the cause of this undesirable phenomenon mainly in the corrupt-clientelistic-nepotistic camouflage of the process of the so-called

selection procedure, through which candidates for certain posts or jobs are recruited into the civil service and the public service. The selection procedure was largely regarded as 'undemocratic', costly and time-consuming and unnecessary, as it is only formally implemented and the position to be filled is officially allocated to a 'pre-determined candidate'. Respondents also pointed to the fact that they had already encountered on several occasions in personal contact with public administration officials their evident unqualifiedness, which breeds irresponsibility. That is to say, unprofessional and therefore untrustworthy provision of the requested public service. In this context, it is a warning to note that municipal authorities, which should be closest to the citizens, are the ones struggling with unprofessionalism. Unprofessionalism and corrupt behaviour were registered by the respondents, especially in the areas of offences, building and tax administration. Respondents see the root of this problem in formal education, and in their opinion, the dubious "obtaining an academic degree today does not also mean obtaining a relevant education". This statement was addressed in particular to high school and university graduates who, probably on the basis of a purposefully rigged selection procedure, had been appointed to the staff of a central government body without any previous or relevant experience. Another observation excerpted is the respondents' reference to the personal immaturity of the officials, which manifests itself in their demeanour and in the dehumanizing manner in which they deal with civil parties. Respondents pointed to the condescension, indifference, shifting of their own responsibility to others, as well as the 'heavy-handedness and low understanding' of officials with whom they themselves came into personal contact. The respondents assessed the certain orientation of the officials in the issues entrusted to them mostly positively, however, they consider the high degree of fragmentation of the public administration system as a negative. This was particularly the case for regional public administration, which is made up of 'small' districts, 'redundant' counties, but also redundant central authorities. The decades-long existence of the Government Commissioner for the Seabed and his office, appointed by the controversial Slovak government of Mikuláš Dzurinda, brought a smile to the faces of the respondents. On the basis of these findings, it can be concluded that a simply constructed, as little as possible externally and internally fragmented public administration, created in the Slovak Republic on the model of the Swiss Confederation, should be considered as one of the realistic starting points for a possible rational solution to the problems associated with the persistent deficiencies in the operation of the system of Slovak public administration bodies and the unbalanced work performance of public administration employees. This problem is undoubtedly closely linked to the persistent problems of the 'problematic' Slovak education system in particular. This is not only from the

point of view of guaranteeing the functionality of education of the Slovak population by the state, but above all the education of the upcoming young generations. This long-standing problem has been dragging on since pre-school institutions. We are of the opinion that by supporting the revival and implementation of the idea of more intensive involvement of church structures in the education of the youngest generation of the Slovak nation, a significant part of the problems plaguing Slovak education would be eliminated. The main cause of the reduction in the qualitative level of the personnel substrate of the public administration can thus be identified as the total degradation of the entire system of education and training in Slovakia, also thanks to the EU, “detached” from the real needs of the population and the business sector. This misunderstanding of the essence of the problem is automatically transformed into the way of ensuring the operation of the entire public administration system. We therefore consider the above findings to be problems worthy of further investigation and evaluation. The proposed solutions should eventually be subject to their purposeful application in everyday practice. We therefore assume that in the future they will also become an object of interest for the implementers of further, perhaps necessary, but rationally implemented public administration reform. Because so far no government, not even the partial reform of public administration implemented after 1992 in the Slovak Republic, has been able to cope with the problem of improving the personnel substrate of public administration in the Slovak Republic. In this context, we consider it necessary to open both professionally and in the media also the issue of the existing in the Slovak Republic lifelong receipt of bonuses and benefits of feudal provenance by all emeritus presidents of the Slovak Republic. Thus, also those who have already ceased to hold the office of the highest constitutional official operating in the constitutional system of the Slovak state. The so-called head of state of a 21st century Central European democratic republic incorporated into the EU should not be equated with the Indian Maharajah in this sense. We therefore recommend that consideration should be given to the legal withdrawal of these perquisites and benefits from former Presidents of State as former top civil servants. Either immediately after they leave office or grant them these benefits only after they reach a certain age, e.g. seventy years. After all, in a truly democratic state in the 21st century, the exercise of this office should be purely representational and honorary. Supported only by an appropriately limited amount of material and financial provision for such a person from public budgetary resources during the term of office of the President of the State. It is only during that period that the citizens should contribute to the state budget, through their own taxes, to the provision and operation of the state-representative activities of such a public official. The President Emeritus should therefore be included in the mass of other

pensioners, without any material, financial or personal benefits. With the amount of his personal pension being the same as that calculated under the relevant law and according to the same criteria for other recipients of old-age pension. We therefore consider that solving this problem *pro futuro* is also an immanent part of the reform measures which are being carried out sporadically in order to make the system of public authorities and the activities of the personnel substrate of public administration bodies more economically efficient.

Conclusion

No citizen of any country can avoid personal contact with specific persons representing a specific public administration body in his or her lifetime, from birth onwards. In the first instance, this is undoubtedly the registry office with its agenda of births, marriages and deaths. However, the administrative agenda of a public authority is much more structured and complex. It is true that the simpler the organisational basis of public administration is, the more accessible it is to the public and the more cost-effective it is for the state. This is directly linked to public satisfaction with the services provided by public authorities through their staffing substrate.¹⁵ Thus, at least in theory, public administration reforms always pursue 'original' rationalisation objectives, which are embodied in particular in the pre-election intentions presented to the population by individual political entities seeking the favour of the electorate in elections. However, experience often confirms that public administration reforms do not always translate into improvements in the quality of the services it provides. The reason for this is the reality of the non-fulfilment of pre-election visions and promises by political entities that have already managed to seize political power in the state through elections. Consequently, their interest becomes the rehabilitation of the supporting elements of the personnel base of public administration bodies. The so-called post-election replacement of management cadres and often of the 'established' executive apparatus of public administration bodies inevitably leads to the destruction of the professionalism of the administrative services provided and the services rendered to the 'administered' population. These practices, which are already quite established in Slovak social conditions, naturally have a significant negative impact on the legal consciousness of the population. It is accompanied by frustration, nihilism and extremism of opinion, not only in the souls of individuals directly affected by the poor performance of public administration, but also in the souls of entire social groups (e.g. pensioners,

¹⁵ KRÁLIKOVÁ, K. – KRÁLIK, J. 2014. *Model spoločného systému hodnotenia kvality (CAF) vo verejnej správe*, pp. 95-103.

students) or other communities (hunters, farmers, Roma). It is certain that the destabilisation of the organisational base of public administration (e.g. the purposeful creation of ministries and other central and regional public administration bodies) translating into the destabilisation of the personnel base of public administration (e.g. the purposeful creation of unnecessary and only quasi-functional “non-functional functions”, the so called “trafics” for “their own people”) is a real prerequisite not only for the emergence and intensification of its deep erosion and disintegration, but also for the total demoralisation of a large part of the Slovak nation-state public. Therefore, no public administration reform should be the subject of a “post-election automaton”. Public administration reforms should not be regarded by political and power structures as a mere “permanent obligation” that must be necessarily enshrined and prejudged in the proclamatory text of the pledges that make up the government’s programme statement. As a rule, only the organisation and internal restructuring of public administration bodies is considered a subject worthy of reform. However, we are of the opinion that, in view of the rampant clientelism and nepotism exercised in the selection of persons to serve the State, and the chicanerous bossism rooted in the personnel structures of public administration bodies, it will be necessary to take measures that will contribute in a radical way to the stability of all the external, but especially internal, components that make up the public administration system. The unprofessional performance of the public administration, which is the result of a flawed personnel and staffing policy implemented by the State’s management structures, ultimately leads to the dysfunctionality of the State.¹⁶ The political interest reflected in the content of any public administration reform cannot therefore be at odds with the public interest. Practical experience supports the knowledge, identified and communicated to the professional public through numerous scientific and professional works, that the stability of public administration is a determinant of the stability of society, including the stability of the state and its whole organism, including the population. The harmfulness of permanently reforming the public administration system is therefore demonstrable. Particularly if there is no real, exact verification of the legitimacy, expediency and rationality of politically motivated state interventions aimed at the individual components of its public administration system, including its personnel substrate. Unjustified and

¹⁶ The cadre base of the public administration personnel system is formed by a group of political and professional managers, elected officials and appointed employees of the public administration body. The personnel base of the personnel system of the public administration is formed by the totality (set) of persons involved in the day-to-day exercise of the competences entrusted to the public administration body concerned, operating on the legal basis of an employment contract in an employment relationship and vertically subordinate to the public administration cadres.

unjustifiable inputs, usually by a newly emerging political power, into the 'old structure' of an otherwise well-functioning public administration are generally intended to fulfil only a propaganda mission. However, radical interventions in the organism of the public administration can be accepted if they aim at eliminating the surviving administrative illiteracy of the personnel substrate of the public administration. The emergence and 'perpetuation' of the phenomenon of 'administrative illiteracy' of the personnel base of a specifically identifiable public administration body occurs, as a rule, when the selection of officials and employees is motivated by nepotism, clientelism and even outright corruption. So-called selection procedures are announced and publicised 'as anonymously as possible' in order to ensure that only a minimum number of applicants for a given position are involved. This means that, in practice, it is openly illegal to manipulate the so-called selection procedure in order to recruit a pre-selected candidate for a post or job. The publication of such a staffing plan is usually only intended to serve the appearance of "fairness" and legality of the so-called selection procedure being carried out. Its 'unpredetermined winners', i.e. candidates who have not already been 'pre-selected' for the civil service, public service or employment, therefore serve only as an object of camouflage. As a cover-up, a disguising manoeuvre, potentially preventing the possible detection of the 'unfairness' of the so-called selection procedure for filling a post in a public administration body. And, as evidenced by the legal condemnation of the "creators" of the so-called bulletin board tender, the formal publication of the "openness" and is only intended to create a climate of compliance with legality and, therefore, general accessibility, equality of the participants in this "selection" procedure. It is therefore seemingly addressed to all interested parties or participants in the so-called tendering procedure, despite the fact that its 'winner' is already predetermined. There are, of course, reasons for this 'predetermination of the winner'. Often linked to so-called political corruption, which makes it possible to take advantage of public material and financial resources and redirect their flows to the private sector by putting 'their people' in the 'right places'. In particular, the strategy of latent purposeful search for a suitable managerial post for 'their man' in public administration bodies with decision-making and control powers in the field of public procurement is appreciated by the holders of political power, who, after winning an election, simultaneously become the 'hottest' contenders for economic power in the state. The legal and economic background of an applicant for such a position in the personnel substratum of a public administration body should therefore always be a 'non-negotiable' qualification requirement. Its non-fulfilment by a candidate or a participant in the selection process must be clearly disqualifying! However, the question of providing such education, or re-education, would be closely related to the total fulfilment of this requirement. If

the subscriber were qualified in law, but not in economics or vice versa. If he meets all the other qualification parameters and personality criteria favouring him as the winner of the selection procedure, the state itself should first and foremost show a keen interest in his involvement in the civil service or the public service. The criterion of such combined legal and economic education of a newly recruited official or employee of a public administration body could be fulfilled through the intensified involvement of the Institute of Public Administration in the permanent training of the bureaucratic apparatus, which could include special vocational courses for public administration executives that would reach the content and formal parameters that would enable them to be recognised as having the necessary training gaps after their completion. In this respect, it would be interesting to consider the demand, expressed some time ago and published in the professional press, to merge the Institute of Public Administration with the Police Academy and transform it into a Faculty of Public Administration, operating alongside the Faculty of National Security.¹⁷ The Academy of the Police Corps in Bratislava would thus actually become the University of National Security.

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¹⁷ See KRÁLIK, J. 2005. *K problematike transformovania štátnej správy národnej bezpečnosti ako garanta stability spoločnosti (úvaha).* p. 179 – 186. Also KÚTIK, J., KRÁLIK, J. 2015. *Verejná správa a krízový manažment.*

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C. G. JUNG AND B. KAFKA – COMPARISON OF TWO PERSONALITIES FROM THE PERSPECTIVE OF APPLIED SOCIAL PSYCHOLOGY

JAN GRUBER

Abstract:

The article discusses two prominent personalities working in the field of psychotherapy and experimental psychology - among them C.G. Jung, who became famous on the world level and B. Kafka on the regional level. The article tries to find answers to why it was so, from the point of view of applied social psychology.

Keywords: C. G. Jung, B. Kafka, status, reference group, applied social psychology, self-assertion, depth psychology, analytical psychology, parapsychology, hypnosis, psychoanalysis

Introduction

Carl Gustav Jung was born in 1875 in Kesswil, Switzerland. He was undoubtedly a talented man who became one of the most famous psychotherapists and researchers in the field of psychology of all time - almost every educated member of Euro-American civilization knows C.G. Jung. (14)

Břetislav Kafka (beware, this is not the Czech writer F. Kafka, it's just a coincidence of names) was born in 1891 in Horní Kostelec in Austria-Hungary. He was undoubtedly a talented person who became a locally famous hypnotist and researcher in the field of psychology - almost every Czech with an interest in healing and esotericism knows the name Břetislav Kafka. (10)

Comparing these two personalities is at first sight completely unthinkable - what could a Swiss professor have in common with an uneducated sculptor and

folk healer? Nevertheless, we find certain similarities:

- Both were born in the last quarter of the nineteenth century and died in the sixties of the twentieth century.
- Both came from the “periphery” - small settlements in Central European states.
- Both were deeply concerned with the human psyche based on their own intrapsychic experiences and were perceived by those around them as extraordinary personalities.
- Both used their experience for the successful treatment of mental disorders and psychotherapy, as well as for experiments and scientific work in the field, which they tried to present in published works.
- Their work was not quite “scientific” in the sense of science based on statistics, empirical evidence and correlations - qualitative methodology and case studies prevailed, both did not hesitate to create concepts and hypothetical constructs that contradict the standard physical model of the world - they did not hesitate to admit phenomena and introduce theories that we could describe as pseudoscience.
- Their work was often attacked from the position of academic psychologists (e.g. my professor on the history of psychology commented that Kafka’s “New foundations of experimental psychology” (cf. 11) are neither foundations nor experimental, let alone psychology. Psychologists often look at Jungian psychology very suspiciously, only very rigidly make its way into undergraduate psychology study programs and, for example, the History of Psychology by Hunt (6) mentions C. G. Jung in only one line, even though its Czech edition has a nice 708 pages).
- As part of the regional conference Kladské Pomezí – the land of stories on May 2, 2016, the Municipal Library of Červený Kostelec had been ceremoniously renamed the Břetislav Kafka Library of Červený Kostelec. (3)
- In August 2019, a world conference of Jungian psychologists was held in Vienna with the motto Encountering the Other: Within Us, Between Us, and in the World. (2) It was already the twenty-first conference of the Jungian IAAP, with the participation of many hundreds of psychologists from all over the world. The number of certified Jungian therapists-supervisors in the world reaches three thousand in 2020 and each of them has several tens to hundreds of Jungian-oriented therapists.

Why was the 21st Břetislav Kafka World Conference not held? Why are his successors not an influential school of psychotherapy? Why does the author of the article undergo self-experience training in a Jungian-oriented approach, and one of his Swiss colleagues does not undergo a therapeutic self-experience in the

Kafka style?

Different strategies of self-assertion

We can, of course, discuss the depth and sophistication of the concepts of both personalities, their intellectual appeal and their contribution to the 21st century (by the way, in the afterword of Jung's "Tavistock Lectures" we find "he was ahead of his time by at least 50 years" (9) and in the afterword of Kafka's "Parapsychologie" we find "the research was ahead of its time by several decades") (10).

But it is quite an indisputable fact that both gentlemen had a successful therapeutic practice and concepts with which they tried to describe and convey that practice to others. I would rather focus on the sociological aspects that contributed to the fact that one of the men became an inspiring icon of the world conference fifty years after his death, while the library in the Červený Kostelec was named after the other one.

So what should Břetislav Kafka do to become world-famous and establish himself in the same way as C. G. Jung did? What strategy could make him perceived as a high-status member of the professional community and a reference figure for many followers?

- To graduate in medicine. Not that C. G. Jung used knowledge from pathology, anatomy, physiology, etc. in his career. From the beginning, his interest related to mental health problems, of course in addition to the polyhistorical focus on cultural studies, mythology, religious studies, ethnography, etc. But since he graduated in medicine, he always had access to the scientific community, and even state authorities will respect him.

