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**PREPARATION FOR THE RESEARCH CONDUCTING UNDER  
THE PROGRAMME «INTERDISCIPLINARY INDIVIDUAL  
STUDIES» IN POLAND**

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*The article is devoted to innovative training program «Interdisciplinary Individual Studies», which has been successfully implemented in Poland since 1991. Based on the analysis of legislative and regulatory documents, the basic principles of the program functioning in higher education in Poland have been revealed.*

*It was stated that the above mentioned training program includes a broad interdisciplinary training, which is an integral part of research activities of students.*

*Attention is paid to the characteristics and nature of research activities of students within interdisciplinary individual studies. The content, forms and methods of formation of students' readiness to scientific research have been defined. The basic research skills that students acquire in a result of theoretical and practical training have been outlined. It is noted that the organization and content of students training to research in the framework of the «Interdisciplinary individual studies» based on autonomy in education and creative scientific activity. As a result, research skills are formed and allow students think outside of the box to solve problems.*

*The importance of interdisciplinary training for disclosure of students' creative scientific potential has been grounded.*

*Key words: research conducting, interdisciplinary individual studies, college, interdisciplinarity, Poland*

**Introduction**

The integration of education, research and innovative activities is the main principle of any university functioning. At modern stage of society development, interdisciplinary studies at higher educational establishments are extraordinary important. They will provide high-quality professional training and increase the level of research competence of the educational process participants.

The topicality of the problem is determined by the fact that the unity of interdisciplinary education and research of students in the national practice is quite difficult to implement, especially in the first degree (bachelor's degree), due to the insufficient scientific elaboration of this problem. Successful solving of this problem depends largely on the study and generalization of world experience that will help to find the best ways to form an effective system of higher education in Ukraine and create favorable conditions in higher educational establishment to strengthen the relationship between teaching and research activity.



Analysis of scientific papers proved that the question of interdisciplinary education is a frequent subject of research among US and European scientists. Such scholars as E. Akser, T. Augsburg, M. Bukberher, V. Greene, R. Sukharskyi, V. Niuel, G. Dubrov, A. Repko and others studied various aspects of this innovative learning form. Their works presented the history of formation and development of interdisciplinary studies in the US and Europe; the basic principles and ways of organization of this learning form at higher educational establishments; the influence of this educational strategy on individuality is characterized. Works of G. Berger, V. Green, J. Davis, J. Klein, M. Crowley, J. Thompson have been devoted to the analysis of the nature of interdisciplinary research. We should pay attention to the works of Canadian scientist Rick Shostak, who defines interdisciplinary research as the study of the future and believes that it is necessary to form the students' research skills, which can be further used to write multidisciplinary scientific publications [8].

The vast majority of modern domestic researches on the mentioned theme is fragmented, where only some aspects of the problems related to education or interdisciplinary research activities of students are presented. Among Ukrainian scientists, who are interested in the problems of integration of education and research activities in higher education, innovative learning forms and approaches to research, we should mention the following: A. Zemlyankin, F. Andrushkevych, A. Amosh, V. Andrushchenko, V. Kremen, A. Sbruyeva, T. Finikov and others.

It should be noted that the problem of formation of students' readiness to scientific research conducting in terms of interdisciplinary education has not been the subject of a special study in Ukraine though it is interesting to the national pedagogical theory and practice. In our view, Poland is the only European country where the alternative was found to establish a strong link between education and research activities of students. We mean an extensive system of individual interdisciplinary studies, which successfully developed in most universities of Poland. We believe that studying and understanding of the Polish experience will help to find new approaches in the national system of training and improving the quality of student research.

Therefore, the aim of the article is to analyze the features of preparing students for scientific research in the framework of «Interdisciplinary Individual Studies» in Poland.

The analysis of the studied problem should be started with a short history of the introduction of this innovative form of training and its general characteristics. The idea of establishing of individual interdisciplinary studies in humanities in Poland belongs to Professor Jerzy Akser from Warsaw University, who in 1992 initiated the creation of this form of learning for students of humanities, because he was convinced that the training should be interdisciplinary. Training for such a program had to meet the fundamentals of «liberal education», the free choice of learning paths. The initiative was approved by the university administration and by 2004, these studies were, to some extent, outside the system at university level. Only in 2005 the studying were legalized by the Law «On higher education» as interdisciplinary studies [11], and in 2011, reflected in Art. 8 Ch. 2 as «inter-branch» [10].



Colleges of interdisciplinary individual studies in Humanities (further IISH) can be an example of the implementation and distribution of this idea. We can follow it in the leading universities of Poland such as Jagiellonian University (Kraków), Warsaw University (Warsaw), University of Adam Mickiewicz (Poznań), Wrocław University (Wrocław), University of M. Kopernik (Toruń), John Paul II Catholic University (Lublin), Silesian University (Katowice), Opole University (Opole) and Lodz University (Lodz).

In its activities, all Colleges are governed by the Law «On Higher Education», the University Charter, Regulations on the organization of educational process of the University and College Regulations. Let us try to describe briefly the organizational principles of these colleges functioning. According to the current Law «On Higher Education» in Poland, interdisciplinary studies can function at higher educational establishment, only if this establishment has the right to grant diplomas of doctor of sciences at least in four specialties, and the College combines at least two departments of different sectors eligible to issue diplomas at least of one direction. [10]

College is administered by the Rector, College Director and his deputy, and the College Board, which includes representatives (usually Vice Deans for Academic Activity) of each department belonging to the College and representatives of the student government. College Council provides administrative control of Studies.

