



# HUMAN WORK IN DISCIPLINARY, AND INTEGRATED AND GLOBAL DIMENSIONS

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**Keywords:** work, human, integrity

**Abstract.** The 50th anniversary of the labour pedagogy work encourages a more general reflection on the present and future of our work. In this reflection, the co-founders of the sub-disciplines highlight the significant scientific achievements, but also express their concerns for the future. Therefore, a focus on the complex of pedagogy of work is presented and proposed – of course, treated disciplinarily, but in an integrated and global context. In other words, it is about the labour pedagogy in multi-problem, multi-aspect and humanities-oriented dimensions.

## PRACA CZŁOWIEKA W WERSJI DYSCYPLINARNEJ ORAZ ZINTEGROWANEJ I GLOBALNEJ

**Słowa kluczowe:** praca, człowiek, integralność

**Streszczenie.** Jubileusz 50-lecia pedagogiki pracy skłania do ogólniejszych refleksji nad terażniejszością i przyszłością naszego dzieła. W owej refleksji współtwórcy danej subdyscypliny podkreślają znaczący dorobek naukowy, ale także wyrażają zaniepokojenie w kontekście przyszłości. Stąd przedstawiono i zaproponowano ukłon w kierunku kompleksu nauk o pracy – oczywiście traktowanych dyscyplinarnie, jednak w sposób zintegrowany oraz globalny. Chodzi oczywiście o nauki o pracy w wymiarach wieloprotblemowych, wieloaspektowych i nasyconych humanistycznie.

## Introduction

The 50th anniversary of labour pedagogy prompts a particularly insightful look at the development and identity of this event, which in the arrangement of pedagogical and social sciences has acquired a particularly high and significant rank.

This was given expression gradually – through the following decades. The first decade in 1982 was organized extremely modestly (due to the introduction of the Martial Law in Poland) – by the founder of labour pedagogy – Tadeusz W. Nowacki, and co-authors – Zygmunt J. Wiatrowski and Stanislaw Kaczor. A particularly solemn and richly substantive 40th anniversary was already celebrated in 2012 in Jedlnia near Radom, whose main organizers were Stefan M. Kwiatkowski, Franciszek Szlosek, Ryszard Gerlach and Henryk Bednarczyk. On this special occasion, three anniversary collections were published: two edited by S.M. Kwiatkowski and one edited by F. Szlosek. The fifth decade is being organized in the spring of 2022 – by Ryszard Gerlach and Renata Tomaszewska from the Department of Labour Pedagogy and Andragogy of the Faculty of Pedagogy at Kazimierz Wielki University in Bydgoszcz, and who, in the first organizational communiqué, formulated the keynote of the 50th anniversary of labour pedagogy: „Labour pedagogues – let’s be together again and think about our future.” In response to this call, in this article, I have included the selected author’s reflections.

## **Problems of human labour in different periods of their life, activity and development**

Since ancient times, many valuable statements and regularities concerning human development have been established and disseminated by representatives of the world, including Polish psychology. Scientific penetrations in the given field were and still are interesting. Among these, the dominant role in the twentieth century was mainly attributed to Erik H. Erikson – a prominent American psychologist. As late as the middle of the last century, three major periods of lifelong human development were distinguished:

- 1) Childhood period – from birth to 12 – 13 years of age;
- 2) Adolescent period – from the age of 12 – 13 to 18 – 21, often referred to as adolescence;
- 3) The period of adulthood – from 18 – 21 years to the end of life, except that E. Erikson, dealing extensively with the period of human adulthood, distinguished in it three sub-periods – called:
  - the period of early adulthood;
  - the period of middle adulthood;
  - the period of late adulthood.

The above distinctions prompt a discussion as to whether the three accentuated periods of lifelong human development can also be accepted in the 21st

century. The question is legitimate from the fact that they are still heavily emphasized in basic psychology textbooks published in the 21st century.