If you want to treat the mentally ill, as a doctor you will have an easier position. Maybe not even in relation to patients, but definitely in relation to the scientific community and authorities. While C. G. Jung joined the hospital in Burgholzli (14) as a psychiatrist in 1900 after graduating from medical school, Kafka was fined one hundred crowns by the local authorities for his therapeutic activities in 1926. (10) In addition: an official university education gives, in addition to the hallmark of authority, a certain insight, critical thinking and a way of argumentation, which Kafka lacks a lot in his books. It doesn't always help everyone, but it's better to have it than not to have it. No one is saying you can't learn what you do without college. But by not attending it, you are preparing yourself for a lifelong handicap - at least according to the comparison of these two gentlemen.

- It is not good to just read Freud - it is good to write to him. It is not true that Kafka was merely an autodidact who was not interested in the way others thought about a problem. It is clear from his publications that he had an overview of professionals who were involved in similar disciplines as himself. However, unlike him, Jung wrote to Freud, came into contact with him and experienced an intense relationship with him, which gradually shifted from the student/teacher form to the form of two independent, strong players in the field (14). If you make personal contact with people who are interested in the same things as you, you will probably be in a much better position. Education is not enough, you need to network.
- It is good to marry rich. Although B. Kafka had a prosperous sculpture and restoration company in his life (he left behind a picturesque villa with an interesting studio in Červený Kostelec -16), he had to solve existential problems all his life. His work in the field of soul-searching was therefore always more of a hobby, even though he devoted himself to it intensively and in depth, he still had to think about his livelihood. C. G. Jung, on the other hand, obtained the means for an independent life dedicated to research by marrying Emma Rauschenbach from an industrialist family in 1903.

It seems that talent cultivated in an environment of secure existence tends to flourish. We can cite experiments with turnbuckles and a box of matches, the point of which is the fact that solving a quiz takes less time if you do not depend on it for your livelihood, we can cite the example of Ester Ledecká, an undoubtedly talented athlete (17), who became a double Olympic medallist not only/but also because she didn't have to deal with sponsorship issues. Duncker's experiment with a candle (fix it on the wall using the material you have at your disposal, you have to figure out how) is solved faster by people who do not care about the reward (as demonstrated already in 1962 by Glucksberg) (1). It seems like it kills real creativity if you get paid for it. Of course, you can embrace the concept of voluntary poverty and create. But if you want a normal life and build something more permanent, it's good to have a sponsor and not sell talent to secure a livelihood.

- It is not effective to overdo it with parapsychology, mysticism and hypnosis. Both Jung and Kafka grew up in families with a spiritualist tradition. This was reflected in the willingness to emphasize the concepts of the work that do not quite fit the paradigm of evidence-based science. In their works, both men refer to the physical discoveries of the time, hoping that the uncertainty principle or the discovery of some new elementary particles will explain the phenomena they encountered in practice. (12) By the way, they were ahead of their time - for example, "The Tao of Physics" by the leading representative of the New Age

movement Fritjof Capra was published in 1975 (4), when both gentlemen were already deceased. While Jung spiced up his deeply psychological concepts with mysticism (the parapsychological or mystical overlap typically only appears at the end of his works and it can be seen that the essay is about to end - 7), B. Kafka does not hesitate to jump straight from the considerations of hypnosis and therapy to telepathy, clairvoyance, distant healing, etc.

Jungian mysticism becomes a source of transpersonal psychology and foreshadows a certain paradigmatic shift in psychotherapy and can be an inspiration for a large number of people dealing with the psyche (15). Kafka's approach is to a large extent a replication of the paradigm of magicians of the 19th century, such as A. Crowley (5) with their ideas about the will of a strong individual controlling the world around him. In one dialogue, Freud warns Jung against the "black mire of the occult" and reproaches him for being willing to retreat from sexual theory as an explanatory scheme. (14) Freud would probably say to Kafka that he uses mud wraps in his theories.

- For both authors, mysticism and parapsychology function as explanatory schemes. But if you support your mystical reach with a comprehensive cultural comparison, spread-wide through religious studies, the mythology of different cultures and symbolism, you will probably be more interested.(7) C. G. Jung achieved enormous fame for, among other things, his introduction to the Chinese divination tool "I-Ting" (14), which was subsequently a bestseller on the American book market. It is simply necessary to be global and with an overlap. After all, a humanities education is also useful for marketing: when you work with substructures of the personality, it is much better to call them "Shadow", or "Anima" (8) than "Ludvík" or "Tomáš" as in Kafka's case studies (10).
- It is good to have students. A lot of students. Just as networking works during the period when you are looking for a place in the sun, so also later in the position of a recognized personality, your students will guarantee that your legacy will remain alive and not just fill the pages of dusty books. C.G. Jung was surrounded by a large number of personalities who elaborated his ideas, and an institute with a certified training system was created, which exports the Jungian approach to the world. (14) B. Kafka rather worked with subjects - easily hypnotizable people with whom he conducted experiments. However, he did not establish the school and we do not have the institute after him.
- Rather be born in Switzerland than in nineteenth- and twentieth-century Bohemia. And if you can't choose, move out of the Czech Republic as soon as possible (like Freud). Although both states are somewhat similar (inland, size, region, bilingualism of the population...). Switzerland had the huge advantage

of real independence and neutrality in the nineteenth and twentieth centuries, so neither the world wars nor the totalitarian regimes that followed affected it much. Before the war, Jung had ideas that led some of his opponents to accuse him of sympathizing with Nazism, he rejected it as firmly as possible and explained even in communication with a famous rabbi that he had absolutely nothing to do with Hitler. (14) If Switzerland had been taken over by the Nazis, Jung would probably have ended up in a concentration camp (15). But this did not happen, and while Jung survived Nazism quite well, Kafka was the target of persecution both by the Nazis and later by the Communist regime (10). Who knows if his ideas would not have gained more traction if he had gone to the United States, for example, and published in English or German. After all, a huge number of outstanding people left Europe, and we owe them such things as the atomic bomb, space flights, or, in the field of mental research, the modern form of psychoanalysis and general psychology. If you stay in the Czech Republic, you can also make world discoveries - for example, contact lenses or discoveries in the field of virology belong to Czech residents. But your destiny will probably be more complicated and your contribution will often be forgotten for a long time, even if you are a genius. Božek, Mendel, Jánský, or perhaps the excellent autodidact aircraft designer Kadeřábek could say a lot about this. The author hopes that in the 21st century the fate of talented Czech geniuses will be somewhat happier, even if they do not leave the Central European area (13).

Perhaps all of this would not be enough, perhaps B. Kafka would not have achieved the same worldwide acclaim as C. G. Jung. His son writes about Kafka in the epilogue of one of his books that he was modest and rejected fame (10). It is possible, however, that the indicated principles of self-assertion in the professional world of Western society may extend to the present day and can be used as inspiration for self-assertion in the field of humanities. Talent certainly matters. At the same time, we should know about social and marketing factors that also decide whether our life story will be similar to the story of C. G. Jung (or perhaps S. Freud), or whether it will be lined up with the stories of J. Božek, J. Ressel, Břetislav Kafka and other talented, regionally famous personalities of the Central European area.

Conclusion:

Both personalities have several common socio-demographic characteristics: similar origin, the time in which they lived, the area of professional interest in

theory and practice and ambivalent acceptance by the scientific community. There are several social psychological factors that (besides quantitatively certainly incomparable expertise) contributed to this. C.G. Jung became famous as an icon of worldwide importance, while B. Kafka remained a regionally known personality. In the opinion of the author, these include adequate professional education and professionalism in the performance of activities, networking and willingness to join global groups operating in this specific professional field, as well as good self-marketing and popularization of one's ideas. Last but not least, the geopolitical situation in specific regions of Central Europe during the 20th century. Certain parallels can be traced between the life destinies of B. Kafka and other highly talented people who grew up in the 19th and 20th centuries in what is now the Czech Republic.

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USING GRAPH THEORY IN LOGISTICS FROM A 21ST CENTURY PERSPECTIVE

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Abstract:

This paper describes the basic possibilities of applying graph theory in regional transport based on a change of approach to the customer-carrier relationship. It shows the possibilities of applying graph theory in solving transport problems with a focus on customer requirements. In particular, it focuses on the distribution of demands on the transport network under study, aiming to find the optimal model for the movement and servicing of all nodes for a given number of servicing vehicles, capacity constraints or other specified criteria. The solution to this problem is made by analysing the method of vehicle routing problem and its several modifications depending on the nature of the problem and the framework requirements for solving the problem with subsequent application to selected examples.

Keywords: graph theory, VRP, logistics,

Introduction

Regional sometimes also city logistics is a very young but rapidly developing field. Logistics deals with the management of the flow of goods, materials and services associated with their transportation to the end customer. It starts from the planning of the production of a certain quantity of goods to the delivery of the goods to the end customer. Recently, cost and on-time delivery are the most important factors in logistics. [13]

The rapid development of regions (cities) and the high degree of urbanisation cause problems in the transport of goods, which are dealt with by so-called urban logistics. It has to take into account the constraints caused not only by the

customer and the production process but also by the spatial distribution of the region (city). It minimises the impact of transport on the environment and the population. As a consequence of the development of the economy and industry in a given region, the demand for freight and other transport is increasing.

Graph theory deals with the modelling of transportation relationships, and with the help of these models, we can design efficient solutions to the problems of transporting goods in regional areas.

The history of City logistics is relatively short. It originated in the early 1970s when the research was carried out on urban freight transport and the flow of goods in cities. The term “City logistics” first appeared in German texts in the 1980s.

The City Logistics concept solves many complicated logistics problems. Taniguchi et al. (1999) defined City Logistics as “a process for the complete optimization of logistics and transportation activities of private companies in regions, taking into account the traffic environment, traffic congestion, and energy consumption in a market economy”. This could be also described as “City Logistics aims to globally optimise logistics systems in the region, taking into account the costs and benefits of the schemes for both the public and the private sector” [9].

City logistics aims to mitigate the effects of freight transport through measures that include the promotion of advanced information and communication technologies, intelligent transport systems (ITS) and various restrictions (congestion control, road pricing, lorry entry restrictions, etc.). This policy aims to improve the traffic flow and the environment of the city.

The challenges and opportunities for improving regional logistics are constantly changing, influenced by factors such as:

- Population growth and urbanization,
- The growth of e-commerce,
- The desire for speed,
- The shift from business models such as C2C (consumer to consumer) to B2B (business to business),
- Climate change and the sustainability of freight growth lead to air and noise pollution, traffic accidents and increased greenhouse gas emissions. [12]

Several approaches and methods can be used in terms of spatial and transport planning and urban development, one of the planning optimization options is the use of methods based on graph theory.

Graph theory applicable to city logistics challenges

City logistics problem solving helps us find graph theories, using them to model the transportation network where we look for the best solution. Among the basic options, we can include the Clark-Wright algorithm - Method for determining roundabouts [4] - A given algorithm is often used as the basis for more complex algorithms that solve combination problems or problems with certain constraints.

The Truck Dispatching Problem is one of the first papers published on the vehicle steering problem it compares this issue to a Traveling Salesman Problem (TSP) which is known by imposing a di to each point plus adding truck capacity to limit the number of the visited points. [14] The main purpose of a vehicle routing problem (VRP) is to design least cost routes assigned to the vehicles that distribute product to a group of customers; with the characteristic that each route starts and finishes at the same departure point. This type of problem is treated as a classic problem of combinatorial optimization and due to its complexity, is cataloged in the literature as a NP-Hard problem. [15]

Selected problems in graph theory adapted to logistics may be formulated in several methods described below.

Vehicle Routing Problem (VRP) - The problem known as Vehicle Routing Problem deals with the transport of goods between the depot and the end customer. The VRP solution is to establish routes where each is served by a single vehicle that starts and ends at a single depot so that all customer requirements are met, costs are minimised and all given constraints are met. VRP can be used to evaluate measures and optimise routes. The result is to use the fewest number of vehicles necessary to meet customer demand, serve the shortest route and reduce the journey time of empty vehicles. This reduces the strain on the transport network and the environmental impact of transport, provides a more comfortable environment for residents and faster transport of goods for customers. A transport network for goods transport is described by a graph where the edges represent the roads connecting the pairs of vertices considered and the vertices are the transport nodes (depot or customer). The edges can be oriented or non-oriented depending on whether a vehicle can travel in both directions or not (e.g. streets with one-way traffic - characteristic of large cities). Each edge is characterized by a value that indicates its length and the time to cross it.

CVRP (Capacited VRP) is the basic version of VRP - All customers are served from one depot and requirements are deterministic or known in advance. Vehicles are identical and have a single central depot, only capacity constraints

are mandatory. The goal is to minimize the total transportation costs (vehicle costs, cost per km travelled, etc.).

Vehicle Routing Problem with Time Windows (VRPTW) is another subtask of the CVRP, looking for optimal routes that meet all customer requirements and do not exceed specified constraints. Each customer is associated with a time window that limits the amount of time a vehicle has to serve the customer. Hard time windows will not allow a vehicle to arrive at a customer later than the lower allowed time limit.

Vehicle Routing Problem with Soft Time Windows (VRPSTW) allows carriers to exceed the established time limit with some penalties. That is, if a vehicle arrives earlier, it must wait for the specified time a_i , otherwise, if it arrives later, it can start but will be fined.

Vehicle Routing Problem with Backhauls (VRPB) is a subtask of CVRP, where the set of customers is divided into two subsets. The first is the subset of customers to whom we need to deliver goods. The second is the set of customers from whom we need to pick up the goods. The VRPB problem is to determine the set of routes/destinations/districts that a vehicle must traverse while satisfying given conditions and constraints.

Vehicle Routing Problem with Pickup and Delivery (VRPPD) is a subtask of CVRP. The task assignment specifies the transportation requirements. Each requirement is defined by a pickup point, a delivery point, and the transportation requirements between them. Transportation requirements may include goods or people. The objective is to minimize the cost function.

VRPPD with Time Windows is a generalization of VRPTW. The time constraint specifies the time intervals during which each stop must be serviced, otherwise, it will cause complications for users and restrictions for passengers. Additionally, for time windows to ensure that each stop is served (satisfied).

Two-Eschelon Vehicle Routing Problem (2E-VRP) - a two-level vehicle routing problem [10]. For larger service areas or in urban environments, it is often convenient to extend the VRP problem to two levels and serve the area with transfer points where we can perform the unloading and loading of goods and combine them into vehicles.

Location-Routing Problem (LRP) - LRP combines two basic problems:

- Facility Location Problem (FLP) - the problem of the location of a facility (depot, warehouse, factory, etc.),
- Vehicle routing problem (determining routes for operators).

To solve the problem addressed it is possible to use exact, classical heuristics or metaheuristics methods.

Exact problem-solving methods provide proof that the solution obtained is optimal. These methods often work on the principle of tree search algorithms.

- Branch and bound method - divides the problem space into smaller subsets that form tree branches and explores them sequentially,
- Branches and cuts method - we have a set of possible solutions and we shift the upper and lower bounds of the constraints, thus reducing the region of possible solutions,
- Branch and Price Method.

Classical heuristics - unlike exact methods, they do not ensure finding the best solution. It finds a solution that meets the requirements. The main advantage is the speed of the solution found.

Metaheuristic - Represents a class of approximate algorithms that provides an acceptable solution. It can be adapted to different problems. Unlike classical heuristics, there is a possibility to leave the optimum in certain circumstances that there is a possibility of finding a better solution in another possible solution: Metaheuristics use a trade-off between randomization and local search for this purpose.

Examples of application of the described methods

The first example is the application of the **VRPTW method** on a network that is formed by links representing the communications of the considered transport infrastructure and nodes that represent the location of the distribution depot (node 0) and the customers to be served (nodes 1,2,3 and 4). The graph is time-oriented, with the nearest neighbour being served.

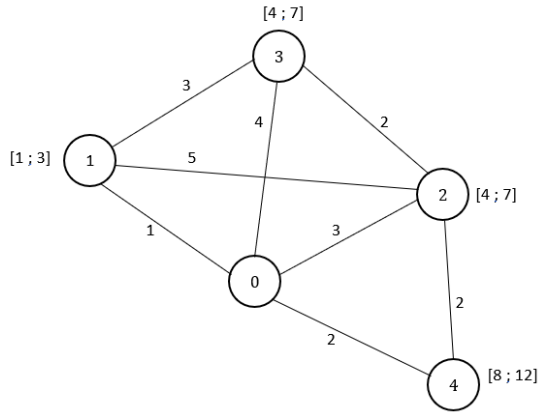


Fig. 1 Location of depot and customers - VRTPW

The following figure shows a possible solution consisting in finding the optimal route for handling requests (serving customers) with the condition of the minimum time consumption function (or minimum length), which is formed by the sum of the time consumption of all routes between the depot and the customers and the final return to the depot. The optimal route in this case is formed in the sequence 0-1-3-2-4-0.

