



LABOUR PEDAGOGY AS AN IMPORTANT EDUCATIONAL SPECIALTY AT THE HIGHER SCHOOL OF PEDAGOGY IN OPOLE AND THE UNIVERSITY OF OPOLE

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Abstract: The paper shows the product life cycle at the University of Opole (UO) under the name of the speciality: “Pedagogy of work” conducted at the Pedagogical Faculty at the Institute of Pedagogical Sciences. Ten problem-research areas of labour pedagogy, outlined in 1972 as the Tasks of the Institute of Vocational Education, expanded by one in 2004 and two in 2008, inspired the scientists of Opole University to take up this research issue. The research made it possible to present the vitality and the functioning of the specialty during the period of the university’s existence, and even earlier at the Higher School of Pedagogy in Opole. The above factors were the cause of a noticeable gradient in the growth of its life cycle since its birth, while in the second decade of the 21st century, an antigradient became apparent, caused, in the author’s opinion, primarily by the lack of interest of students to acquire knowledge in this area, although the reasons for this situation could be different. Several hundred specialists in labour pedagogy have graduated from the University of Opole, taking up challenges in various branches of the economy, both in the domestic and international markets.

PEDAGOGIKA PRACY JAKO WAŻNA SPECJALNOŚĆ
EDUKACYJNA W WYŻSZEJ SZKOLE PEDAGOGICZNEJ
W OPOLU I UNIWERSYTECIE OPOLSKIM

Słowa kluczowe: pedagogika pracy, pracownik, student, Uniwersytet Opolski

Streszczenie: W pracy ukazano cykl życia produktu na Uniwersytecie Opolskim (UO) pod nazwą specjalności: *pedagogika pracy*, prowadzoną na kierunku *pedagogika* w Instytucie Nauk Pedagogicznych (INP). Dziesięć obszarów problemowo-badawczych pedagogiki pracy, nakreślonych w 1972 roku jako Zadania Instytutu Kształcenia Zawodowego, poszerzonych o jeden w 2004 roku i dwa w roku 2008, stały się inspiracją dla naukowców opolskiego uniwersytetu do podjęcia tej problematyki badawczej. Przeprowadzone badania pozwoliły zaprezentować żywotność i funkcjonowanie specjalności w okresie istnienia uniwersytetu, a jeszcze wcześniej Wyższej Szkoły Pedagogicznej (WSP) w Opolu. Powyższe czynniki były przyczyną zauważalnego gradientu wzrostu cyklu życia tego produktu od chwili jego narodzenia, natomiast w drugiej dekadzie XXI wieku uwidocznił się antygradient, spowodowany według opinii autora, przede wszystkim brakiem zainteresowania studentów do pobierania wiedzy w tym obszarze, aczkolwiek przyczyny tego stanu rzeczy mogłyby być inne. Mury Uniwersytetu Opolskiego opuściło kilkuset absolwentów – specjalistów pedagogów pracy, podejmując wyzwania w różnych gałęziach gospodarki, zarówno na rynku krajowym, jak i międzynarodowym.

Introduction

After the administrative division changes in Poland in 1950, two counties, Śląsko-Dąbrowskie and Dolnośląskie, were separated to form a new Opolskie voivodeship with its capital in Opole, which had a population of 55,000 at that time (Nicieja, 1990, p. 2). It was during this period that the idea emerged among local educational activists to establish an academic centre in Opole, the capital of the new administrative unit, to prepare highly qualified personnel for the needs of the economy, education, and culture. The concept was supported by Roman Nowak, the Secretary of the Voivodeship Committee of the Polish United Workers' Party (PZPR), who was a pre-war communist activist from Chorzów.

In a country devastated and devoid of intellectual resources, where one of the primary goals formulated in the Manifesto of the Polish Committee of National Liberation was the eradication of illiteracy, there was a tremendous demand for teachers, particularly in Lower Silesia. It quickly became apparent that the University of Wrocław and the Pedagogical Institute of the Polish Teachers' Union (ZNP) were unable to produce the required number of educational professionals (Nicieja, 2004, p. 13). As the situation stabilized, discussions intensified regarding new forms of teacher education at the appropriate level. The issue that sparked the most controversy was the duration of the teacher training period. Since 1946, universities called state higher pedagogical schools (PWSP) had been established outside of the Silesia region (in Kraków, Łódź, and Gdańsk),

providing teachers' education in basic subjects in a three-year cycle, but without the authority to award master's degrees. In 1950, the Ministry of Education decided to establish three more institutions of this kind in Warsaw, Wrocław, and Katowice (Nicieja, 1990).