In this debatable situation – mainly influenced by the International Health Organization of the 1980s – I submitted four significant periods of lifelong human development for scientific consideration:

- 1) Childhood period – from birth to 12 – 13 years of age;
- 2) Adolescent period – from the age of 12 – 13 to 18 – 21, often referred to as adolescence;
- 3) The period of adulthood – from 18 – 21 years to 60 – 65 years of age, commonly treated as a period of professional activity;
- 4) The period of old age from 60 – 65 years to the end of life, increasingly often, and commonly called senior age.

In order to more fully justify the above division of the dominant periods of human life, it would be appropriate to recognize at least some of Erik H. Erikson's works, but also the excellent analysis of the content range of these works – made by Lech Witkowski in his work entitled *Development and Identity in the Life Cycle – A Study of Erik H. Erikson's Concept* [Torun 2000]. In the course of the above suggestion, it should also be noted that there are currently extensive disputes concerning the foetal age – as an important period in the initial life of the human individual. It should also be added that the bifurcated period of adulthood in the concept of andragogy and labour pedagogy also justifies the distinction of particularly important phases attributed to the period of labour activity and the period of old age.

And here are the phases of adulthood and old age – popularized in the 21st century (according to Zygmunt Wiatrowski – in relevant articles and compact studies).

Table 1. Phases of adulthood and old age

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| Adulthood period from 18 – 21 to 60 – 65 years of age. | Old age period from 60 – 65 years old.     |
| Early adulthood phase from 18 – 21 to 33 years of age  | Elderly 60 to 75 years of age              |
| Middle adulthood phase from 33 to 50 years of age      | Aged 75 to 90 years old                    |
| Late adulthood phase from 50 to 60 – 65 years of age   | Senile age from 90 years old – until death |

Source: Z. Wiatrowski, *Education in the Senior Age*, Vocational and Continuing Education, No. 1, 2016, p. 242.

I will refer to this chart later in the paper. At this point, however, I will add that it is gaining more and more widespread recognition – not only in Poland. Unfortunately, this is not accompanied by the abandonment of the terms “Third Age” and “University of the Third Age” and the meanings ascribed to them. I have already proposed the formula “Senior University”, hence the great time to introduce and popularize the above changes!<sup>1</sup>

Of particular interest to us, human labour appears in each period of life and development of the individual (mainly from birth and broader follow-up periods). In the textbook “Fundamentals of Labour Pedagogy” (the fourth edition of 2005) – in each period of human development (of the four previously established), the relevant tasks of upbringing and education in the context of lifelong development are presented and discussed in detail – naming them:

- Pre-professional and pro-professional education and upbringing;
- Professional education in the context of continuous technical, economic and social development;
- Possible tasks and forms of senior education.

Enough scientific analysis has already been devoted to these tasks of labour pedagogy and practical – hence I deliberately refrain from discussing them again (even when certain modifications and improvements have been made in the meantime). [Some of these will be discussed later in this paper].

## **Contemporary reflection on the labour space in the context of distributed labour sciences<sup>2</sup>**

In the dynamic development of labour pedagogy and other labour sciences in the accentuated occasion of the 50th anniversary of this particular scientific discipline (counting from 1972) – an exceptionally large amount has been done – especially in the area and scope of working out and winning the new social and economic reality. But in this new reality in terms of work, even more so professionally – there is still an exceptionally large amount to be done. Although there was an extraordinary Team of highly qualified specialists, in the fifth decade,

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<sup>1</sup> I am also in favour of abandoning the misuse of the term „University,” e.g. „kindergarten,” „high school,” „banking,” „agriculture,” and other fantasies that harm the essence and tradition of „University.”

<sup>2</sup> I have spoken in the above context before – including: in „Fundamentals of labour pedagogy,” in issue 12 of „School – Profession – Labour”, and in the 2017 pamphlet issue of the University of Zielona Gora. This time I am setting an updated version for the 50th anniversary of labour pedagogy in 2022.

it is losing its previous power of integrated and effective action. This hitherto extraordinary Team included and still includes the clear power of effective and modern scientific, professional and social action.