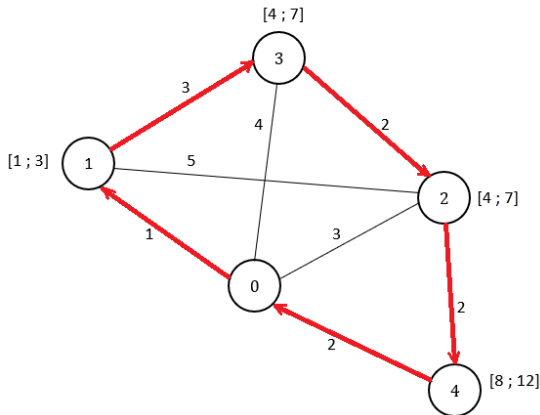


Fig. 2 Example Solution - VRPTW

The second example is the application of the **VRPB method**. Considered is a road or railway infrastructure network which in compliance with graph theory is described as a set of nodes and links. Blue nodes represent individual customers the ones we have to pick up the goods from (backhauls), and the yellow ones are the ones we have to deliver the goods to (linehaul). The values of the individual

customers (nodes) were defined as follows - 1=500, 2=700, 3=500, 4=400, 5=800, 6=300, which creates the supply and demand requirements and the vehicle capacity, which is the capacity constraint, was defined by the value 1600. The D is the depot.

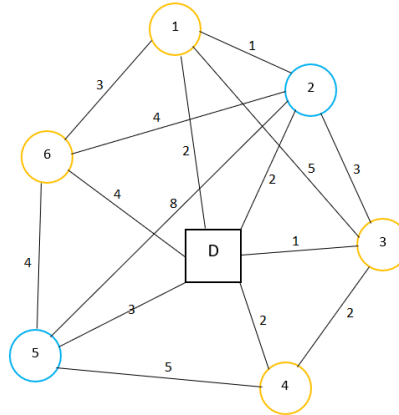


Fig. 3 Road or rail network and customer location - VRPB

The following figure provides a possible solution to the problem to satisfy the requirements of all customers under the defined vehicle capacity constraints, and the resulting number of vehicles needed to serve the study area. The optimal route for handling requests (serving customers) with the condition of minimum of time consumption function (or minimum length), which is formed by the sum of the time consumption (or length) of all routes between the depot and the customer is as follows. To operate the given solution we need 2 vehicles, the total length of the circuit is 24 units ($4 + 3 + 1 + 8 + 3 + 1 + 2 + 2$). The arrows define the direction and connection of each node of the graph.

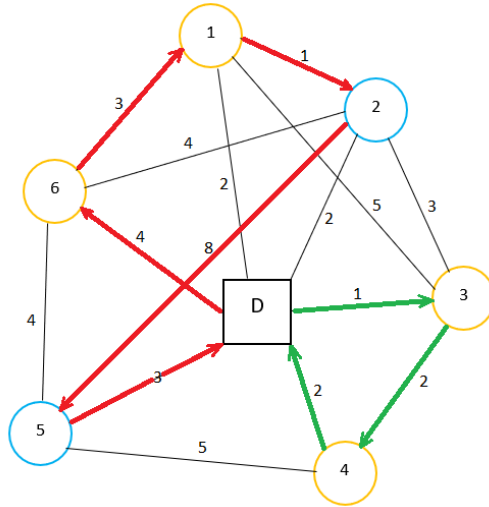


Fig. 4 The first variant of the solution - VRPB

To perform the second possible solution we also need 2 vehicles to operate the given network, the total length of the circuit is also 24 units ($2 + 3 + 4 + 8 + 2 + 1 + 2 + 2$).

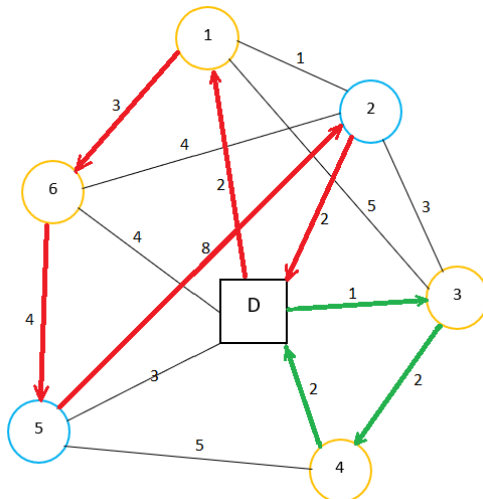


Fig. 5 The second variant of the solution

Given two solutions (Fig. 4 and Fig. 5) with the same total route and the same number of vehicles needed to serve the area, we can arbitrarily count either as the final solution. This example also illustrates the ability of the variability in

the application of these methods to obtain multiple sub-optimal solutions, from which the optimal solution can then be selected based on additional information about the network and traffic on it, or other subjective factors of the solver. This may be the speed or continuity of the traffic flow, the saturation capacity of individual lines, etc.

Analysis of methods for solving selected tasks

In the previous paragraphs, the possibilities of modelling different subproblems of VRP and LRP were pointed out. After considering the general requirements, the models implemented using heuristic methods were selected for the solution. Using the VRPTW model as an example, it was found that it is possible to achieve a suitable solution using heuristic algorithms, but it cannot be verified whether it is optimal. When the solution of the VRPB model is proposed, it can be seen that the solution found using the selected heuristic algorithms, although suitable, is not optimal. Heuristic methods are intuitive, they do not use exact mathematical algorithms, they try possible variants of the solution, and if it is better, they replace the current solution. The advantage of the given methods is the minimization of the computation time, which increases significantly when the requirements for finding a better solution are emphasized. Unlike heuristic methods, exact methods use exact algorithms to find the optimum and ensure that it is found.

Conclusion

The impetus for the growth of the market for the transportation of people and goods using individual automobile transport vehicles, respectively light trucks, was the moment of the end of the COVID-19 crisis, during which a general slowdown in the movement of materials and goods and the mobility of citizens was recorded. In particular, the transportation of goods was carried out to a significant extent through individual and courier services at that time.

The issue of distribution of requests, whether people or freight, over a large network with a large number of traffic points (intersections) but also destination points of interest for service is characteristic especially for larger cities and agglomerations, where one or more vehicles serve multiple requests distributed over a managed network, which raises the problem of optimal routing of individual vehicles and overall fleet size. This also raises the issue of optimising investment

costs - vehicle acquisition and operating costs - fuel, vehicle maintenance and repairs and other operating costs. The possibilities of solutions using graph theory show us the possibilities of modelling customer service using a minimum number of vehicles and therefore the possibility of minimising the necessary investment and operating costs. Thus, the use of graph theory methods gives us new possibilities to modify customer service algorithms with the possibility of optimizing operating costs.

The side effects of the optimal model of servicing the territory are, especially in urban networks and agglomerations, positive effects associated with fewer vehicles on the transport network, or their more efficient temporal and spatial management, which is associated with a lower incidence of congestion, fewer time delays, lower emissions of pollutants and greenhouse gases, as well as noise pollution for the affected population and areas.

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THE ESSENCE OF PERSONAL CONSCIOUSNESS AS PRESENTED BY KAROL WOJTYŁA

REMIGIUSZ KRÓL

Abstract:

The author of this publication entitled: *The essence of personal consciousness as presented by Karol Wojtyła*, shows the model of consciousness proposed by Cardinal Wojtyła. It explicates the aspect of being which in traditional philosophy was “implied” by rationality, and in ethics - by freedom of action. Król describes the consciousness of an intellectual nature, which does not have an intentional structure. Following the indications of *Person and Action*, he writes that whereas understanding and knowledge contribute to the formation of the object in an intentional way, consciousness is limited to reflecting everything that has already become familiar. Consciousness of action is one of many reflections that make up the overall content of a person’s consciousness. This reflection itself is conscious and does not involve active objectification of the action or the person, although it presents the image of the action and the person as faithfully as possible. All human cognition interacts with consciousness: the ability and efficiency of active understanding. Therefore, consciousness is conditioned by this ability and efficiency, i.e. the whole cognitive potentiality, which is, according to the Western philosophical tradition, the basic property of a human being as a person. This consciousness gets the meaning of things “from the outside” as the fruit of knowledge, which results from an active understanding of the objective reality acquired by a human being in different ways and at different stages, which also determine different levels of consciousness. There is quite a fundamental difference between knowledge and consciousness in terms of intellectual and cognitive formation.

Out of all the forms and types of knowledge that a human being acquires and possesses, Cardinal Wojtyła singled out self-knowledge, i.e. self-understanding. Self-knowledge occurs when a human being intentionally, intellectually moves towards their own “self”; but differs from knowledge

in that its object does not have the character of generality, whereas the object of knowledge - does. Through self-knowledge, consciousness reflects actions and their relationship to the "self". It is of great importance to take this fact into consideration, since it affects the character of the "self" and opposes the idealistic position which does not sufficiently take account of this mode of existence in consciousness of all that is in it.

Keywords: awareness, being, rationality, freedom of action, intentionality, objectification, potentiality, cognition, knowledge, self-knowledge.

The human person, which is the object of experience, does not constitute only the content of consciousness; it is not only something well-thought-out but also a specific reality¹. Karol Wojtyła thought that the survivorship "self" separation from its ontological basis is out of the question here, and that any conscious analysis aims at a more thorough setting of the index "self" in its own ontic basis. "Every man, also the one that is myself, is realized in a comprehensive, that is simple, experience as an individual real being, as the subject of existence and acting (that is *suppositum*)"². Karol Wojtyła's dissociation from any kind of standpoints: idealistic, phenomenalist, actualistic, and him emphasizing his philosophical orientation is, here, explicit, unambiguous and does not require any further explanation"³. The author of *The Acting Person* gave consideration to the human person from his very own human being perspective, and treated the direct data not as the functions of consciousness but, rather, as beings existing in real terms. He remained on the philosophy of being grounds keeping from the philosophy of consciousness what it provides for the man cognition from the consciousness side; the data of consciousness or, strictly speaking: the consciousness of acting, the action would be the point of departure⁴. "Since the man not only acts consciously but he is also aware of his acting as well as who is acting – he is, therefore, aware of the action and the person in their dynamic correlation. Such consciousness appears together with conscious acting, and, as it were, accompanies it. It also precedes it and follows it. It has its continuity and identity, separate from the constitution and identity of every single action. And every action, so to speak, already finds consciousness, gets shaped according to

1 Cf. M. Jaworski, "Koncepcja antropologii filozoficznej w ujęciu kardynała Karola Wojtyły", *Analecta Cracoviensia* V-VI (1973-1974), p. 94.

2 K. Wojtyła, *Osoba i czyn oraz inne studia antropologiczne*, Lublin 1994, p. 94.

3 M. Jaworski, "Koncepcja antropologii", p. 94.

4 Cf. *ibidem*, p. 95.

it and sneaks past it leaving some trace of its presence behind”⁵. The action, that is *actus humanus*, in a traditional interpretation, took into account that meaning of consciousness which is included in the definition of the action as “conscious acting” but, in addition, in that meaning “consciousness” blends completely in *voluntarium*, that is the human will dynamism; the aspect of consciousness is not, according to this interpretation, distinguished and developed⁶. Meanwhile, consciousness as such allows itself to be distinguished during conscious acting for it deeply pervades the “person–action” relation and constitutes an important aspect of it. “It is such an aspect in which being of the person and his acting is not only reflected but also shaped in a peculiar manner”⁷. The revelation and, sort of, opening of that *sui generis* of conscious aspect that contains within itself *actus humanus* or, rather, the “explication” of conscious aspects allows to present consciousness as an important and constitutive factor of the entire dynamic structure made of the person and the action⁸. Consciousness always accompanies the action and “reflects” (shows) it when it comes into being and finds fulfilment, and such consciousness company decides not so much that acting is conscious but, rather, that the man is conscious of his acting and that he acts as the person and experiences his acting as the action, “in which the consciousness aspect plays the most appropriate part”⁹.

A characteristic feature of consciousness model proposed by Cardinal Wojtyła is, requiring explication, the aspect of being which, in traditional philosophy, “was implicated” by rationality (*animal rationale*), and in ethics – the freedom of the action¹⁰. The author of *The Acting Person* believed that consciousness, although

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- 5 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 79. The author explained in the footnote that “the problem of identity and consciousness continuity constantly return in Western philosophical thought – from Plato, through Descartes and Kant and up to Ingarden. (...) Consciousness, in and of itself, determines the reality of the man as the person. The person is, to a certain extent, constituted also through consciousness (and not »in consciousness«). The continuity and identity of consciousness reflect, but also condition the continuity and identity of the person”.
- 6 Cf. *ibidem*, p. 78. The author was of the opinion that it is generally believed that according to the traditional conception *actus humanus* was included *implicite* or that there was a hidden aspect of consciousness that needs to be “discovered and revealed”. At the same time, one can notice an even deeper belief about fundamental continuity and homogeneity of all human philosophy irrespective of whether it is practiced from the position of the philosophy of being or the philosophy of consciousness (*ibidem*).
- 7 *Ibidem*, p. 78.
- 8 *Ibidem*, p. 79; cf. W. Starnawski, ”Próba syntezy. Książka George’a H. Williama o myśli Karola Wojtyły”, *Znak* 38 (1986), No. 1(374), pp. 133-144.
- 9 *Ibidem*, p. 80; cf. A. B. Stępień, ”Fenomenologia tomizująca w książce *Osoba i czyn*”, *Analecta Cracoviensia*, V-VI (1973-1974), pp. 153-157.
- 10 Cf. S. Grygiel, ”Hermeneutyka czynu oraz nowy model świadomości”, *Analecta Cracoviensia* V-VI (1973-1974), p. 147.

of intellectual character (“the function of consciousness can, in the final analysis, be described as cognitive”¹¹) does not have intentional structure¹². Probing into the object and its intellectual objectivizing, which leads to “understanding”, belong to the essence of cognitive acts of the man. In that sense, cognitive acts are of intentional character for they are directed at the object being cognized where they find their *raison d’être* as the acts of understanding or knowledge. Consciousness does not have such a property because cognitive *raison d’être* of consciousness and its appropriate acts do not mean probing into the object and objectivization that brings about understanding¹³. “That is why intentionality characteristic of cognitive acts, thanks to which we are able to acquire understanding of the objective reality in any of its dimension, does not seem to be reserved for consciousness acts. These acts are not of intentional character although what is the object of our cognition, understanding and knowledge is also the object of consciousness”¹⁴. While understanding and knowledge contribute to shaping the object in an intentional manner, consciousness is restricted to the reflection of everything that has already been cognized; it is the understanding of something already understood¹⁵. An essential cognitive dynamism, the action of cognition itself – does not belong to consciousness for it is not consciousness that constitutes the meanings of the objects being cognized although they are constituted, without any doubt, also in consciousness¹⁶.

“Such a statement goes beyond the tradition of phenomenological philosophy according to which consciousness is inseparably linked with intentionality. In modern philosophy, which makes use of phenomenology, only experience of oneself intentionalised to the object does not have intentional structure. Experience pervades every intentional act of consciousness, opening subjectiveness for cognition”¹⁷. Cardinal Wojtyła, unlike the majority of contemporary thinkers, claimed that consciousness acts cannot be attributed intentional character. If, by intention, we mean an active diversion towards the object, consciousness – in this conception – has no right to intentionality in the appropriate sense but has it merely in a secondary meaning, “thanks to intentionality of the acts of

11 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 80.

12 Cf. S. Grygiel, „Hermeneutika czynu”, p. 147.

13 Cf. K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 80.

14 Ibidem, p. 81; see E. Lévinas, “Notes sur la pensée philosophique du Cardinal Wojtyła”, *Communio* V (1980), No. 4.

15 Ibidem; cf. M. Seretti, *Autocoscienza e autoconscenza*, in: R. Bottigilione, *La Filosofia di Karol Wojtyła*, Bologna 1983, pp. 45-59.

16 Ibidem, p. 81; cf. T. Styczeń, “Doświadczenie człowieka i świadczenie człowiekowi (Kardynał Karol Wojtyła: filozof-moralista)”, *Znak* 32 (1980), No. 3(309), pp. 263-274.