In Opole, the new provincial capital, there were initial plans to establish an agricultural university due to the fact that the Opole region was predominantly agricultural and had attracted a mainly rural population from the borderland areas and central Poland after World War II. However, this project was abandoned, but the idea of creating an academic institution remained. At the same time, in 1950, the Higher Pedagogical School was established in Wrocław, based on the Wrocław Pedagogical Institute of the Polish Teachers' Union. The Wrocław Pedagogical Institute, established in 1946, aimed to provide one-year further education for young working teachers to enhance their professional competencies. It is worth noting that during that time, other academic institutions such as a university and a technical university were also established in the capital of Lower Silesia (Nicieja, 1990, p. 17).

The Higher Pedagogical School in Wrocław operated from 1950 to 1954, offering a three-year program of study. In the academic year 1950/1951, classes were conducted in three disciplines: physics (21 students), mathematics (31), and Polish studies (64). The following year, the Russian philology program was launched (Nicieja, 1990, pp. 19-21). The school's short lifespan was primarily due to the difficulties of finding suitable premises in the war-devastated city of Wrocław, which led to the idea of relocating the Higher Pedagogical School to Opole and continuing its academic activities.

In the spring of 1954, at the initiative of the Regional Committee of the Party and the Regional National Council, a decision was made to move the Higher Pedagogical School (WSP) to Opole, which was approved by the Ministry of Education. On March 25, 1954, the Ministry of Education issued an order stating that the relocation of the school would take place gradually. However, due to the actions of Opole authorities, the Ministry of Education changed its decision in April of the same year and issued an order to transfer the entire school starting from September 1, 1954.

The first rector of the school was Jan Zborowski, a proponent of the concept of a creative school, where students were expected to pursue knowledge and acquire skills independently, as well as the means to do so (Nicieja, 1990, p. 39).

Three buildings of the Pedagogical High School on Luboszycka Street were allocated for the needs of the school (Nicieja, 1990, p. 17). Additionally, three dormitories with a total capacity of 350 places were made available for students.

The start of education at the university in Opole was on schedule, and on September 1, 1954, the WSP began pursuing its noble goal of educating Polish teaching professionals after years of Germanization. The Opole Alma Mater welcomed 190 students in its first academic year, and on October 1, students from other years of study also began their education.

In its first year of operation, the Faculty of Philology did not undergo significant changes. There were two sections: Polish and Russian philology, and classes were conducted in five departments. The only change was that Polish philology students switched to a 4-year master's degree program in the academic year 1954/1955, while Russian philology students did so in the year 1955/1956. In the academic year 1958/1959, the duration of the master's program was extended to 5 years in all disciplines (Nicieja, 1990, p. 44). This change was a result of Resolution No. 276 of the Government Presidium on May 18, 1954, regarding the improvement of teacher education and the granting of the right to confer master's degrees to the Opole university in 1954.

In 1959, the Faculty of Philology and History obtained the right to confer doctoral degrees in humanities (Nicieja, 1990, p. 75). In 1975, economic majors were introduced in Opole (Nicieja, 1990, pp. 150-151).

The dynamic development of the WSP can also be observed in the construction of new university infrastructure. In 1960, the construction of the university building on Oleska Street was completed, with a volume of 45,000 m³ (Nicieja, 1990, p. 81). Towards the end of the 1970s, four student dormitories were made available for full-time students, providing a total of about 1800 accommodation places, along with two large canteens capable of serving around 2000 meals per day. At the same time, the main library of the WSP experienced a significant increase in its collection, becoming the most resourceful library in the entire Opole Silesia region, with over 300,000 volumes (Nicieja, 1990, p. 150).

In 1979, the WSP in Opole was awarded the Order of the Banner of Work, First Class, one of the highest state decorations (Nicieja, 1990, p. 157), and in the mid-1980s, it became the best pedagogical university in the country. From 1996/1997 to 2018, doctoral studies were conducted, initially as faculty studies, and later as general pedagogical studies at the Institute of Pedagogy, with Professor Eleonora Sapia-Drewniak responsible for their operation (Alechnowicz-Skrzypek, Nycz, 2016, p. 64).