And here are the distinguished members of this extraordinary and representative Team:

- In the group of Deceased Persons – To Their Memory: Tadeusz W. Nowacki – the founder of labour pedagogy, Michał Godlewski, Stanisław Kaczor, Wanda Rachalska, Kazimiera Korabiowska – Nowacka, Stanisław Szajek, and Barbara Baraniak.
- In the group of living people – co-founders and great meritorious representatives of labour pedagogy: Zygmunt J. Wiatrowski, Stefan M. Kwiatkowski, Ryszard Gerlach, Waldemar Furmanek, Zdzisław Wołk, Ryszard Parzęcki, Ryszard Bera and Magdalena Piorunek; as well as: Franciszek Szłosek, Urszula Jeruszka, Henryk Bednarczyk, Adam Solak, Bogusław Pietrulewicz, Czesław Plewka, Daniel Kukła, Renata Tomaszewska and others.

The aforementioned merits of labour pedagogy – during the 40th Anniversary Conference was described highly, although there was no shortage of words calling for the restoration of the previous state – an integrated numerous Team and to significantly expand contacts and cooperation with various manifestations of activity in the broadly understood human labour sciences (Kwiatkowski, 2012).

Unfortunately – in the fifth decade of labour pedagogy, there began to appear more and more forms of activity of representatives of the field of knowledge mainly with a view to their own scientific careers, and not with concern for the further development and modernization of these sciences of work. Some particularly active creators – as if they forgot the fact that valuable works should not only be developed and printed, but it is also appropriate to disseminate them. More importantly: in the current world and Polish reality, saturated almost to a tragic degree with the manifestations and consequences of the Coronavirus epidemic – certain complications in the functioning of broadly understood science become understandable. But we must not feel exempt from the modern future of human labour sciences. Today, it can be said that in the new reality (counting from 1990) there has been a renewed interest in various labour sciences – and those with traditional and new emphases.

Of course, the philosophy of labour initiated by Józef Bańko (in 1970), who is the publisher of the work entitled: “The Birth of the Philosophy of Labour

Science in Poland.” [Książka i Wiedza – 1970]. Earlier, many interesting emphases in the field were published by Bogdan Suchodolski, Jan Kordaszewski, Ignacy Szaniawski and, of course, Tadeusz W. Nowacki. A certain variation of the philosophy of work in the religious and especially Christian version became the studies and positions of Cardinal Stefan Wyszyński – the author of the work entitled: “The Spirit of Human Work” (Włocławek 1964) and Pope John Paul II, who, among others, in the Encyclical on human work “*Laborem exercens*” (1981) wrote: “Work is the good of man – the good of his society – for through work man not only transforms nature, adapting it to his needs, but also realizes himself as a man, and in a way becomes more of a man.”<sup>3</sup>.

The 1970s also saw the emergence of “praxeology” as the science of efficient and effective action. According to Tadeusz Kotarbinski, the main task of praxeology is to realize, formulate, justify and systematize general recommendations and cautions for the efficiency and effectiveness of actions – not only professional ones.

Source works in the field are accepted to include the following: “Efficiency and Error” (1970) and “Treatise on Good Work” (1975) – by Tadeusz Kotarbinski, as well as “Principles of Efficient Action” (1976) – by Tadeusz Pszczolowski. At the beginning of the 21st century, the above findings (but without specifying the field of knowledge and mentioning the name of the creator of praxeology) were even widely referred to by the European Union – establishing program documentation for the idea and concept of a “qualification framework.”

Almost in daily contacts and activities, among the numerous subdisciplines of the broadly understood sciences of labour, there is a good – cooperation and the effects of concerted action of labour pedagogy with the sociology of labour and psychology of labour. In the case of sociology of work, Janusz Sztumski of Katowice and Czestochowa has been particularly outstanding in this cooperation for many years; in the case of psychology of work, in turn, cooperation with Janusz Trempala and Roman Ossowski of Bydgoszcz has been particularly good.