17 S. Grygiel, “Hermeneutika czynu”, p. 147.

knowledge or self-knowledge as real potentialities of the person”¹⁸. Karol Wojtyła, not pretending to the creation of “some developed and finished theory of consciousness” believed that one should perceive consciousness not as an unconnected reality but as subjective content of that being and acting which is conscious, that is, which is appropriate for the man. In the entirety of human dynamisms, consciousness is a constitutive characteristic of the action and is, therefore, connected with the dynamism and agency of the person. This way of understanding and interpretation of consciousness protects against recognizing it as some separate subject. “Recognizing consciousness as a separate subject could make the way to its absolutization and, later, to idealism if consciousness – the absolute was treated as the only subject of all the contents which eventually come down to it (in that case *esse = percipi*)”¹⁹. Consciousness, on account of the person and his agency, is characterized by the reflection and screening function which is characteristic of individual acts of consciousness and all the sum or, rather, “resultant” of those acts, which, after all, decides about the actual state of consciousness. The subject of such a state is not, however, consciousness but the man about whom we say that he is in the state of consciousness (or beyond it), that he has full consciousness at his disposal and the like. Consciousness itself, though, does not exist as a substantial subject of conscious acts; it exists neither as a separate ontic base of experiences nor as authority. All consciousness “is depleted” in its acts and in their conscious specificity which is connected with reflection as something different from cognitive objectivization. The man not only “enters” cognitively into the world of objects (and even finds himself in that world as one of such objects) but also “has that whole world in conscious reflection which he lives in the most inner and personal manner. Since consciousness not only reflects but also (...) makes things internal, that is interiorizes what it reflects, which is all expressed in a true »self« of the person”²⁰. Consciousness of the action is one of many reflections making up the material entirety of the person’s consciousness; such reflection is, in and of itself, of conscious character and is not grounded on an active objectivization of either the action or the person although the picture of such action or person is comprised in it in the most faithful manner²¹. Although consciousness does not cognitively objectivize the actions or the person who takes them, yet consciousness acts remain in a clear relation with everything that is behind them, especially when it comes down to the relation with the actions taken by the true personal “self”; this relation is

18 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 81, footnote 15.

19 Ibidem, p. 82; cf. H. Piliś, “Problem osoby ludzkiej w ujęciu Karola Wojtyły”, *Humanitas* V (1980), pp. 131-161.

20 Ibidem, p. 83; cf. T. Styczeń, “Metoda antropologii filozoficznej w *Osobie i czynie* Kardynała Karola Wojtyły”, *Analecta Cracoviensia* V-VI (1973-1974), pp. 107-115.

21 Ibidem, p. 83; cf. T. Styczeń, “Objawień osobę”, *RF* 27 (1979), book 2, pp. 159-165.

initiated through the content of consciousness which is made up of particular elements of reality meanings as well as their mutual relations. All human cognition cooperates with consciousness: the ability and skill of active understanding; that is why consciousness is conditioned by such ability and skill, that is all cognitive potentiality which constitutes, according to Western philosophical tradition, a fundamental characteristic of the man person²².

Thanks to the ability and skill of active understanding, one can discover the meaning of the objects as well as master them mentally; to understand, then, – means to capture intellectually the meaning of the objects and the relations between the objects. That all is foreign to consciousness for all the process of active understanding is accomplished neither through nor with the help of it. Consciousness gets the meaning of the objects from “outside” as a fruit of knowledge which is the result of active understanding of the subjective reality acquired by the man in a different way and to a different extent which also determines a different level of consciousness. Between knowledge and consciousness there happens to be quite a thorough difference in respect of intellectual and cognitive shape as well as the acts entirety.

Cardinal Wojtyła distinguished from all the forms and kinds of knowledge that the man acquires and has and which shapes his consciousness in respect of the content (that is in terms of the meaning side) – self-knowledge, that is the understanding of oneself, a kind of cognitive pervading of that object that the man for himself is, and where the object constitutes the true “self”²³. At that point self-knowledge is consistent with consciousness as that true “self” is its subject with which consciousness stays in the closest subjective union but, at the same time, self-knowledge separates itself from consciousness for, the latter, in its subjective union with that “self”, is not oriented cognitively towards it as the object. Consciousness is cognitively indifferent to its true “self” as to the object; there are no intentional acts of consciousness that would objectivize that “self” in respect of existence and acting – this function is performed by the acts of self-knowledge²⁴. Self-knowledge occurs then when the man, in an intentional manner, intellectually heads towards his true “self”; it is different, however, from knowledge in that its object is not of general character while the object of knowledge is. A specific, individual “self” is the object of self-knowledge; “self-knowledge cognitively objectifies the person and his action, objectifies the “self” connected by a causative relation with its action. It also objectifies consciousness

22 Cf. *ibidem*, p. 84; see A. Perzyński, *Il principio personalistico nel pensiero ecclesologico di Karol Wojtyła*, Roma 1990.

23 *Ibidem*, p. 84, cf. M. Jaworski, “Koncepcja antropologii”, p. 101.

24 K. Wojtyła, *Osoba i czyn oraz inne studia*, s. 85.

with everything that it contains, reflecting and experiencing”²⁵. Thanks to self-knowledge consciousness reflects the actions and their relation to their true “self”; taking this fact into account is of prime significance for it has an effect on the character of “self” and opposes the idealistic standpoint which does not sufficiently take into consideration that way of existence, in consciousness, of everything that is found within it²⁶. Without self-knowledge “consciousness would be deprived of the meaning contents that refer to the true »self« of the man who occurs as the object of direct cognition; it would somehow be found in a vacuum. Such a state is called for by idealists as, in it, consciousness can be recognized as the subject creating its contents irrespective of any factor lying beyond it. A question, justified in an idealistic manner of thinking, arises if consciousness itself can be recognized as a real subject or if it is only its very own creation”²⁷. A deepened analysis of the data and the manner of their being stuck in consciousness, as a point of departure so characteristic of the philosophy of consciousness, leads to different from idealistic trends conclusions concerned with the consciousness character of “self”²⁸. Thanks to self-knowledge, the true “self” of the acting subject is cognitively captured as the object and, as a result, both the person and the action connected with that person are, in consciousness, of the objective meaning. The conscious reflection, which is something subjective and serves as the basis for subjectification, cannot bear the objective meaning of its true “self” and its actions since it continuously draws on it from self-knowledge. Self-knowledge coherence with consciousness constitutes a fundamental factor of a balance in the person’s inner life: “the man is the object for himself as for the subject, and in the conscious reflection he does not lose any objective meaning”²⁹. The author of *The Acting Person* expressed the opinion that in that respect self-knowledge is earlier than consciousness because it provides a meaning relation towards its true “self” as well as its actions³⁰. Furthermore, self-knowledge constitutes the border for consciousness beyond which the process of conscious subjectification cannot go. Consciousness itself becomes the object for self-knowledge since the objectivizing turn of self-knowledge towards its true “self” and actions connected with it concerns consciousness too. The interpretation of the fact of the man possessing “consciousness” of his acting can be encountered here. If the man “knows that he acts” then “knows that he acts consciously”;

25 S. Grygiel, “Hermeneutyka czynu”, p. 148.

26 Cf. M. Jaworski, “Koncepcja antropologii”, p. 101.

27 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 85.

28 Cf. M. Jaworski, “Koncepcja antropologii”, p. 101.

29 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 85.

30 Ibidem, p. 86, S. Grygiel writes that self-knowledge, earlier than consciousness, serves as “the meaning basis for the content of consciousness, not allowing it, at the same time, to tear away from the being” (S. Grygiel, “Hermeneutyka czynu”, p. 148).

he knows that he is conscious and that he acts consciously. “The object of self-knowledge is not only the person and the actions but also consciousness of the person and consciousness of the actions. (...) The man has self-knowledge of his consciousness and, in that way, he is conscious of consciousness of his being and his acting in the actions”³¹. The “work” of self-knowledge is that not only its true “self” and the actions connected with it but also even consciousness itself of those actions, in their relation to the true “self”, can be realized. To have consciousness of the action means that through the act of self-knowledge I objectivize my action in relation to myself; it is a true action of myself and not something that only takes place within me; that acting is conscious and as fulfilled in an appropriate manner to the will, it has a positive or a negative moral value, it is good or evil. The entire content of the action, objectivized through the act of self-knowledge becomes the content of consciousness; thanks to that objectivization one can speak of consciousness in the objective meaning, that is of the relation of consciousness with the objective world and especially with one’s true “self”, its being and function, consciousness owes the set of meanings, in this case, to self-knowledge though. Thanks to that set of meanings, consciousness deserves the term “self-consciousness”³².

Self-knowledge opposes such philosophical presentation of consciousness in which it would appear as a “pure self” – the subject – and has nothing in common with cognition in which one would mean the abstracted and generalized “self”. “The object of self-knowledge is the specific, »true« »self«; (...) self-knowledge stops by its true »self« and remains in individual cognitive intention – for in its true »self« it constantly meets yet new resources of contents. The old *adagium* says: *individuum est ineffabile*”³³.

Karol Wojtyła thought that the analysis of self-knowledge allows to better understand the two functions of consciousness, both in an unintentional manner. The first of them is the reflection function. Consciousness is not limited here to a simple reflection of everything that constitutes both the object of understanding and knowledge but, in a peculiar way, illuminates all that and, in such illumination, reflects. Objectiveness and, also, subjectiveness of the man are decisive factors in solving the problem: “consciousness-self-knowledge”. “Consciousness is this »area« where the true »self«, appearing in its characteristic objectiveness (right as the object of self-knowledge), at the same time experiences fully appropriate for it, subjectiveness³⁴. In this way, the second function of consciousness which

31 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 86; cf. S. Grygiel, ”Hermeneutyka czynu”, p. 148.

32 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 87.

33 Ibidem, p. 88 ff.; cf. M. Jaworski, ”Koncepcja antropologii”, p. 101 ff.

34 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 89 ff.; cf. S. Grygiel, ”Hermeneutyka czynu”, p. 147.

complements the function of the illuminating reflection and grants consciousness *raison d'être* in the structure of the person and the action: experience shaping is that function of consciousness, which allows the man to experience, in a peculiar way, his true subjectiveness, emerges. Consciousness, then, is not depleted in the function of reflecting the action in its relation to its true "self" (which takes place somehow from outside) but introduces us even further into the interior of the actions and their relations with their true "self"; consciousness allows not only to watch our actions internally and their dependence on their true "self" but also to experience those actions as own³⁵.

The man owes to consciousness subjectification of what is objective with subjectification being, to a certain extent, associated with experience. The person and the action become, thanks to consciousness, "subjectified" insofar as consciousness conditions the experience of the action fulfilled by the person, that is the experience of the person in his dynamic causative reference to the action. In the same way, everything that constitutes the intentional "world of the person", which can be analysed in its objective content as well as on conscious reflection grounds, becomes "subjectified" alike. At the same time, that world, by becoming the content of experience, enters the circle of its own subjectiveness of every human "self"³⁶.

Karol Wojtyła discerned in consciousness the feature which he described as "reflexive" (that is consciousness "reflexiveness"); it is a natural mental turn of consciousness towards the subject to which we owe – together with experience – a particular emphasis of subjectiveness of the survivorship "self". That is why we define such constitutive function of consciousness as "reflexive", that is turning everything to the subject³⁷. That function of consciousness is something different from reflection, in which (thanks to self-knowledge) the man, being the subject and constituting his true "self", appears still as the object. "The reflexive turn of consciousness causes that that object, just because ontologically it is the subject,

35 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 91.

36 Ibidem, p. 91; cf. T. Styczeń, "O metodzie antropologii filozoficznej. Na marginesie Osoby i czynu K. Wojtyły" and "Książeczki o człowieku R. Ingardena", RF 19(1973), book 2, pp. 106-114.

37 Ibidem, p. 92. In that meaning consciousness is "reflexive", and not only "reflective", which is characteristic of the human mind in its cognitive acts. Reflection assumes intentionality of those acts, that is their cognitive turn towards the object (we are talking here about a fuller presentation of the objective content of the act previously accomplished). Reflective thinking occupies an important place in the process of any understanding and knowledge, including the knowledge of the self, that is self-knowledge. Reflection indeed goes hand in hand with consciousness, serving it but it does not suffice to the constitution of experience. A turn towards the subject, which is accomplished thanks to the "reflexive" function of consciousness, is needed (see ibidem; cf. also: M. Jaworski, "Koncepcja antropologii...", p. 102.).

experiencing its true »self«, experiences itself, at the same time, as the subject”³⁸. Reflexiveness constitutes a specific moment of consciousness, perceptible when one sees consciousness in a strict, organic connection with the “being”, that is the man who acts. Only then, one can notice that it is one thing to be the subject, and the other – to be recognized as the subject and, finally, yet something other – to experience oneself as the subject of one’s acts and experiences, which is accomplished thanks to the reflexive function of consciousness³⁹.

The man, as the subject of his existence and acting, in traditional ontology is referred to as *suppositum*; that word is used for the objective denotation of the subject, without taking into account the existential aspect of that subjectiveness in which the index subject is presented to itself as its true “self”. The term *suppositum* abstracts, therefore, from the aspect of consciousness, thanks to which “the specific man – the object being the subject – experiences himself as the subject, experiencing, thus, his subjectiveness and that experience serves as the basis for his definition with the help of the pronoun »I«”⁴⁰. The expression “self” contains within itself more than the *suppositum* word for it links the moment of experienced subjectiveness with ontic subjectiveness while *suppositum* speaks only of ontic subjectiveness, that is of the being as the subjective base for existence and acting⁴¹. Such an interpretation of the term “self” presupposes the reflexive dimension of consciousness and its relation to the man as the real subject; the separation from the real subject (which is that “self”) the experience one’s true subjectiveness (which gives the right to define as “self”) would cause that the index survivorship “self” would present only the content of consciousness. Meanwhile, the reflexive turn of consciousness towards the real subject makes that “self” become a real subject experiencing its subjectiveness, that is constituted in the

38 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 92.

39 The approximation and understanding of the entire dynamic reality of the person and the action has to take into account also that subjectiveness which is given to us in our existence (see *ibidem*, p. 93).

40 *Ibidem*. The personal pronoun “I”, as it is commonly known, always points out a specific person.

41 Cardinal Wojtyła explained in the footnote (*ibidem*) that any experience of the man (as an outer experience) allows us (to some extent) to establish that it is the subject of existence and acting (*suppositum*), yet the experience of one’s true “self”, however, (and at the same time, an inner experience) gives obviousness to that belief and determines its new dimension which is the dimension of experienced subjectiveness.

consciousness dimension⁴².

Every man in a comprehensive experience is brought as an individual real being, as the subject of being and acting, that is *suppositum*. At the same time, each one of them is brought to each other as the specific “self”, both through self-consciousness and self-knowledge which states that the being being objectively myself subjectively constitutes also my “self” since I experience in it my subjectiveness. On the basis of self-knowledge then, I have consciousness of my true “self” and, more than that, thanks to reflexive consciousness I experience my “self”, that is I experience myself as a specific subject in its subjectiveness. Consciousness is not only an aspect but also an essential and a real dimension of that being which “myself” is since it constitutes its subjectiveness in a survivorship meaning. If that being, in traditional philosophy, corresponds to *suppositum*, then, without consciousness *suppositum* could not constitute itself as “self”; consciousness enters into a real constitution of that being which is the man, emphasizing his subjectiveness thanks to which every specific man is an individual and unique “self”⁴³.

M. Jaworski thinks that the above means of reasoning “moves us one big step forward in relation to the previous statements in which Cardinal Wojtyła questioned, above all, the standpoint of subjectivism or idealism on the subject – consciousness part. What we have here is the relation shown between the subjective experience of the subject and ontological *suppositum*, thanks to the reflexive character of consciousness. This also points out, as Cardinal Wojtyła saw it, ontological implications contained in experience. We have the experience of ourselves as the being being the subject of existence and acting”⁴⁴.

Consciousness then constitutes a peculiar dimension of that individual real being, which is the specific man; consciousness neither veils that being nor absorbs it in itself as it could turn out from a fundamental premise of idealistic thinking according to which *esse = percipi* (that is, “to be” is the same as “to constitute the content of consciousness” and, at the same time, one does not accept any other way of being except consciousness)⁴⁵. Karol Wojtyła captured those issues in a different manner claiming that consciousness, combined with being and acting

42 Ibidem, p. 94. M. Jaworski, analysing the reflexive feature of consciousness according to Karol Wojtyła, says that it is based on a mental turn towards the subject as such and thanks to it the object which, ontologically, is the subject, experiences itself as the subject, that is experiences its true “self”. We, thus, speak here of the “subjective experience of *suppositum* subject which, in ontology, is of purely objective character, abstracting from the experience aspect” (M. Jaworski, “Koncepcja antropologii, p. 102).

43 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 95.