In 1994, the merger of the Higher Pedagogical School in Opole with the Opole branch of the Catholic University of Lublin resulted in the establishment of the University of Opole, headquartered in Opole. It is worth noting that, by the decision of the Sejm of the Republic of Poland on March 10, 1994, the University of Opole belongs to the elite group of Polish universities, often referred to as “non-adjective” universities (Szewczyk-Kłos, Słodczyk, 2019, p. 5).

Currently, the University of Opole consists of twelve faculties and nineteen scientific institutes, closely cooperating with other structural units of the university, such as the Office of Science and Project Support, the Centre for Modern Technologies, the Academic Career Centre, and others, creating a dynamic, modern, and versatile academic institution.

The continuous development of the University of Opole is also evident in its merger with the Medical Vocational School in Opole, which was formally integrated into the university’s structure on July 15, 2020 (Kronika, 2020).

The aim and methodological assumptions

The aim of the conducted research was to depict the product life cycle within the Pedagogy of Work specialization offered at the Pedagogy Department of the Institute of Pedagogy (INP) at the University of Opole (UO). In this context, the following research questions were formulated:

1. What were the motives behind the establishment of the University of Opole (UO)?
2. During which period was the education of work pedagogy specialists conducted?
3. How many graduates, specifically work pedagogues, have left the walls of the Opole university?

Scientific research is characterized by a systematic collection of data to obtain a clear and unbiased picture of a specific aspect (Tolmie, McAteers, Muij, 2011).

This study had a qualitative research nature, presenting fragmentary information on the establishment of UO and the education of work pedagogues, both in full-time and part-time studies.

The research was conducted within the premises of UO. The applied research method involved the analysis of primary documents (archival and contemporary) as well as obtaining information directly from the graduates of the Work Pedagogy specialization and academic staff involved in the education process of work pedagogues.

Pedagogy at UO

Pedagogy faced challenges in the initial period of the establishment of the University of Opole (UO). The reason behind this situation can be attributed to the lack of appropriate specialists and departments to offer pedagogical programs. It is worth noting that until 1952, the University of Opole had only a Pedagogy Team, and later, from 1952 to 1973, the Department of Pedagogy was established, which provided services to all study programs. In October 1973, the Institute of Pedagogy was founded under the directorship of Prof. T. Musioł. In 1989, the name was changed to the Institute of Pedagogical Sciences (Nicieja, 1990, p. 150; Brągiel et al., 2004). Under this name, the institute, managed by its director, Dr. Hab. Edward Nycz, Prof. UO, continues its academic activities to this day.

The Pedagogy program was launched in the academic year 1960/1961 and operated exclusively in the evening studies until the academic year 1968/1969. The short duration of this program was due to the fulfilment of the local community's demand for such specialists.

The 1970s marked a period of dynamic development for pedagogy in Opole, mainly thanks to the efforts of the then Rector, Tadeusz Gospodarek, who advocated for the establishment of new pedagogical programs that were absent before 1973. The expansion of the campus infrastructure and the significantly increased interest of young people in studying at the Opole university played a significant role in the introduction of new study programs. The first full-time pedagogy programs were organized in the academic year 1973/1974, with 190 students starting their studies. The available majors at that time were *school pedagogy*, *care pedagogy*, and *cultural-educational pedagogy*, while in the following year, students could pursue studies in *preschool pedagogy* and *primary education* (Nicieja, 1990, p. 150).

Pedagogical programs experienced rapid growth, becoming numerically dominant within the Faculty of Philology and History in the early 1980s. Besides Rector T. Gospodarek, significant contributions to their development were made by the employees of the Institute of Pedagogy, including Prof. Teodor Musioł, Assoc. Prof. Zygmunt Łomny, Assoc. Prof. Franciszek Marek, Assoc. Prof. Władysław Puślecki, Dr. Henryk Koniarski, Dr. Zenon Jasiński, Dr. Stanisław Michalak, and the late Assoc. Prof. Franciszek Czech (1913-1987), among others (Nicieja, 1990, p. 151).

Along with the establishment of new study programs, the number of students increased rapidly, not only from Opole and its vicinity but also from all over Poland. Young people from even the most remote corners of the country came to Opole University seeking knowledge and skills.

The author of these words personally visited an older classmate from Suwałki region in 1977, where they attended primary school together in a small town in the sub-Suwałki area. They were pleasantly surprised by the size of UO and its infrastructure. The author of this work stayed in the Mrowisko dormitory for two days and never imagined at that time that fate would bring them back to the same university after many years.