In the second half of the 20th century, a new sub-discipline in the field of labour science, “Ergonomics” began to emerge and develop. Extensive information and descriptions of the origins and development of ergonomics as an applied science, “which aims to optimize the biological forces of the working man” – were interestingly presented by Jan Rosner in a work entitled: “Ergonomics”

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<sup>3</sup> A broader discussion of the problem: Z. Wiatrowski (2005).

(1985)<sup>4</sup>. A more contemporary term is: Ergonomics – the science of optimal adaptation of jobs, processes and work environment to the psychophysical capabilities of man, so as not only to protect their life and health but also to give them the opportunity for the best possible human development (Krasucki, 2022). It should be added to the above that the origins of ergonomics as a science date back to the mid-20th century. In Poland, the Polish Ergonomic Society was founded in 1977.

And here is the initial part of the origins of ergonomics related to the special role of a Pole – W.B. Jastrzebowski and an American – F.W. Taylor. As early as 1857, Jastrzebowski published an article entitled: “The outline of ergonomics, or the Science of work based on the truths drawn from the Natural Sciences.” Almost a century later, and probably independently of W.B. Jastrzebowski, the term “ergonomics” was established in England, where the “Ergonomic Scientific Society” was founded in 1949. Finally, in the first two decades of the 20th century, the so-called scientific organization of work developed in all industrialized countries. This course of action, initiated by the American engineer F.W. Taylor, over time developed into a kind of scientific school, the main interest of which was to find ways to increase productivity and efficiency at work (Rosner, 1985). At the turn of the 20th and 21st centuries, new in its expression, concepts and scientific studies began to appear in large numbers on the management of human resources, and more broadly – the problems of organizing the work of the human community. In Poland, it was accepted that the leader in the given field of scientific creation was and still is Prof. Aleksy Pochtowski from Cracow. To him was also commonly attributed the leading work in the field entitled: “Human Resources Management – Strategies – Processes – Methods.” [Polish Economic Publishing House – Warsaw 2003]. The table of contents included problems:

1. Human resource management in a historical perspective
2. Determinants of human resource management
3. Employment planning
4. Shaping the state and structure of employment
5. Managing people in an organization
6. Evaluation in the work process
7. Human resource development
8. Shaping salaries
9. Conditions and relations at work.

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<sup>4</sup> First (textbook) edition (1983).

It is clear from the above list that it is dominated by economic issues and more general – concerning human labour, but there are also quite numerous problems reflecting the essence of other disciplines and sub-disciplines in the area of broadly defined sciences of labour. Unfortunately, the author rather overlooks them. The rich bibliographic list in the profession is completely lacking in the literature items related to the above sub-disciplines of the broadly understood labour sciences. From this flows an important remark for various representatives of contemporary labour sciences. [This will be further discussed in the third part of this paper].

The overview of scientific sub-disciplines, treating human labour, has recently (with the beginning of the 21st century) been enriched by “*professiology*” – whose creator is Kazimierz Czarnecki (He is currently being assisted to a significant extent by Boguslaw Pietrulewicz). Kazimierz Czarnecki, in his recently published textbook entitled “*Professiology*,” writes that *professiology* is guided by three basic goals:

- 1) Striving for objective knowledge of the conditions and processes, as well as the results and regularities of professional human development;
- 2) Striving to master the knowledge of the conditions and process of professional human development – as an important part of reality;
- 3) Indicating the possibility and need to transform the learned reality about professional human development.

As K. Czarnecki also points out, the continuity of human development and its division into periods, studies and phases is still an open problem. In this context, it becomes reasonable to claim that *professiology* is applicable and significantly affects the lifelong development of man<sup>5</sup>.

I have consciously singled out in the first place the above sets of knowledge and scientific activities because they significantly project in a rather extensive way on the contemporary defined and analysed complex of labour sciences. One could still mention “*labour physiology*,” but its scope of application in the given context is rather too modest.