44 M. Jaworski, “Koncepcja antropologii”, p.102.

45 Cf. K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 95; see M. Jaworski, “Koncepcja antropologii”, p. 102.

of the specific man-person neither veils that being (as a dynamic reality) nor absorbs it in itself but reveals it “to inside”, that is in its peculiar difference and the most unique concreteness (this is what the reflexive function of consciousness is about). Thanks to that function of consciousness, the man exists “to inside” (and in the full dimension of his mental rational being) which goes hand on hand with experience and identifies with it. But experience, according to this presentation, does not constitute some reflex which shows up at the surface of the man’s being and acting; on the contrary, it “constitutes that figure that is appropriate for the actualization of the human subject that the man owes just to consciousness”⁴⁶. Thanks to consciousness, therefore, real and subjective energies contained within the man as the being actualize also in a real and subjective manner in the man as the subjectiveness person, finding their subjective finish in experience⁴⁷.

Karol Wojtyła analysed then, in that context, the problem of consciousness of the action and its experience in the dimension of moral values. The man experiences (and owes that experience to the reflexive function of consciousness) his actions within his own subject; experiences his action as acting which they are the subjective agent of and which expresses and reveals what his true “self” simply is.

The man distinguishes his acting from everything that in his “self” only “happens”; that distinction between *actio* and *passio* is the work of self-knowledge. It constitutes the function of consciousness: reflection, but also experience, thanks to which the man experiences his acting as something different from what happens in him. Because of acting-action, the man experiences also moral values: “good” and “evil”; he is not only conscious of the morality of his actions

46 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 95. S. Grygiel, analysing that point of view of the Cardinal, says that one has to differentiate between three kinds of acts: the acts of knowledge, self-knowledge and the acts of consciousness. The first two are of intentional cognitive structure while the third does not have such a structure at all. The cognitive function of the acts of consciousness comes down to unintentional reflection and to the reflexive experiencing connecting ontologically *suppositum* with the conscious “self” of the subject but it is a way of being “to the inside”, a way of realizing one’s being. S. Grygiel asks, because of the above, what the relation of self-knowledge and knowledge with consciousness which remains in relation with the ontological “self” (to *suppositum* and its acting) by way of what about that “self” self-knowledge speaks is. In this situation, there must have been earlier, with regard to consciousness, the understanding of “self” in its causative relation with a given action and, similarly, knowledge data. The reflection of consciousness would come down only to the “storage” of the content of self-knowledge and knowledge and then, at some appropriate moment, the intellect would perform some speculative operations without a direct reference to appropriate, specific objects. This could be the return to the so-called theory of passive reason from his *species impressa* and *expressa* (cf. S. Grygiel, *Hermeneutyka czynu*, p. 149).

47 See K. Wojtyła, *Osoba i czyn oraz inne studia*, pp. 95–96; cf. M. Jaworski, “Koncepcja antropologii”, pp. 102–103.

but experiences it, on more than one occasion – very deeply indeed.

The action and moral values – the Cardinal claimed – objectively belong to the real subject which, as their agent, the man is; at the same time, however, they “function” subjectively in experience which consciousness not only reflects but also conditions through its reflexive function. Both those functions of consciousness participate in “a peculiar drama of the human interior, which the drama of good and evil that takes place in the actions, and through the actions in the person, is”⁴⁸. The functions of consciousness cause that both the action and moral values: good or evil, become “a full subjective reality” in the man and the man, then, experiences good or evil in his true “self”. What is more, he experiences himself as either the one that is good or evil; “the full dimension of morality as a subjective and personal reality”⁴⁹ is included in it, too.

The whole emotional life of the man is of great significance in the development of human actions; one means here a particular range of human vitality coming from the emotive element of his psyche. The author of *The Acting Person* defined, significant for the actions activity of the will, as *voluntarium*, which implies free will participation in acting, which, at the same time, is conscious acting. The influence of the emotive element on consciousness of acting (which is of significance for the entire dynamism of the person, for conscious acting, that is the action) has been called the emotionalization of consciousness⁵⁰. Emotions, emotive facts – stirring up in the man as the subject – have their reflection in consciousness and influence (in their own characteristic way) conscious reflection of different objects, starting from the true “self” and the actions. Feelings of different kind emotionalize consciousness that is join their reflective and reflexive functions, modifying slightly their character visible first in conscious reflection which loses its distance in relation to emotions and objects covered by it. Consciousness owes this distance to self-knowledge which has the ability to objectivize emotions and feelings alike; thanks to that consciousness possesses the meaning of emotive facts that take place in the subject. The man is conscious of them (emotions “happen” in him) and through consciousness he has control over them, which is important for interior integration. “Conscious” control over emotions is accomplished with the help of will and just because of that moral value can be shaped. “Conscious control over spontaneous emotive dynamism which conditions *voluntarium* – acting characteristic of the will – is, at the same

48 K. Wojtyła, *Osoba i czyn oraz inne studia*, p. 98.

49 Ibidem; cf. K. Tarnowski, “Metafizyka osoby i wartości. Sesja naukowa poświęcona myśli Jana Pawła II. Kraków 16-17 listopada 1984”, *Znak* 38 (1986), No. 1 (374), pp. 117-132.

50 Ibidem, p. 101; cf. A. Póltawski, “Czyn a świadomość”, in: K. Kłósak (ed.), *Logos i ethos*, Kraków 1971, pp. 83-113.

time, conditioned by the will⁵¹. In the situation when the emotionalization of consciousness begins (the meaning of emotive facts and objects disappears with feelings rising above their actual understanding), self-knowledge takes over the entire efficiency side of consciousness and should not allow for the emotionalization of consciousness so that consciousness is not deprived of the objectivized relation in respect of the entirety of emotive facts and does not lose the meaning side of those facts⁵².

Karol Wojtyła in the context of analysed functions of consciousness stated that it is thanks to consciousness indeed that the man experiences himself as the subject and on those grounds a dynamic relation between the person and the action is realized. The fact that the man is the subject and experiences himself as the subject allows to confirm the subjectivity⁵³ of the man-person; it is thanks to consciousness that the man experiences himself as the subject in an experiential sense. The man experiences his actions as acting and he, as a person, is the agent. This agency becomes obvious owing to the experience and as such appears in the consciousness aspect. It is important then to get closer to the experience and to subjectivity of the man in order to capture agency of the fact fully experienced. A possible full presentation of the subjectivity of the man allows to see, in an appropriate manner, the dynamic relation between the person and the action, the definitive subjective figure of which is shaped thanks to consciousness. "It is, namely, the person of causative experience (...) of the relation of the person with the action, the experience of a moral value which, in such a dynamic system, germinates. These all are objective facts that possess their objectivity and reality only exclusively in the subjectivity of the man"⁵⁴.

Consciousness, as long as it is understood as an aspect serves only fuller understanding of the subjectivity of the man, especially in his internal relation to his own actions. As soon as consciousness ceases to be understood as an aspect, however, it ceases to explain the subjectivity, that is the subjectiveness of the man and his actions and becomes the subject substitute itself. Consciousness then is the subject of experiences and (moral) values which, in such a stance of thinking cease to be something real; they remain only the content of consciousness: *esse*

51 Ibidem, p. 102; cf. J. Tischner, "L'aspetto metodologico dell'opera 'Persona e Atto'", trans. R. Bottiglione, in: R. Bottiglione et al., *La Filozofia di Karol Wojtyla*, Bologna 1983, pp. 101-106.

52 Ibidem, p. 103; cf. A. Póltawski, "Człowiek, czyn a świadomość – według Karola Wojtyły", *Więź* 22 (1979), No. 2-3 (250-251), pp. 44-53.

53 Subjectivity and not subjectivism in the meaning of a certain stance of thinking! In order to determine the subjectivity of the man, of a fundamental importance is the consciousness aspect (cf. ibidem, p. 105).

54 Ibidem, p. 106; cf. A. Póltawski, "Człowiek a świadomość (w związku z książką Kardynała Karola Wojtyły *Osoba i czyn*)", *Analecta Cracoviensia* V-VI (1973-1974), pp. 159-175.

= *percipi*. Finally, consciousness itself has to stop being something real and becomes a well-thought-out subject of content; “the way of subjectivism has its end in idealism”⁵⁵. Consciousness is the key to the subjectivity of the man because it conditions the experience in which the human “self” reveals directly (empirically) as the subject.

In the field of consciousness an essential moment of a dynamic arising of the action out of the person – agency gets realized and pervades it to the full. Consciousness is present in the actions of the person and plays a specific role in shaping the person’s subjectivity from which, out of the causative power, the action comes into being. Both consciousness then and agency, in a way typical of each other, determine the person and the action.

A characteristic feature of the model of consciousness proposed by Cardinal Wojtyła is an aspect of existence requiring explication, which in traditional philosophy was “implied” by rationality (*animal rationale*), and in ethics – by freedom of an action. The author of *The Acting Person (Osoba i Czyn)* thought that consciousness, despite its intellectual nature, does not have an intentional structure. While understanding and knowledge contribute to shaping an object in an intentional way, consciousness limits itself to reflecting everything that is already known. Consciousness of an action is one of many reflections making up the material entirety of consciousness of a person; this reflection itself is of a conscious nature and does not consist in active objectivization of an action or a person, although it contains an image of an action and a person as faithfully as possible. Consciousness cooperates with the entire human cognition: a capability and mental fitness of active understanding; therefore, consciousness is conditioned by this capability and mental fitness, that is the entire cognitive potentiality, which constitutes, according to the Western philosophical tradition, the fundamental characteristic of a human person. Consciousness receives meanings of things “from outside” as a fruit of knowledge resulting from active understanding of objective reality, acquired by a human in different ways and at different levels, marking also a different level of consciousness. There is quite a significant difference between knowledge and consciousness in terms of intellectual and cognitive development.

From all forms and kinds of knowledge acquired and possessed by a human, the Cardinal distinguished self-knowledge, that is to say self-understanding. Self-knowledge occurs when a human, in an intentional way, intellectually directs towards one’s “self”; it differs from knowledge in that its object is not in the

55 Ibidem, p. 107; cf. W. Póltawska, ”Koncepcja samoposiadania – podstawą psychoterapii obiektywizującej (w świetle książki Kardynała Karola Wojtyły *Osoba i czyn*)”, *Analecta Cracoviensia* V–VI (1973–1974), p. 228.

nature of generality, whereas an object of knowledge is in such nature. Due to self-knowledge, consciousness reflects actions and their relation to one's "self"; taking this fact into consideration is of great importance as it has an effect on the nature of "self" and contradicts an idealistic position, which does not sufficiently consider this way of existence in consciousness of everything it contains.

Karol Wojtyła thought that the analysis of self-knowledge allows to better understand two functions of consciousness, both in an unintentional way. First of them is a function of reflection. Another function of consciousness, completing a function of illuminating reflection and giving consciousness *raison d'être* in a structure of a person and an action, is shaping the experience, which allows a human to experience their subjectivity in a special way. Thus, consciousness constitutes a characteristic dimension of an individual real being, which is a particular human, and it does not veil or absorb it as it could arise from the basic premise of idealistic thinking, stating that *esse = percipi*. Due to consciousness, real and objective energies contained in a human as a being, also actualize in a real and objective way in a human as a person of subjectivity, finding its subjective completion in an experience. A human experiences (and owes this experience to a function of reflexive consciousness) their actions within their own subject; experiences their action as acting of which they are a subjective agent and which constitutes a manifestation and unfolding which their "self" simply is.

Shaping of human actions is hugely influenced by the entire emotional life of a human. The author of *The Acting Person* described the crucial for actions activity of will as *voluntarium*, which means participation of free will in acting, being, at the same time, conscious acting. The influence of an emotive element on consciousness of acting has been called as emotionalization of consciousness. Emotions have their reflection in consciousness and influence conscious reflection of various objects, starting from one's "self" and actions.

In the context of functions of consciousness being analyzed, Wojtyła claimed that due to consciousness, a human experiences oneself as a subject and on this ground the dynamic relation between a person and an action is taking place. The fact of a human being a subject and experiencing oneself as a subject allows to confirm the subjectivity of a human-person; it is due to consciousness that a human experiences oneself as a subject in an empirical way. A human experiences his or her actions as acting, of which he or she, as a person, is an agent. This agency becomes obvious due to experience and as such it appears in the aspect of consciousness. Thus, it is important to get closer to the experience and subjectivity of a human so as to capture the agency as a fully empirical fact. Encompassing the subjectivity of a human as completely as possible allows to see to the full the dynamic relation between a human and an action, of which

the fundamental and subjective form is being shaped due to consciousness. For as long as it is understood as an aspect, it only serves for a more complete understanding of subjectivity of a human, especially in its internal relation to one's own actions. However, when it is no longer understood as an aspect, it no longer explains subjectivity of a human and of their actions, it itself becomes a substitute of a subject. Consciousness is then a subject of experiences as well as moral values, which with that mental attitude are no longer something real; they remain merely the content of consciousness. Finally, consciousness itself is no longer something real and it becomes a thought subject of the content; "a road of subjectivism finds its end in idealism". Consciousness is a key to subjectivity of a human because of the fact that it conditions an experience in which a human "self" manifests directly (empirically) as a subject. In the field of consciousness a significant moment of dynamic arising of an action from a person, that is agency, is being realized and it is completely permeated by consciousness. Consciousness is present in actions of a person and plays a specific role in shaping subjectivity of a person, from which subjectivity, by the power of agency, an action emerges. Thus, both consciousness and agency, in their own specific ways, determine a person and an action.

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DEVELOPMENT OF THE CHILDREN'S INTERNET SEGMENT: AGE CHARACTERISTICS IN VARIOUS ELECTRONIC CONTENTS

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Abstract:

The Internet is an indisputable factor in the development of society, children and teenagers in particular. It becomes our daily companion, some are so immersed in the World Wide Web that they lose their sense of reality. Young people, especially teenagers, are the most impressionable audience, so it is important to know and evaluate the content they are viewing. The article examines surveys from which it is possible to analyze the behaviour of children and adolescents in the Ukrainian-speaking segment of the Internet during the last 20 years. Unfortunately, few such studies were conducted, though they did not provide any answers to the questions about the correspondence between the needs and interests of schoolchildren and the reality of the functioning of electronic children's content. However, by comparing the existing data, it is possible to form an idea about the activity of children and adolescents in the information space, to identify trends.

The authors analyzed the research conducted in Ukraine from 2002 to 2022. It was established that computer use and access to the Internet grew rapidly, and in 2014 already 62-73% of children and adolescents played Internet games and accessed social networks daily. The 2018 survey showed that all teenagers use or have used the Internet before finishing school. The age when children begin to use the Internet has also decreased.

Since the Internet plays a significant role in the lives of children and adolescents, we have identified and recorded the use of all social functions of the content: informational, communicative, recreational, cultural and educational. We can say that young people actively use all the opportunities provided by the worldwide network and prefer electronic media content.

Keywords: Internet, content, information space, children, teenagers

Introduction. The Internet is an integral part of the modern child's life. Its role in children's and adolescent culture is undeniable. For children, the Internet has become an important part of everyday life, along with public transport, television and household appliances, it is no longer something distant. It goes without saying, Internet capabilities are of particular importance.

Formulation of the problem. Nowadays, schoolchildren use the Internet not only for recreation and communication, but also for learning, cognitive purposes, and self-development. Due to the fact that the Internet offers a wide range of opportunities for self-development, education and training, self-expression, communication, creativity and entertainment and contains certain risks, it is important to have clear criteria for assessing the degree of danger of the content of certain sites for children. The question of the existing content's quality on the Internet and its compliance with the needs of teenagers is also relevant.

Presenting main material. Educators, psychologists, workers in the field of culture and leisure and parents often lag behind children and teenagers in mastering new information technologies, they do not keep up with the rapidly changing trends of the Internet reality. Specialists defend their positions regarding the use of Internet opportunities. In the process of selecting sites for children and teenagers, they are guided, most often, by their ideas about useful, safe, positive or dangerous, harmful web resources, about the need to limit access to the Internet. Personal experience of using modern Internet technologies and everyday life experiences form their ideas about which Internet sites children can visit, and which access should be prohibited or restricted.

However, information technologies penetrate all spheres of human life, such as school, home, leisure, etc. The change in the content of children's leisure activities towards an increase in Internet's role in it makes it necessary to develop a qualitative method of evaluating content for children not only from the position of an adult expert but also from the position of the child as the main consumer of the final product.

Few large-scale studies of the behaviour of children and adolescents in the Ukrainian-speaking segment of the Internet have been conducted in the last 10 years, local surveys were conducted in a patchwork manner and did not provide answers to whether the needs and interests of schoolchildren correspond to the reality of the functioning of electronic children's content. However, by comparing the available data, it is possible to get an idea of the current situation and identify a tendency to increase the involvement of children and adolescents in the information space.