Work pedagogy as a new specialization in education at the University in Opole

Work pedagogy is inseparably connected to social movements, particularly the issue of the individual's relationship to work. Reflection on the role of work in human life dates back to the 19th century and remains relevant to this day. Humans have always pondered how to live and act in order to ensure decent living conditions, commonly referred to as well-being.

Well-being can be understood as the experience of positive emotions, a high level of life satisfaction, and a low level of detrimental moods. Optimism, as a significant personal resource, directly influences health, well-being, and life successes, and is closely associated with the sense of well-being.

The prominent role in the development of work pedagogy was attributed to Prof. Tadeusz Nowacki, who identified ten problem-research areas within work pedagogy, outlined in 1972. These areas became the inspiration for researchers at the University of Opole to undertake research in this field (Nowacki, 1978). Professor Zygmunt Wiatrowski made a significant contribution to the advancement of work pedagogy by distinguishing three areas:

- 1) Pre-vocational pedagogy,
- 2) Vocational pedagogy,
- 3) Workplace pedagogy (Wiatrowski, 2005).

To specify further, work pedagogy can be understood as a subject of scientific interests and research, encompassing the fields of education through work, vocational education and guidance, continuing education for workers and the unemployed, as well as educational issues within the workplace. Therefore, work pedagogy primarily focuses on preparing individuals for work, which establishes

a proper relationship between the individual and work. Knowledge, skills, vocational competencies, as well as motivation and professional attitudes, take precedence in this regard.

To meet this challenge, new study programs and specializations under the leading name of work pedagogy were established.

At the WSP University of Opole (UO), *work pedagogy* was introduced as a new study program for the first time in 1977 in collaboration with the Ministry of Machinery Industry, as part of the part-time education system. The purpose of these studies was to educate social services employees in production facilities. The Ministry of Machinery Industry proved to be a generous sponsor, participating, among other things, in the adaptation of Dąbrowa Niemodlińska Castle for educational purposes (Nicieja, 1990, p. 151).

Assoc. Prof. Zygmunt Łomny made a significant contribution to the development of *work pedagogy* in Opole. He advocated for the creation of pedagogical study programs and established a university laboratory for new teaching techniques, which was of utmost importance in the growing industrial sector of the Opole Silesia region and Poland. Assoc. Prof. Łomny was also an active member of the Work Pedagogy team within the Committee of Pedagogical Sciences of the Polish Academy of Sciences.

The University of Opole also had student scientific circles that fostered students' scientific and professional interests in various fields. One of these circles was the Work Pedagogy Student Circle under the supervision of Dr. Karol Neisch. This circle supported students' personal development and carried out scientific projects, including a program titled "Increasing the Employment Opportunities for People with Disabilities" and conducted recruitment activities through educational workshops (Alechnowicz-Skrzypek, Nycz, 2016, p. 74).

Profile of a graduate of the *Pedagogy* program with a specialization in *Work Pedagogy*

A graduate of the *Work Pedagogy* study program/specialization should possess basic pedagogical, historical-philosophical, sociological, and psychological knowledge necessary for understanding the process of education and upbringing through work, as well as for shaping their own professional development. They acquire fundamental information about occupations in the job market and various forms of training and education. They have skills in assisting children, youth, and adults in making appropriate educational choices and supporting

their holistic personal development. In their work, they utilize standardized methods that facilitate career choices, qualification changes, and employment transitions, taking into account the current and projected needs of the labour market and education sector. They have basic qualifications in human resource management and participate in the selection of candidates for positions that require specific psycho-physical predispositions.

Graduates possess social communication skills, the ability to develop their own methodological workshop, and a reflective approach to their professional role. They are competent in providing assistance to the unemployed and other job seekers, as well as assisting employers in finding suitable employees. The mission of the Work Pedagogy specialization is to implement the lifelong learning strategy within the European Union and promote employment improvement policies. Graduates of this specialization are prepared to work in educational institutions, human resources departments of companies, employment agencies, psychological-pedagogical counselling centres, and other organizations dealing with human work-related issues.

Education of Work Pedagogy specialists at UO

Work pedagogy actually became part of the University of Opole in its early years, within the Institute of Pedagogical Sciences, as one of the many specializations offered in the Pedagogy program. Initially, work pedagogy was implemented at the vocational level, following a part-time education system lasting four or three years (Alechnowicz-Skrzypek, Nycz, 2016, p. 63).

