

Abstract

The purpose of the dissertation entitled: "Teachers of vocational education in secondary schools in the context of the change of vocational education" is to examine and describe what role vocational education teachers fulfil in high schools in the context of changing vocational education. The main subject of the research is vocational teachers working in technical schools. In addition to answering the main question about the role of vocational teachers, the dissertation tries to draw a broader picture of vocational education operating in the modern world. Therefore, such concepts as the industrial revolution (fourth and fifth), 21st century competencies, and preparation for lifelong learning appear in the work.

The first chapter defines the context of the research which is postmodernity in the broadest sense. It also highlights the formation of competencies and metacompetencies (with a particular focus on 21st century competencies) and describes vocational education in the perspective of the fourth and fifth industrial revolutions.

Chapter two deals with selected areas of challenges facing vocational education. Also outlined in this chapter is a historical outline of vocational education in Poland (from 17th century to year 2020), as well as the use of constructivist methods in vocational education, among others.

The third chapter deals with the methodological basis of own research.

Chapters four and five are an analysis of the research conducted.

At the end of the dissertation, the final conclusions are presented.

Key words: postmodernity, liquid reality, industry revolution, constructivism, XXI century competencies, social role