According to the research of the Internet Association of Ukraine, the daily

audience of the Internet in Ukraine is growing every year, which indicates the spread and growth of its role in the lives of Ukrainian adults. If in 2004 only 12% went online, then in 2019 already 71% of respondents used the Internet once a month or more often (Fig. 1) [3].

Figure 1

Динаміка проникнення Інтернету:
щорічний замір

12

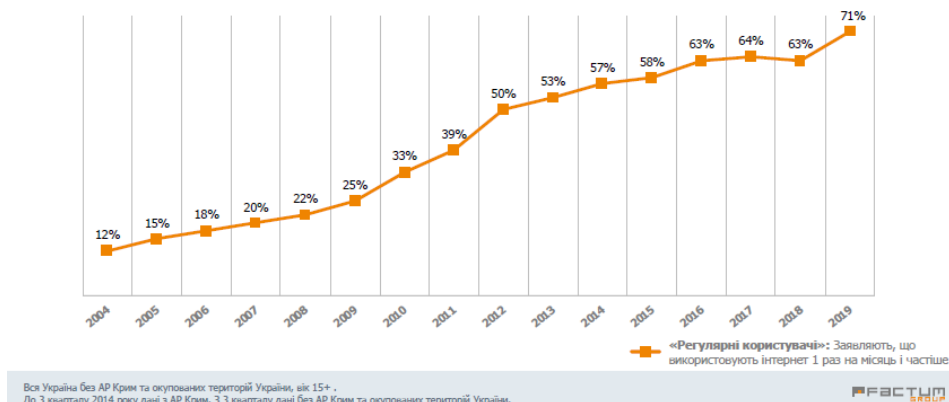


Fig. 1. Dynamics of Internet penetration: annual evaluation of the number of common users

In 2022, according to the Kyiv International Institute of Sociology, “approximately 82% of respondents use the Internet at least once a week, of which 78% daily or almost daily ... 4.5% use the Internet once or several times a week, ... never use 15.4% of surveyed Ukrainians” [5].

The adult audience of Internet users is growing consistently and smoothly. Unfortunately, studies of the child and adolescent audience on the World Wide Web were conducted irregularly. According to the State Institute of Family and Youth Policy [2], in recent decades, children and adolescents have been actively mastering the information space. If in 2007, among teenagers aged 14-17, 75% of respondents used a computer, and 41% of respondents used the Internet, then already in 2016, 91% and 95%, respectively. A survey of parents conducted by the Public Organization “Youth Institute” on behalf of the State Institute of Family and Youth Policy [10] in 2018 showed that 93.3% of children use the Internet. They become regular users at the age of 7-9, and from the age of 10 all children are active participants in electronic content [10, p. 2].

The use of computers and the Internet by children and adolescents changed gradually. Thus, in 2002, according to the international project “Health and Behavioral Orientations of Student Youth” (HBSC) [14, p. 5], almost all teenagers spent their free time on the computer on weekdays and weekends equally – half an hour a day. In 2006, 65-90% of respondents, mostly boys, spent up to three hours in front of computer monitors [4, p. 62]. As of 2010, a number of teenagers spending up to three hours a day playing computer games or on game consoles [13, p. 89]. Meanwhile, there are some gender differences in the choice of leisure practices related to IT technologies: boys play computer games more than girls (54.7% and 39.6%, respectively), while girls more often use social networks, perform Internet surfing [13, p. 88].

The 2014 survey showed that depending on age 62-73% and 52-69% use Internet resources on weekdays and weekends, respectively, and 55.2-72.6% spend up to three hours on computer entertainment on weekdays and 49.9-72.7% of teenagers, depending on the age of the respondents [11].

“Most kids and teens spend as much time playing games on their computer, tablet, smartphone, or other electronic devices as they do homework, emailing, Twitter, Facebook, chatting, and using the Internet. From half an hour to two hours a day. On weekends, employment with such leisure activities increases to 3-4-5 and even more than 6 hours a day,” says the international report “Health and Behavioral Orientations of School Youth of Ukraine” in 2018 [12, p. 78]. It is also noted that girls spend less time playing Internet games, unlike boys (2-3 hours per day), but visit social networks more, which can last up to 6-7 hours on weekends. This use of their free time is characteristic of most teenagers from the age of 13 when parental control is weakened.

Age differences in the use of the Internet by teenagers, according to a 2016 study, are significant. Thus, the number of children who use Internet services and are younger than 15 years old is 43.8%, and already at the age of 15-17 years – 85.7% [2]. In 2019, among people aged 15 and older, 97% of respondents are Internet users [7].

The majority of children prefer to access the Internet through a mobile phone/smartphone – 43.9%, a tablet – 42.8%, and through a laptop or personal computer – 33.8% and 18.5%, respectively [10].

The secondary analysis allowed us to clarify the portrait of a typical teenage Internet user – a girl aged 12-14 who accesses the Internet mainly from home and spends 3 to 8 hours a day on weekdays and 5 to 12 hours on weekends.

During our analysis, children’s use of all social functions of the content was

identified and recorded. We will provide evidence for this thesis, based on the selection of arguments from the data of the largest studies of children's online behaviour over the last decade.

Firstly, there is convincing evidence that the Internet has taken its place in the structure of the living space, time budget, and educational and leisure spheres of modern children.

Over the past five years, there has been a tendency to decrease the age of entering the Internet, both in the world and in Ukraine. According to the European Commission, on average in Europe in 2008, only 34% of children aged 6-7 years used the Internet, while only four years later, in 2012, the number of preschoolers connected to the network, according to various data, was from 60 to 87% [1]. In Ukraine, according to surveys, in 2014, 62-73% of teenagers used the Internet independently [11, p. 86]. In 2018, 13.5% of children at the age of 2 accessed the Internet with the participation of adults, and 14.7% started using the Internet at the age of 5 [2].

Children 3-4 years old, as a rule, freely navigate in the computer game space, developing educational programs designed for this age. Every third preschooler uses a computer to play (35.4%). Meanwhile, research results show that every seventh child uses the Internet for school and extracurricular studies (13.5%), and only 5.8% of children watch cartoons and feature films on the computer [10].

By the end of school, there are no teenagers who do not use the Internet – up to 3 hours and more than 4 hours every day. 45% and 50% of teenagers use social networks, respectively, and only 6.7% do not use the network at all [12, p. 82].

The Internet plays a serious role in the lives of teenagers – every eighth teenager spends more than 5 hours on the World Wide Web on weekdays, and every fourth on weekends [12, p. 83]. It is social networks that are the main source of important information for children and teenagers – 76% of teenagers look for various information of interest to them there, which illustrates the informational function of the Internet.

The communicative function is realized through the communication of teenagers on the Internet – in social networks, blogs, chats, on forums: in 2018, 41% of teenagers communicated on the Internet, 40% looked for friends on social networks, another 14% communicated with players in virtual and online-games [12, p. 83].

It is especially worth highlighting such an Internet service as social networks. A social network as a website has many users. It allows participants to create their profiles, find friends, correspond in real-time, create interest groups and

communities, share media materials and information, upload their photos, play online games and occupies an important place in the lives of teenagers since these sites are concentrated in numerous different types of Internet activities that teenagers prefer.

The use of this service by children is constantly growing: in 2016, 60% of schoolchildren used social networks and by 2018, 97% of teenagers used social networks [12, p. 82]. In 2021, the most popular among young people (13-15 years old) social network was Instagram – 82%, Facebook network took second place – 61%, but the TikTok platform was popular only among 32% of respondents [8].

In 2016, almost a third of teenagers had more than one open profile on various social networks, 60-80% of them registered in the networks under their name and indicated the exact age and number of the school in which they study; every fifth teenager had more than 100 friends in networks (30 people on average). In 2018, already 40% of registered schoolchildren had more than 100 friends on social networks, and the majority of users knew all or almost all of their online friends. A third of all students are “friends” on social networks with their parents, and more than half of the surveyed teenagers (52%) are friends with their teachers [12, p. 84].

Thus, with the help of social networks, in addition to the communicative one, the educational function of the Internet is realized. With the help of social networks, integrative and regulatory functions are also implemented: research shows that teenagers prefer to communicate not in social networks designed exclusively for their age audience, but on those resources where adults are present (63% of Instagram users are aged 18- 34 years, Facebook – 37%, respectively) [6]. The interaction between generations and different social groups on these sites is ensured, as well as the transmission and broadcasting of norms and rules of behaviour in society. An important function of the Internet is recreational because the network contains various recreation opportunities: online games, blogs, forums and sites that contain information about various hobbies, hobbies, and various types of creativity. This function is in demand by children and teenagers. In 2016, 18% of respondents named online and mobile games as activities on the Internet. Another type of leisure time of teenagers on the World Wide Web was communication – 13% [2].

Sites with information about world history, the history of art and architecture, the cultures of the peoples of the world, contributing to raising the level of culture and education, intellectual and spiritual development, and reading e-books can perform a cultural and educational function.

According to the results of the international study of the quality of education

PISA-2018, 59% of teenagers use the Internet to obtain a variety of information that is interesting to them, including information of a cultural and educational nature. 37% of respondents use social networks to read news online and another 25% take participation in group discussions or forums [9, p. 99]. Respondents were also asked whether they read on the Internet and in what form it is better to read e-books. Teenagers were also asked how much time they spend reading for their pleasure. 27.2% of respondents read books on paper and electronic media equally often, 27% prefer books on digital media, and 24.2% read books on paper media [9, p. 99].

As for the time that schoolchildren spend reading for their pleasure, girls predominate here, 27% of surveyed girls read up to one hour a day, while 22.7% of boys read. 26.7% and 16.3% read from 1 to 2 hours a day, respectively. If we talk about reading for personal pleasure for more than 2 hours a day, there is already a big gap here: 16.3% of girls and 6.7% of boys [9, p. 108].

No less important and promising social function of the Internet is education. In 2016, according to research data, 38% of Ukrainian teenagers used the Internet to search for various thematic information, information for learning [2], and in 2018, almost two-thirds of teenagers (59%) turned to electronic resources for information on educational topics [9, with. 99].

The attitude of the population of Ukraine to the use of the Internet by young users is ambiguous: adults tend to be wary of the deep and widespread immersion of children in the virtual space, meanwhile, parents themselves often provoke these processes due to the earlier provision of access to the World Wide Web, instilling the skills of using the Internet for entertainment and learning. Among the risks that children may face, from the point of view of adults, in 2018, the greatest concern was that a child may give other people personal information about themselves (62.7%). When using the Internet, children encounter obscene words (38.4%), saw images or videos of a sexual nature (29.1%) and 10.1% were exposed to the dangers of cyberbullying. Many parents try to protect their children on the Internet, so they monitor the sites visited by the child, 67.3% of respondents and 51.7% set time limits for being on the World Wide Web [10].

This trend allows us to talk about the relevance of knowledge about the Internet, risks and ways to protect against the dangers that a child may encounter online. 46.8% of parents use software to protect their child from Internet risks, 36.7% use network filters and 21% include parental control functions on devices connected to the Internet. Meanwhile, 94% of the interviewed parents of minor children are convinced that adults should monitor what websites their children visit, but only 19% stated that they share the Internet with their children [10].

Conclusions. Summing up, we can say that children and adolescents actively use the opportunities provided by the Internet, the child and the adolescent audience have their requirements and advantages of electronic content and use a variety of social functions of media content. Meanwhile, the World Wide Web contains a large number of dangers that the younger generation can face.

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KEY SUCCESS FACTORS IN IMPLEMENTING SUPERVISION MANAGEMENT IN SOCIAL INSTITUTIONS

DARIUSZ PIERZAK, JANKA BURSOVÁ

Abstract:

Supervision is a method increasingly used in social work. As an ongoing, structured process involving the social worker and the supervisor and based on openness and trust, it can be used in many areas and for many purposes within social work. It can be used as a method to counteract professional burnout of social workers (the so-called support function of supervision). It can be used to improve their efficiency and effectiveness (the so-called managerial function of supervision). Finally, one can treat supervision as a method of professional development of social workers, a method of developing their competences necessary in social work (the so-called educational function of supervision).

Supervision as a method of action thus gives the social organisation a space for reflection and mutual consultation. The result of this reflection and consultation can become the use of supervision for the comprehensive management of the social organisation and social work in the form of supervision management. In this approach to management, supervision becomes the *modus vivendi* of the functioning of the whole organisation and the implementation of its functions. For this to happen, however, in the process of implementing supervision management, attention needs to be paid to the factors that condition its implementation and functioning in the organisation.

The aim of this article is to identify the key success factors in the implementation of supervision management in a social institution. The author characterises the role and importance of supervision in social work, presents a methodology for the management of a social organisation based on its use in all aspects of its functioning and, finally, the conditions that need to be met for the implementation of supervision management to be successful, and this methodology can effectively serve the work of a social

institution.

Keywords: Supervision. Management. Supervision management. Social work. Success factors.

Introduction

Supervision as a method of work and action has been present for a long time in social institutions. However, it seems that until recently they have not used the full potential of this concept of action, because, as Willan-Horla (2011, p. 117) writes, it was mainly associated with activities aimed at improving the quality of the work of social workers and adepts to the profession rather than a systemic approach to the implementation of tasks related to social assistance and social work.

As Dawidziuk (2015, pp. 78-79) writes, the progressive professionalisation of social work in relation to both the social work profession and the social institution, access to new tools for action, the expectation of high standards of work from both the state and the public require a new approach to the functioning and operation of social institutions, in which openness to change, continuous evaluation of the activities carried out, which stimulates continuous improvement of the standards of work, becomes important.

This new approach is supervision, which is gaining more and more importance and which is more and more widely used as a comprehensive method of managing a social institution both in the area of carrying out its administrative functions as well as in the area of carrying out social work tasks and supporting social workers.

The starting point for the considerations presented in this article is the characterisation of what supervision is and its importance in social work. In the next part of the article, the author addresses the issue of supervision management as a method that uses all the strengths of supervision to manage a social institution in all its aspects, with particular emphasis on its main function of helping people in need.

The last part of the article deals with the characterisation and analysis of the key requirements that need to be met for the implementation of supervision management in a social institution to be successful. Here, the author also briefly describes the barriers that may be encountered in the process of its implementation.

Supervision and its importance in social work

The essence of what supervision is, is most fully captured by the following three definitions. According to Domaradzki, Krzyszkowski, Sosnowski, Włoch (2016, p. 17), supervision is a specific learning-oriented process in which the social worker, interacting with the supervisor, develops their interpersonal skills. Mańkowska (2020, p. 19) treats supervision as a form of professional, methodical support and professional development, which involves systematic work of a social worker with an experienced supervisor, during which difficulties arising in all professional relationships are discussed. According to Pawlas - Czyż (2007, p. 31), supervision should instead be understood as a special, multifaceted view of work, leading to the resolution of substantive and emotional problems related to the performance of work. The author draws attention to the fact that supervising activities should aim to clarify professional identity and strengthen the professional and personal competences of social workers.

By compiling the definitions cited above, supervision can be defined as a continuous, structured process involving the social worker and the supervisor, based on openness and trust, aiming at solving work-related problems, learning and acquiring competences, and finally developing coping mechanisms to deal with stress and professional burnout.

An important aspect of the discussion on supervision is to identify those areas where it is particularly useful in social work. Karwacki (2014, pp. 165-172) points out that supervision allows to get to know the personal, family and professional context of the social worker and to analyse their situation. Pawlas - Czyż (2007, p. 33) points out, that supervision provides an opportunity for the social worker to analyse their own actions and emotions. It builds confidence, openness for support and constructive criticism. The social worker learns positive social relationships based on clear communication, tolerance, feedback. Using the experience of the supervisor, the worker learns how to solve problems, how to deal with emotions. An important part of the supervision process is not only to address one's own difficulties, but also to analyse the work of others, showing that they have similar problems. This reduces the feeling of incompetence and insecurity and results in an increased sense of self-worth.

The aspects discussed have a positive impact on the employee to counteract stress, which is one of the main causes of job burnout.

In his work, Van Heugten (2015, pp. 40-44) outlines the concept of so-called *supportive supervision*, in which the supervisor builds on and builds on the employee's strengths, while the employee's weaknesses are treated as a *'developing*

boundary'. The author of the concept postulates basing in the supervision process on the supervisee's core values, working on the strengths of the supervisee and paying particular attention to positive developments and opportunities for development.

A properly conducted supervision should strengthen the social worker, give him/her strength and confidence in his/her own abilities. It should be directed at his/her strengths (Szmagalski, 2011 - *the concept of strengths*, pp. 59-61). Supervision based on the *concept of strengths* is, like social work itself, in line with the social work mission because, by addressing strengths rather than deficits, it does not lead to feelings of guilt.