Table 1 illustrates the “life” of *work pedagogy* with its various modifications in the non-stationary education system.

Table 1. *Work Pedagogy* specialization in part-time studies at Opole University

The name of the field of study	The years in which students were enrolled in this field at UO
4-year Master’s degree studies	
Field of study: Pedagogy Specialization: Work Pedagogy	Courses conducted from 1995/1996 to 1998/1999
5-year Master’s degree studies	
Field of study: Pedagogy Specialization: Work Pedagogy	Courses conducted from 2003/2004 to 2009/2010

The name of the field of study	The years in which students were enrolled in this field at UO
3-year Bachelor's degree studies	
Field of study: Pedagogy Specialization: Work Pedagogy	Courses conducted from 2006/2007 to 2008/2009
Field of study: Pedagogy Specialization: Work Pedagogy with Vocational Guidance	Courses conducted from 2008/2009 to 2010/2011
2-year Master's degree studies (continuation)	
Field of study: Pedagogy Specialization: Work Pedagogy	Courses conducted in the academic years 2006/2007 and 2007/2008
Field of study: Pedagogy Specialization: Work Pedagogy with Vocational Guidance	Courses conducted from 2007/2008 to 2014/2015

Source: Own elaboration based on archival data from Opole University.

The *Work Pedagogy* specialization within the *Pedagogy* program in the full-time education system was introduced relatively late, specifically in the academic year 2007/2008, with various extensions and modifications (Table 2).

Table 2. *Work Pedagogy Specialization* in Full-time Studies at the University of Opole.

The name of the field of study	The years in which students were enrolled in this field at UO
3-year Bachelor's degree studies	
Field of study: Pedagogy Specialization: Work Pedagogy with Vocational Guidance	Courses conducted from 2007/2008 to 2011/2012
Field of study: Pedagogy Specialization: Work Pedagogy with Industrial Safety	Courses conducted from 2010/2011 to 2013/2014
Field of study: Pedagogy Module (specialization): Work Pedagogy with Occupational Health and Vocational Guidance <i>Path: Occupational Health and Safety</i> <i>Path: Vocational Guidance</i>	Courses conducted from 2012/2013 to 2014/2015
Field of study: Pedagogy Specialization: Work Pedagogy in the field of Occupational Health and Safety and Vocational Guidance	Courses conducted from 2015/2016 to 2017/2018

The name of the field of study	The years in which students were enrolled in this field at UO
2-year Master's degree studies (continuation)	
Field of study: Pedagogy Specialization: Work Pedagogy with Vocational Guidance	Courses conducted from 2010/2011 to 2015/2016
Field of study: Pedagogy Module (specialization): Work Pedagogy with Occupational Health and Vocational Guidance	Courses conducted in the academic years 2015/2016 and 2016/2017

Source: Own elaboration based on archival data from Opole University.

Tables 3 and 4 contain some data regarding the number of students in the *Work Pedagogy* specialization. Unfortunately, the author does not have all the data for those years specifically related to the number of students in this specialization. This is because the reports from the Central Statistical Office (GUS) listed students under the Pedagogy program without a breakdown by specialization. However, the author managed to obtain some data for the period 2009-2013. It should be noted that after the data was included in the GUS report, the paper versions were destroyed.

Table 3. Number of students in full-time studies in the *Work Pedagogy* specialization from 2009 to 2013.

Year	The field of study	Level	The number of students	The number of graduates
2009	Work Pedagogy with Vocational Guidance	L-3	98	
2010	Work Pedagogy with Vocational Guidance	L-3	64	31
	Work Pedagogy with Industrial Safety	L-3	39	
2011	Work Pedagogy with Vocational Guidance	L-3	39	23
	Work Pedagogy with Vocational Guidance	M-2	82	
	Work Pedagogy with Industrial Safety	L-3	80	
2012	Work Pedagogy with Vocational Guidance	L-3	29	31
	Work Pedagogy with Vocational Guidance	M-2	69	41
	Work Pedagogy with Industrial Safety	L-3	73	

2013	Field of study: Pedagogy Specialization: Work Pedagogy with Occupational Health and Vocational Guidance	L-3	27	
	Work Pedagogy with Vocational Guidance	M-2	52	34
	Work Pedagogy with Industrial Safety	L-3		32

Source: Own elaboration based on archival data from Opole University.

Table 4. Number of students in part-time studies in the *Work Pedagogy* specialization from 2009 to 2013.