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<sup>5</sup> See: Z. Wiatrowski, *Review of the book Kazimierz M. Czarnecki Profesjologia*, *Oficyna Wydawnicza „Humanitas” Sosnowiec 2016*, „*Problemy Profesjologii*”, 2, 2016, pp. 159-163.



## Shaping the modern complex of labour sciences

For a better perception of this part of the discussion, it is appropriate to update and organize the conceptual and nomenclatural structure still in use. Well, since the 19th century, the formula “science of human labour” has been used. But already in the twentieth century, it was shown that there is no single and integrated science of labour – appearing in the rank of a scientific discipline. Problems of human labour are appearing in increasing numbers, which are associated with various scientific directions and disciplines. Hence, the formula is perpetuated – “scientific problems of human labour” – associated with various scientific disciplines – usually under the name: “labour sciences”. The degree of this relationship varies – hence different groups of them are used – in the sense of subordinate and partial structures. Before I proceed to their orderly analysis – I see the need to emphasize the most general problems reflecting the essence of human labour. In particular, we have in mind the problems of humanization of work, the problems of the duty of the adult person (in the version of Erik Erikson and other authors), problems of human subjectivity and problems of lifelong education.

From the world trends of modern science, it follows that currently and in the future three (seemingly) contradictory paths of further development of science – defined as the processes of specialization, integration and globalization – must count. It is clear from the preceding considerations that the categories: specialization, integration and globalization – are already vast problem areas<sup>6</sup>. It is even difficult to imagine the possibility of doing science without reference to these very categories. A characteristic thing – the first category – specialization – has the most numerous applications in scientific analyses (disciplines and sub-disciplines), analyses of fields of study and study specialities, and in vocational studies (professions and specialities). In the case of category two – integration – and category three – globalization – references to various fields of human life and action are possible. Thus, in fact, the various aspects are intertwined – natural, technical, economic, political, scientific, cultural and of particular interest to us – educational and social.

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<sup>6</sup> See Z. Szarota, F. Szlosek (eds.), *Interdyscyplinarność pedagogiki i jej subdyscypliny*, Pedagogical University named after the Commission of National Education in Krakow, Maria Grzegorzewska Academy of Special Education in Warsaw, Institute of Exploitation Technology – PIB in Radom, Scientific Publishing House of the Institute of Exploitation Technology – PIB, Radom 2013.

Thus, it can be said that we are dealing with universal concepts and situations. Such probably include the previously mentioned problems of humanization of work, human duty, human subjectivity and problems of lifelong education. This universality prompts those interested in the issues in question to at least establish a working outline of the structural and task model of contemporary labour science. Here is the author's attempt submitted for discussion by scholars and advanced practitioners:

A. Internal areas of contemporary labour sciences.

1. Philosophy of work also with Christian accents, taking into account the three dominant contexts of scientific reflection and analysis – assuming thinking about human work: universalist, Christian (more broadly – religious) and pragmatist.
2. Relatively self-contained sub-disciplines – especially in the structures of the social and natural, in which the basic role is played by; ergonomics, praxeology, professionology and philosophy of work, sociology of work and labour pedagogy.
3. And also: occupational medicine, labour law, labour economics, organization and management in human labour systems and other contexts problematically related to human labour.

B. External areas of modern labour sciences as integrated and global – tied above all:

1. With the economic life of the country, as well as with international agreements.
2. With the period of professional activity of an adult – is saturated with significant features of the constantly formed professional personality and career.
3. With senior age assessing the continued need and possibility of being active and still caring in the context of human subjectivity.
4. With a constant striving to treat one's life and way of being in every period of one's development in a humanistic and human-worthy manner.

## Conclusions

Concluding the considerations determined by the topic of the study, I am inclined to conclude that the modern labour sciences treated disciplinarily in an integrated and global manner guarantee, or at least provide an opportunity to arrive at solutions to increasingly complex problems arising from

the relationship – human – labour. Of course, it is about labour sciences treated in multi-problem, multi-faceted and humanistically saturated dimensions (Wiatrowski, 2015, pp. 13–24).

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