The above brief characterisation of supervision, its application and usefulness and its usefulness in social work clearly indicates that a properly prepared and conducted supervision process is an excellent tool for the development of social workers and one of the key methods of stress management in social work to counteract the negative effects of professional burnout. However, it is important at this point to point out some key factors that may determine the effectiveness of this method in the context of the goals set for it.

Among these determinants, Pawlas - Czyż (2007, p. 42) points first of all to the openness of the parties, their flexibility, empathy, activity in action, and a real desire for change. The author points to these as necessary for the exchange of experiences, reaching new solutions.

Other factors that are important for the success of the supervision process include the voluntariness of participation in the process. The employee should not be forced to participate, and their reluctance and other potential barriers should be overcome and eliminated in a cooperative way with him/her, using the language of benefits. Another factor to pay attention to in terms of the effectiveness of the supervision process is to ensure a sense of safety in the process, respecting discretion. The worker must not be in any doubt that his or her work with the supervisor will become the subject of public discussion.

Szyska (2014, pp. 279-280) additionally points out in his work to factors of an institutional nature that favour the process of supervision. One of these is the introduction of the institution of supervision permanently into the organisation as a method of managing it. It is also important to promote this tool in social institutions as an important element of emotional and substantive support. Under no circumstances must supervision be regarded as a tool for controlling social workers.

One more important factor for the success of the supervision process is the

supervisor. The supervisor is responsible for the process of supervision. The supervisor should therefore be highly competent in various areas of life and professional work, among which the following come to the fore (Mańkowska, 2020, 136-144): empathy (understood as interpersonal sensitivity), a positive attitude towards the other person, expertise in the field of social work and therapeutic skills to guide the supervision process safely to its goal (questioning, paraphrasing, working on emotions, clarification, transference analysis, working with resistance). The supervisor should also represent high ethical and moral standards. Along with therapeutic knowledge and skills, they are a guarantee of the reliability and credibility of him or her and of the supervision process (Bąbska, Popłońska-Kowalska, 2014, p. 311). The supervisor should observe the principle of impartiality, the principle of maintaining boundaries and the principle of discretion, because in such a complex relationship they guarantee a more effective cooperation and a greater likelihood of achieving the assumed results of the process.

Supervision, although it undoubtedly has many positive aspects, can also cause many difficulties and concerns among its participants and lead to serious problems in the management of the social institution. One of the main problems that supervision encounters at the very beginning of the process is the social workers' fear that their work will be critically evaluated by others (Pawlas - Czyn, 2007, p. 43). They believe that the fact that a problem is discussed in the supervision process means that the worker has previously failed to deal with the problem, which can be a source of shame, insecurity and affect their self-esteem. Difficulties that arise during the supervision process can include the lack of an atmosphere and context in which the social worker can feel safe, comfortable. Finally, a very big challenge in the supervision process is that it is sometimes very difficult for the social worker to come to terms with the solutions worked out in the session, especially when he or she has a strong conviction that he or she has done the right thing, that he or she has made the right decision. This is a serious difficulty, as it determines to a large extent the effectiveness of the whole process of supervision. This is why the role of the supervisor is so important. On the one hand, the supervisor moderates the process in a way that leads to a decision being made, and on the other hand, the supervised employee should be provided with all the tools that will make it possible to put the decisions made and solutions worked out into practice.

It is also worth mentioning here other important difficulties and limitations that may occur and limitations that may occur in the process of supervision and affect its effectiveness. Factors limiting the effectiveness of supervision can include (Domaradzki, Krzyszkowski, Sosnowski, Italian, 2016, pp. 83-84, 192-

193):

- communication problems on the employee-supervisor line (ambiguity of the message, incomprehensibility of the message, interpretation problems of the transmitted content);
- interpersonal difficulties between worker and supervisor (conflict, lack of trust);
- risk of supervisions turning into consultations;
- problems with the worker's time availability for the supervision process (problem of high workload of social workers);

The analysis of constraints and difficulties affecting the effectiveness of the supervision process is a very important element in the whole catalogue of activities that are undertaken for the proper implementation of supervision. As the above analysis shows, their importance is particularly important, as they can directly affect the outcomes of the supervision process. Hence, it is important to analyse the risk factors even before the supervision process starts and to prepare an action plan in case they occur.

Towards supervision management

The essence of supervision management is the participation of the supervisor/manager in the different levels of the supervision process. This participation can be direct, when the manager of the institution simultaneously plays the role of supervisor, which requires him/her to have qualifications, relevant competences and experience in social work, and indirect participation when the supervisor is not a supervisor and supervisees cooperate with him/her on different levels and in different dimensions. Supervision thus becomes, in this management model, the *modus vivendi* of the implementation of managerial functions in a social institution and, in practice, may involve the organisation's activities in the following areas (Dawidziuk, 2015, pp. 80-81):

- Organising supervision processes;
- Organising staff and institutional evaluation processes;
- Multifaceted collaboration and consultation with supervisors;
- Participation in supervision and evaluation processes
- Transfer of observation results and conclusions to the practice of the institution.

The starting point for considering supervision management and presenting its importance in the functioning of social institutions as Szyszka writes (2014, p.

277) is that it is difficult to talk about improving through supervision the quality of social work, the competences of social workers in isolation from the context of the functioning of the organisation as a whole and from the context of the organisational culture. The integral perspective, which is further discussed by Szyszka, indicates that it is difficult to develop new methods of working with clients, it is difficult to talk about the development of employees of a social institution with the use of supervision without referring to it in terms of managing a team and leading a social institution.

It is therefore reasonable to ask at this point what is the relationship of supervision to the management of a social institution in all aspects of its functioning and how it supports the essential elements of this process such as planning, organising, directing and controlling, and then to try to define what supervision management is and what are its basic attributes.

Already the semantic analysis indicates that the notion of supervision refers directly to the notion of directing and organising, and further one can see direct connotations with the notion of control, the results of which and the reflections made thanks to it in the form of feedback influence, after all, the action planning function.

As Szymanowska (2020, p. 109) writes, each of the four main management functions should be considered from the point of view of the institution as a set of its employees and from the point of view of the institution as an organisational and administrative entity and its stakeholders. Let us therefore look at the management of a social institution and the main aspects of this process outlined above through the lens of the concept of supervision using the model proposed by Morrison (Reis-Jorge, 2014, pp. 38-39), which combines the four functions of supervision, i.e. management, development, mediation and support, with planning, organising, directing and controlling. In a similar vein is Dawidziuk (2015, p. 81), who speaks of the managerial/organisational aspect of supervision (managing and directing the institution) and the professional/personal (individual) aspect of it (managing and directing the institution's staff).

The first aspect focuses on the planning of the work, which consists of the organisational structure of the institution, the preparation of plans and schedules of activities, plans for supporting the clients of the social institution, decisions on how to allocate the necessary resources for the activity.

The area of organisation concerns the responsibility of the employee, the management and the institution as a whole for the work to be done, the leadership style of the people, the distribution of responsibilities, the management of the workload, the priorities and the resources needed to carry out the tasks and

finally the interpersonal relations

The area of leadership concerns the professional and institutional aspects of the functioning of the institution. In professional terms, in this aspect of management we focus on the identification of staff needs, promotion, appraisal, training, recruitment policy, career planning advice. In institutional terms, we refer to the continuous improvement of the institution's performance standards and the quality of the services it offers.

The last area of control relates to supporting staff, improving the conditions in which they operate, preventing professional burnout, but it also addresses issues related to the effectiveness of the institution, its interaction with the environment, and provides an opportunity to correct its performance. It is an area of reflection on the performance of the institution and provides feedback creating a feedback loop in the management cycle leading again to the area of planning.

In the context thus characterised, the concept of supervision management fits directly, which in the professional aspect, as Olech and Trzaska (2011, pp. 134-135) write, is "a meeting of professionals from the same field, a meeting that is a joint problem solving", and as Szyszka (2014, p. 279) adds, is the participation of the person holding a managerial position in the institution in various aspects of the functioning and action of the institution's staff.

In the institutional aspect, supervision management, as Dawidziuk (2015, p. 81) writes, involves the organisation of procedures and organisational rules and their observance by subordinate staff.

The combination of the professional and institutional aspects of the concept of supervision and its use in management thus allows us to define supervision management as a method of managing a social institution and directing its staff, which uses the administrative, educational-developmental and therapeutic-supportive functions of supervision in the implementation of the planning, organising, directing and controlling functions in the area of management. What is important in this approach is that the concept of supervision permeates all aspects of the functioning and operation of the organisation and its staff.

An important point that should encourage social institutions to implement the principles of supervision management is the fact that they are a special type of entity because of the type of tasks they carry out and the way they are carried out. The activities of social institutions are oriented towards the broadly understood support of people in need of help, which includes the creation of a framework for the implementation of such help, the building of strategies for action, the choice of tools up to specific actions. On the other hand, the subject at the centre of the

activities of social institutions is the person, both the one who needs help, but also the one who provides such help within the framework of social institutions. Thus, the context in which social institutions operate is very specific. It is a context in which action is prone to the emergence of states of tension, conflict or sometimes even crisis situations. One could even pose the thesis that crises and turbulence are permanently inscribed in the specificity of the operation of social institutions.

From this perspective, therefore, it is important to highlight some particularly important aspects of the operation of social institutions where supervised management can play an important role.

The first such aspect is the image of the social institution, which has a direct impact on the perception of its stakeholders. Employees of the institution are the first group for whom image matters. When working in an institution that has a positive perceived and professional image, they feel proud to be part of it, it makes their work easier, but such an institution also finds it easier to recruit good job candidates. People in need of help trust an institution with a positive and professional image and feel safe in their dealings with it. A positive, professional image of a social institution catalyses cooperation with other aid organisations building a beneficial synergy effect for the environment. Finally, the authorities supervising the institution, setting the directions of its activities, are interested in the image of the subordinate institution, for example because of public opinion or the possibility of obtaining additional funds for its activities.

The second of these aspects is communication, both within the organisation and with the external environment. It is directly related to and influences the image of the institution, but can be viewed from a different perspective. This communication involves the establishment and continuous development of information links involving channels, ways and standards of communication. It should function properly within the institution vertically (management-employees) and horizontally (employees-employees). Proper communication facilitates the operation of the institution and has a direct impact on the effectiveness of the tasks carried out.

Another important aspect of operation that is a great challenge for social institutions today is their active creation of organisational culture and governance. While the principles of such governance and culture commonly exist in the business sector, their presence in the public sector is still negligible. However, given the challenges of the modern world, social institutions should build their organisational culture based on specific principles.

Supervision management, is an excellent and very effective response to the challenges of these specific aspects of social institutions. Transferring the

principles derived from the concept of supervision, combined with the principles of professional organisational management, into the management of a social institution has the great effect of creating a management method that improves the effectiveness of the institution, allows it to continuously develop and improve, but at the same time preserves the identity of the institution resulting from the specific context of its functioning.

A specific problem that indirectly affects social institutions and directly affects their staff, to which supervision management may be the answer, is the problem of professional burnout. The problem of professional burnout obviously affects all professional groups, but it seems that social workers are a group particularly vulnerable to the occurrence of this phenomenon.

Czechowska - Bieluga (2013, p. 35), Szmagalski (2009, pp. 36-37) and Van Heugten (2015, pp. 28-36) point to such important factors that may lead to the occurrence of professional burnout syndrome in social workers:

- fulfilment of numerous and difficult and sometimes unusual tasks,
- insufficient resources to meet clients' needs,
- high workload and administrative demands,
- intensive contact with people who tend to show pathological tendencies,
- experiencing negative emotions from clients,
- the need to motivate clients who want to live „their own way“ to change,
- putting one's own health and life at risk,
- role conflict and lack of clarity about the role of the social worker,
- dissonance between the image of the job and the reality
- low social prestige of the work and the profession
- low income
- lack of control or freedom to make decisions.

These authors simultaneously classify professional burnout in the social work profession into three degrees:

- the first degree is of a warning nature, most social workers already have some seniority and are able to cope. They feel headaches, unremitting colds, feelings of irritability or insomnia.
- The second degree concerns those who have not coped with the first. Irritation and less efficient performance of professional tasks than before appear. At this stage of burnout, a longer rest from work and the pursuit of non-work interests are recommended.

- The third stage is chronic. Symptoms from the first and second stage and other psychosomatic and psychological symptoms: feelings of loneliness, crises in family life, lack of satisfaction.

It is therefore clear from the above that the problem of professional burnout is affecting an increasing number of people, including social workers, hence the importance nowadays of implementing methods, tools that in the short term will reduce the negative effects of this phenomenon, and in the long term will contribute to reducing its occurrence or dealing with it already at the stage of the first symptoms.

The impact of supervision management on the reduction of burnout among social workers should be looked at from the perspective of the functions it performs in the institution and from the perspective of the functions of the institution itself.

Supervision management in the institutional dimension encompasses and influences issues and problems related to the organisation of work, the proper distribution of tasks and roles in the organisation. The implementation of this function also aims at the proper assessment of an employee's competence in the context of his or her tasks and the evaluation of his or her performance in a broad context. It affects the relationships between employees and, as such, influences the perception of the organisation by its customers and the quality of the services provided.

The personnel function of supervision management is directed at improving the professional competences of employees, at matching competences to the requirements of the organisation and the working environment. This is a very important element in the prevention of professional burnout, which on the one hand allows employees to develop, but harmonises this development with the demands and needs of the market.

Supervision management in this area also includes the personal difficulties experienced by the social worker in relation to their work. Sometimes, when dealing with a large number of clients with whom he or she works on a social work level, natural reactions occur, such as, for example, negative emotions towards the client or the fact that a particular behaviour irritates him or her. Dealing with these emotions and becoming aware of one's own states and trying to control them improves the work and gives a sense of competence in overcoming difficulties. The aim of the activities is to help overcome difficulties of a psychological nature. It allows you to focus on the needs and problems of employees who are not coping with their emotions at work, their decrease in motivation, the psychological burden of helping.

Supervision management – key requirements

Supervision management is a management method based on the concept of supervision, which addresses fundamental issues in human life, but also in the life of an organisation, such as trust, acceptance and understanding. Therefore, in the process of implementing supervision management in an institution, attention should be paid to key requirements, key factors, the omission of which will result in the failure of efforts to implement this method.

Szmagalski (2011, p. 9) points to two reasons that may limit the implementation of supervision management in social institutions:

- it is only effective when its operation is formally sanctioned and is an immanent part of the functioning of the social institution.
- its use and effectiveness is conditioned by a thorough knowledge of the strengths and weaknesses of this method, which allows, on the one hand, to fully exploit its potential and, on the other hand, to avoid potential mistakes, pitfalls, difficulties.

The two reasons are coupled to each other, which means that the effectiveness of the implementation of supervision depends on the elimination of both.

Bohdziewicz and Krzyszkowski (2016, pp. 49-51) point to three determinants that determine the effectiveness of the implementation of supervision management in social institutions. These are:

- determinants concerning the attributes of social institution staff (competence, personality, etc.),
- determinants concerning the characteristics of the organisational and cultural environment of the institution (procedures, organisation, management style, etc.)
- determinants concerning the way supervision management is implemented and practised in the institution.

They are further divided into those that “support” the effectiveness of the implementation of supervision management and those that ‘stifle’ it.

‘Supportive’ factors may include:

- promoting teamwork,
 - building an effective communication system,
 - positive management and staff attitudes to implementation,
 - treating supervision as a permanent part of the management system.
- ‘Stifling’ factors can include:

- the prescriptive and controlling management style of the institution,
- negative attitudes of the institution's management and staff towards the implementation process,
- lack of conviction in the effectiveness of using the concept of supervision for the management of the institution,
- a dysfunctional communication process within the institution.

This is an interesting and interesting approach to the analysis of the key factors determining the effectiveness of the implementation of supervision management in social institutions because it points directly to the elements that limit this process and those that catalyse it, support it.

Szyska (2014, pp. 282-285) presents a list of key requirements for the implementation of supervision management. He treats them, on the one hand, as a kind of compass that sets the direction to be followed in order to reach the goal of successful implementation of supervision-based management and, on the other hand, defines them as limiting conditions, without the fulfilment of which it is impossible to reach the goal.