Year	The field of study	Level	The number of students	The number of graduates
2009	Work Pedagogy with Vocational Guidance	L-3	23	
	Work Pedagogy with Vocational Guidance	M-2	173	85
	Work Pedagogy	M-5	28	21
	Work Pedagogy	L-3		23
2010	Work Pedagogy	M-5		20
	Work Pedagogy with Vocational Guidance	M-2		50
	Work Pedagogy with Vocational Guidance	L-3	23	
	Work Pedagogy with Vocational Guidance	M-2	199	
2011	Work Pedagogy with Vocational Guidance	L-3		21
	Work Pedagogy with Vocational Guidance	M-2	142	87
2012	Work Pedagogy with Vocational Guidance	M-2		73
	Work Pedagogy with Vocational Guidance	L-3	73	
2013	Work Pedagogy with Vocational Guidance	M-2	39	45

Source: Own elaboration based on archival data from Opole University.

Discussion

Work pedagogy was not an independent program at the University of Opole but rather a specialization with various names within the *Pedagogy* program offered by the Institute of Pedagogical Sciences (INP). Under the name “*Work Pedagogy*”, it existed as a part-time, four-year master’s degree specialization from the academic year 1995/1996 to 1998/1999, and as a five-year program from 2003/2004 to 2009/2010. A three-year bachelor’s degree program under the same name was launched in the autumn of 2007, while from 2008/2009 to 2010/2011, it was known as the “*Work Pedagogy with Vocational Counselling*” specialization.

The change in the name of the specialization was presumably aimed at making it more attractive to recruit more students. However, this strategy proved ineffective, and the bachelor's degree specialization in Work Pedagogy for part-time studies concluded its existence in the academic year 2010/2011.

The two-year master's degree program, which served as a continuation of the three-year Work Pedagogy specialization, was in operation from 2006 to 2015 (known as *Work Pedagogy* until 2008 and later as *Work Pedagogy with Vocational Counselling*).

During this period, the specialization gained significant popularity, as evidenced by the number of students (Table 4). Between 2009 and 2013, a total of 425 graduates obtained the Work Pedagogy diploma, with the highest number of graduates in 2011, reaching 87. The highest number of students in the two-year part-time master's program was in 2010, with 199 students, while in the part-time bachelor's program, the highest number was in 2012 with 73 students. The lack of applicants for this specialization was likely due to market saturation with such specialists and the fact that many adults had already obtained higher education qualifications in the first decade of the 21st century or earlier. Holding a higher education degree became necessary for maintaining job positions, especially in state institutions (the author is aware of numerous cases reflecting this trend).

The full-time education of *work pedagogy* specialists began at the Institute of Pedagogical Sciences (INP) in the academic year 2007/2008, offering a three-year specialization under various names, such as *Work Pedagogy* with different extensions. This program continued until 2018. The specialization was further extended by introducing a two-year master's program in the academic year 2010/2011 at the same institute, which operated until 2017. Between 2009 and 2013, a total of 192 work pedagogues graduated from the University of Opole through full-time education, with the highest number of graduates in 2009 amounting to 41. The highest number of students during this period was 98 in the bachelor's program in 2009 and 80 in the master's program in 2011. These numbers indicate the attractiveness of this field of study and the labour market demand for such specialists. Some graduates of the *work pedagogy* specialization pursued academic careers at universities and secondary schools, becoming well-rounded specialists with comprehensive education.

Conclusions

To date, the University of Opole has graduated approximately 100,000 alumni, including work pedagogues (Szewczyk-Kłos, Słodczyk, 2019). Among them are distinguished Polish scholars, intellectuals, writers, poets, journalists, reporters, politicians holding ministerial positions, members of parliament, senators, voivodes, as well as thousands of directors of kindergartens, primary schools, middle schools, and high schools. This is the most vivid expression of the university's significance and social importance.

The education of work pedagogy specialists at the University of Opole definitively concluded in 2018. Based on an analysis of admissions reports, it can be determined that the last successful intake of students for full-time bachelor's programs occurred in 2015, and there were no further admissions in 2018. Regarding part-time programs, the last intake for second-cycle studies took place in 2013, and the definitive end of education occurred in 2015.

This raises the question of what lies ahead for work pedagogy at the University of Opole and beyond. Can we only speak of it in the past tense, or perhaps only of its transience and new directions? Is it possible to revive or reincarnate it? There is no definitive answer to these and many other questions.

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