For the implementation of supervision management in a social institution to be possible, it is necessary that:

- a jointly agreed objective by the management and staff of the institution, which is adequate to the place and role of the institution in the system, which will define the target model of its operation based on the new method; everyone in the institution should identify with this objective and support its realisation;
- acceptance by the institution's management and staff of the use of supervision as a method of its management;
- mutual understanding between the staff and the management of the institution based on a proper understanding of their role, strengths and weaknesses; dialogue between the parties, the sharing of feedback and the promotion of a relationship that actively supports the development of staff and management is essential for the effectiveness of the implementation process;
- authority in professional relations, which should not derive from legal authority, but must be built on the manager's high competence combined with his charisma, leadership competence and high emotional and social intelligence;
- trust, which is an absolutely fundamental requirement; trust allows for open communication, enables problems, dilemmas to be shared and opens up the field for honest feedback, its acceptance and use for improvement;
- qualifications and appropriate training; it is difficult to talk about the

functioning of revision management if there is a lack of knowledge of this method of operation, therefore training and development should be provided in this process in order to acquire new competences and build experience in this field;

- care for good relations and proper standards in the workplace, such as mutual respect between the parties, division of responsibilities, transparent criteria for recruitment, promotion, bonus, access to tools for development.
- symmetry in the employee-supervisor relationship, where the space of the employee and the manager must not be violated, and supervision-based management must not become a tool for exerting pressure, demonstrating power; the antidote to this must be good communication, understanding and acceptance of one's own roles in the organisation.

These conditions are not always easy to fulfil, however, without addressing them in the implementation process, it is not possible to complete the process successfully.

In conclusion of this part of the article, it is still worth noting, following Szmagalski (2011, p. 24), two important barriers that may hinder or even prevent the achievement of supervision management goals at the desired level. These are:

- conflict of interest between manager and worker
- the distance between the social worker and the manager, which may result from mental barriers and lack of trust

Summary

To summarise the considerations in this article, it can be concluded that the successful implementation of supervision management in a social institution is a function of three elements:

- professional preparation, experience, adequate competence and personality traits of its managers and staff,
- an atmosphere that fosters communication, trust,
- mutually agreed goals, their acceptance and working together to achieve them.

It is important to note that all factors must be fulfilled in order to speak of the existence of supervision management in an institution.

Although the process of implementing the concept of supervision into the management of a social institution may be difficult, demanding and take time, the spectrum of benefits that flow from the use of this method is very wide and

worth noting once again.

Supervision-based management in social work is therefore very important because, as a method of action, it gives the social organisation both institutionally and individually a space for reflection and mutual consultation. It allows to develop knowledge, to increase the quality and efficiency of action, to find optimal solutions for working with clients and, finally, to be a tool for the broader support of workers.

Supervision-based management makes it possible to quickly locate potential barriers and limitations in communication within the institution. It strengthens relationships and fosters the systematic development of staff competences and working methods. It allows employees and managers to draw on each other's experience. Employees can count on an understanding of their problems, difficulties and on concrete support to solve them. As far as the management of the institution is concerned, this approach creates opportunities for continuous updating of knowledge about the aid activities carried out, the problems faced by the employees and, in a way, forces the necessity of continuous improvement of management methods, learning about and implementing new tools for action.

Although the method of management of social institutions through supervision is not yet widespread in the Polish system of social assistance and social policy, it seems that this is the direction which should be followed by institutions of this sector, as this method of management corresponds to the specificity of their activity, to the objectives pursued.

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INNOVATION OF EDUCATION THROUGH ACTIVATING TEACHING METHODS

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Abstract:

In the contribution, we deal with activating teaching methods. We point out the specifics of activating teaching methods and compare them with traditional teaching methods. We indicated the possibilities of educational innovation also with the use of activating teaching methods.

Key words: educational process, didactics, creativity, activating methods.

Introduction

In recent years, we had the opportunity to record a huge change in the organization and financing of education and science. It is possible to notice shifts forward, but also steps back. Education is undergoing various reforms, a certain competition has arisen in the form of church and private schools. Municipalities and regions took over the financing and management of schools. Another change can be sensed through the exchange of textbooks. However, it is not possible to find so much information about the concretization of new procedures in the form of activating methods of the educational process. The philosophy of education formed in the framework educational programs has come to the fore, emphasizing the teaching and learning of general skills, which include communication, critical thinking, independent work with information, creativity and social skills. Pupils cannot acquire these skills only through classical teaching methods, in which pupils are passive receivers of information. It is necessary to change learning through innovative methods into an active, communicative activity, during which, on the contrary, students will actively participate in the teaching process.

By using activating methods, the teacher becomes more pleasant, interesting and fun for the students. If the correct motivation of the students is added to this, better quality results should naturally occur in education. Student motivation is a big problem in today's secondary vocational schools. Learning is boring and cumbersome, student results are limited due to stereotypes in the teaching process, he points out (Oberuč, Zapletal, Porubčanová, 2015).

Not even the fact that nowadays there are more students with learning disabilities in secondary schools and the teacher should be ready and able to include such students in teaching. For example, activating teaching methods can be very helpful for this as well. With the help of activating teaching methods, it is possible to achieve educational goals more efficiently and quickly. Also, better development of key competences and achieving better educational results.

Mutual communication between teacher and student is implemented in the teaching process through teaching methods. More precisely, according to Maňák (2003), the teaching method can be characterized as a coordinated system of the teacher's teaching activities and the student's learning activities, which is aimed at achieving the teaching goals set by the teacher and accepted by the students.

Teaching methods are an elementary part of school didactics. The method is part of the factors that affect the course of teaching and mediate the transfer and acquisition of knowledge, skills and habits. The effectiveness of the methods used is directly related to the goal and result of teaching. It is not possible to clearly determine a universal method. The practical use of teaching methods is influenced by the developmental and individual characteristics of pupils and the specifics of the subject. The new concept of upbringing and education promotes the teaching model that supports the independence, creativity and activity of students.

Activating methods

In addition to the appropriate choice of method and teacher's actions, the students' willingness to learn is also an important part. Because unless the student shows his personal activity in learning and teaching, every super method or aid will remain without effect. The authors Čadílek and Loveček state: „The teacher chooses teaching methods in professional subjects in such a way that he respects the regularities of the teaching process and at the same time that the teaching is conducted in the sense that the pupils do not only receive ready-made knowledge, but on the contrary, that they work independently and, as far as the

content of the curriculum allows, they themselves recognized and discovered new connections and possibilities of using their own acquired knowledge.“ (Čadílek, Loveček, 2005, p.42)

The school typically ranks among conservative institutions that tend to preserve established ways of working. At the same time, however, the school must adapt to the surrounding world and the rapid development of technology in recent decades. All over the world it is shown that the use of purely traditional teaching methods is failing. Based on new concepts of the educational process, activating methods are gradually coming to the fore. Emphasis is placed on the direct participation of pupils in the teaching process, their involvement in teaching activities, Pupils think and solve problems. The essence of activating methods is in the student's individual approach to education. But this does not mean that teaching turns into self-study and that the teacher recedes into the background. In this system concept of the educational process, each article of the system has its own irreplaceable role, which is also fulfilled by the teacher in activating methods. The function of the teacher as an advisor and guide is very demanding, because although he directs and helps, the goal itself is achieved by the student (Čáp, 1990).

Information and knowledge are the main driving force of the development of modern society. This fact puts pressure on the school to handle the increase in knowledge with the procedures that have prevailed so far, i.e. by storing in memory. However, the student can no longer assimilate such a large amount of information using the traditional procedure, which is why the students feel disgusted and overwhelmed. Therefore, it is necessary to lead the student to activity using new methods. Based on the methods, we achieve the most success in the education of pupils (Bursová, Akimjaková, 2021). Professional literature speaks of the need for a new culture of teaching and learning. Activating methods get the word.

Čáp (1990, p. 149) lists four aspects characterizing the personality in terms of their manifestations, namely: „temperamental, motivational, operational and cognitive aspects, which participate to varying degrees in the attitudes and activities of the personality.“ The activation of pupils in the educational process means a focus on personality development, on the growth of competences, on reaching ever higher horizons. Activity is necessary for improvement, but it is not the final result of education. The opposite of activity is the passivity of pupils, which reflects the lack of interest of pupils and also hinders the educational process. The next level of personality development is creative activities. Creativity is understood as a human quality manifested by self-realization in the creation of something new. Due to age, equipment and focus, creative activity has a different

focus and different level. Activation methods offer students the opportunity to progress towards independence and creativity, i.e. more accurately and holistically perceive, recognize and experience active stimuli, sharpen their perception and thinking, successfully solve problems, and communicate objectively and successfully (Hanuliaková, Porubčanová, Hasajová, 2016).

We have to realize that it is not possible to induce pupils' activity with directive interventions and instructions, but it is necessary to look for ways to stimulate, inspire, motivate and sensitively guide pupils in finding their own path in the desired direction. It is necessary to take into account that even activating methods have their limits and pitfalls, they should not lead to uncontrolled playing or to the realization of untargeted attempts. In today's time, when television and computers lead to passive reception of new information, innovative activating methods help students develop the necessary traits of an active personality. Knowledge gained in this way is more solid and permanent (Maňák, 2003).

Effectiveness of teaching methods

There are a large number of activating methods, procedures and their variants. Due to the possibilities of this work, I will select some.

Discussion methods - unlike the interview method, the teaching method of discussion is defined as a form of communication between the teacher and students, in which the participants exchange opinions on a given topic, present arguments for their claims based on their knowledge, and thus jointly find solutions to the given problem (Maňák, 2003).

The basis of all discussion methods is mutual communication, note Oberuč, Zapletal, Porubčanová (2015). The mutual discussion of all participants, alternating questions and answers and, last but not least, the group format, differentiates the discussion from a directive interview. In the discussion, each member gets the opportunity to actively participate and express his opinion, by which he participates in the conclusion of the discussion. The discussion requires engagement, therefore it has a strong activating potential. It also requires a certain maturity of the participants, as it places demands on the decency of speech, formulating thoughts and respecting other opinions. A frequent case of exchange of views is a debate. It can be competitive, partnership, etc. It is defined as a formalized way of conducting a dispute, when individuals or groups discuss with the aim of reaching a favorable decision. A specific form of discussion is the „snowball method“. It consists in the students' common familiarization with

the topic. First, they discuss it in pairs, then they join into fours and then into larger groups, until all the participants - pupils of the class - join the discussion. Another type of discussion is a panel discussion. The basis of this discussion is the so-called a panel made up of experts who comment on the issue among themselves from their point of view and then start discussing it with the other participants. Various types of conversations are the prelude to a developed discussion, which are often also a means of student activation. In addition to the heuristic conversation, the Socratic conversation also carries an activating charge, which provokes thinking and taking a position with targeted questions.

Heuristic method - in this exploratory-heuristic method, the teacher poses a problem, the students state hypotheses, propose solutions, draw conclusions, reveal connections between phenomena. The student is guided by the teacher's question to solve the problem independently and uses exploratory cognitive techniques, i.e. he observes the object of his interest, compares, evaluates, documents, discovers and evaluates new knowledge. Finally, he answers the teacher's question. The simplest is a problem question starting with the adverb „why“, which should be heard many times in the lesson. This method can have different levels of difficulty, so it is applicable for every age group.

Socratic method - in these dialogues the teacher takes the leading position. With questions, comments and pointing out disputed points, the teacher tries to achieve productive uncertainty in the students and thus lead them to knowledge. The prerequisite for the success of this method is the students' previous knowledge. It is necessary to think in advance about the content of the questions and their sequence, while the given problem must not be beyond the pupils' abilities.

Situational method - also called case study. The situational method is based on solving model situations, selected from different areas of life. This method follows the need to connect school with life. Pupils will receive a description of a situation or case that happened in practice, together with tasks to solve it. Case methods contribute to the development of creative thinking and the application of theoretical knowledge in practical situations. They develop the skills to discuss, argue and defend their opinions. For the teaching process, a case must be chosen that is in line with the teaching objectives, and students must have access to the facts and data that are necessary to solve the case. Individual cases should be chosen in accordance with the mentality and educational level of the pupils.

The staging method - it is dynamic, students play certain roles and in the subsequent discussion they try to find a way out and a solution to the problem. Staging methods are based on old traditions of presenting various events, rumors, myths in model situations.

Didactic games – are activities that develop the student's personality in a playful way. Every didactic game should contain a didactic goal, a sufficiently attractive subject, a reasonably difficult task, clear and well-thought-out rules, the right motivation, a suitable environment and a general atmosphere. By following the rules of the game, learning self-control, losing and winning, students socialize. Project teaching - a teaching project can be characterized as a complex work task, during the solution of which students simultaneously acquire new knowledge and skills. It is characterized by the highest degree of independence of cognitive activity. Pupils are given the task of solving a real problem. First, they propose a solution plan, activities to solve it, then they publish and defend the results of the work on the project. Pupils also engage in problematic activities outside of school.

Open teaching - represents a modern method of teaching... when using it, the relationship between teachers and students and especially the relationship with their activities during teaching changes in a fundamental way. Teaching is opened up, students are given much more freedom in deciding how to get hold of the learning contents. Pupils are free to choose the activity they want to engage in and which should be a way for them to learn specific subject matter. The freedom to choose an activity associated with responsibility leads to the fulfillment of educational goals and also to better memorization of knowledge.

Learning in real-life situations – a stream of modern pedagogy that tries to compensate school work with experiences from real life, and to strengthen the student's activity, experiences, interests and needs during learning.

Computer-supported teaching - nowadays we have at our disposal didactic games, electronic textbooks, encyclopedias and also various programs designed to practice the material. Not to mention that the Internet and computer literacy is considered a basic requirement for education. Connecting the computer with additional devices, e.g. printer, scanner, data projector, interactive whiteboard, significantly enables us to improve the quality and speed up our work.

STAD (Student – Team – Achievement – Division) – the author is R. Slavin. The teacher divides the class into 4-member heterogeneous groups ... with different levels of achieving study results. The teacher will explain the subject matter and the group work is aimed at ensuring the mastery of the subject matter. The output is a control work on which everyone works independently. The result achieved by each student is compared with the average result of the group and the reported difference is valued in grades. Points are assigned to the group based on each student's improvement compared to the previous period.

TGT (Teams – Games – Tournaments) – by De Vries and Slavin. Heterogeneous

groups are assembled according to the principles of the previous method. In this method, instead of a test, a tournament is organized, during which students compete with members of other groups and win points for the group treasury.

Both methods are aimed at ensuring that even a student achieving less satisfactory academic results can be successful, because he works and improves compared to his previous performances.

In general, it can be stated that the basic aspect of the optimality of the choice of method is its pedagogical effectiveness.

The teaching method is effective if:

- *informative supporting* – provides students with full-value information on the relevant issue, at the same time provides a broader perspective than scripts, textbooks, contributes to the creation of students' competence,
- *formatively effective* – develops students' cognitive processes, shapes their personality,
- *rationally and emotionally impressive* - activates the student to learn and learn,
- *in accordance with the system of science and knowledge* - to respect scientific terminology and new knowledge of science, relationships between known objects and phenomena; to ensure learning in accordance with the logical regularities of the teaching process and learning,
- *educationally effective* – the teacher uses the relevant content in such a way as to influence the development of the student's moral, aesthetic, social and work profile,
- *didactically economic and time efficiency* of achieving the educational goal,
- *natural in its course and results* – mediates the issue,
- *natural and non-violent* - so that students understand the content and are able to use it in further learning,
- *usable in practice* - so that students can apply the issue in further activities and practice based on it, it brings school closer to life,
- *adequate for the teacher* - it is a professional, but also pedagogical-psychological prerequisite and personal, character traits,
- *adequate for the student* - to respect the age and individual characteristics of the students (Hnuliaková, Porubčanová, Hasajová, 2016, p. 74).

Activating methods are definitely suitable for developing students' thinking and creativity. We also consider them to be beneficial in developing communication and cooperation between students, and last but not least, they increase interest in the topic discussed.

Today there are many methods, both traditional and activating. It is not possible to use only activating methods. Therefore, it is necessary to find a suitable balance between activating and classical methods. It is important to think about which of the methods will be the most beneficial for the given issue and will help to fulfill the goal of the teaching process.

Conclusions

Of course, it is also necessary to think about the fact that the activating method will also interest the pupils. Currently, secondary vocational schools have been dealing with the problem of student motivation for a long time. When it is necessary to cover a large amount of subject matter, students often cooperate little, they are not interested in the subject matter covered. Often times, even learning is boring and cumbersome, the results of students are thus limited due to the stereotype in the teaching process.

It is therefore very important that the teacher is ready and able to involve such students in the lesson. Creative and activating teaching methods should be helpful in this. With the help of activating teaching methods, it is possible to achieve educational goals more efficiently and quickly. Also, better development of key competences and achieving better educational results.

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