Admission to College is carried out on a common basis for admission to higher educational establishment. Training takes place on full-time form of the first degree (licentiate) and second degree (Master). Though the programme of studying is quite interdisciplinary, the studies are completed by the receiving disciplinary diploma (several diplomas) with the supplement which shows all the enrolled courses. So at the beginning of training, the student must choose a direction that will be a leading one. During the three-year course on the first degree and second degree the student must pass the programmed minimum in a leading specialization that will give him the right to obtain a licentiate (master) diploma. It is allowed to pass several programmed minimums at different departments, and that gives the opportunity to get on more diploma. In addition, students must choose courses from at least 3 different directions, and enroll at least 60 extra hours (beyond the leading direction) [13].

In connection with the introduction of the National Qualifications Framework in 2011 and the elimination of ministerial standards, the interdisciplinary training programs give the opportunity to develop and independently determine their own semantic fullness [5]. Education in the College involves the conducting of individual student curriculum that meets his scientific interests. To form a plan and help students in its implementation are the responsibilities which belong to the tutor appointed by the College head or elected by the student. Tutor also has the function of the scientific supervisor as the main principle of the individual plan conducting is to write the annual scientific work within the IISH. Requirements for annual research papers outlined the provisions of IISH College. In particular, student work must: reflect the actual needs of science; be led by the tutor; be evaluated and include a review of tutor where one of the points is the degree of interdisciplinarity [15]. Thus, the program of IISH includes a broad interdisciplinary training, where scientific research of the student is the main part.



Let us analyze the semantic fundamentals of the formation of students' readiness to scientific research conducting in the framework of interdisciplinary studies in Poland. For this purpose, we use both the materials of IISH colleges' websites and relevant documents that are used by all participants in the educational process on the program.

It should be noted that the theoretical training of students in scientific research in IISH Colleges is mainly conducted within the required specially developed modules, which contain interdisciplinary courses and courses related to the research methodology. Thus, the University of Warsaw has the required course «Scientific Skills», which prepares students to work effectively in an academic environment and beyond it. As part of the course, students learn to generalize the accumulated knowledge with their following presentation in written and oral form, prepare for scientific work, including work in a team. The aim of the course is to develop the necessary skills to conduct academic dialogue such as academic writing, oral presentation, formation of the portfolio of scientific achievements, participate in discussions and debates [9].

«Introduction to the Interdisciplinary Studies» course has similar objectives. This course is practiced in the Jagiellonian University and takes the form of a workshop. The course uses interactive teaching methods in order to develop the students' understanding of the interdisciplinary nature of research, critical thinking skills during processing of scientific literature etc. IISH College students get to know about the methodological basis of a scientific research while studying such courses as «Methodology of Social Sciences» and «Introduction to the Methodology of the Humanities» [12]. IISH College in Catholic University in Lublin, Opole and Lodz Universities and Nicolaus Copernicus University in Torun have the similar to the above mentioned theoretical courses relating to the methodology of science.

The attention should also be paid to the effective organization of scientific work within the course «Humanities as Interdisciplinary Art (in the objects, methods, and materials of a research)» for IISH College students in the University of Wroclaw. An integral part of the course is lectures of guest scientists from different fields of science and culture, who represent different research institutions. The leading theme of the course is modern, including interdisciplinary, methods of scientific research in the humanities. Thus, students are encouraged to participate in scientific discussions, master the features of scientific texts interpretations, prepare articles for publication in periodicals [3]. In particular, the students' articles may be published in the Proceedings «Publications of Interdisciplinary Individual Humanities and Social Studies College of the University of Wroclaw», which is approved and published by the Department of Polish Academy of Sciences in Wroclaw [6]. The university has well established system to encourage and motivate students to scientific work in the form of awards and scholarships.

The course «Introduction to Interdisciplinary Research» for students of IISH College in Adam Mickiewicz University in Poznań has theoretical and practical nature of the formation of students' readiness to conduct the research. It consists of three units: the first is theoretical preparation (lectures on the fundamentals of interdisciplinary studies), the second is work on interdisciplinary projects (scientific visits



aimed at gathering material for research projects conducting), the third is the presentation of projects (workshop). Work on research projects requires the ability to interact and find common issues to work in a group. Students acquire such competencies during the study of the «Formation of interpersonal relations» [13].

Scientific activity of IISH College students of the University of Silesia is slightly different from the previous ones, but is rather productive. The Statute of the College notes that the first year of the second degree (master) students is completed by the enrolment of group module «Work on Complex Problems». «Complex» is the problems that are difficult to resolve with the help of one science methods, i.e. those that require an interdisciplinary approach. Thus, the study of the problem requires a combination of interdisciplinary and collaborative work. Groups consists of several students who explore the issue from the perspective of different sciences, with further discussion of the survey results, and drawing conclusions about this problem solving [14].

Before the group module, students should conduct the theoretical training in the course of «Introduction to Teamwork» and «What is Science?». The ultimate goal of the first one is to form working groups and choose a collective theme that will be studied within the module. Classes are held in the form of psychological workshops, enabling to project human's behavior during interpersonal communication and combine individual creativity of people who form a group [4]. The main objective of the course «What is science?» is to acquaint students with contemporary issues of epistemology and sociology of science, classical and new approaches to the definition of «science» by applying the «case study» method [1].

Practical implementation of the research skills and scientific achievements is possible within various scientific practices, sessions, projects, and conferences. An integral part of the student colleges community is the scientific circles acting in all universities where the program takes place. They are interdisciplinary research centers which primary purpose is to promote original and creative projects that cannot be treated within a humanities or social sciences. The following directions of student scientific community can be defined: organization of conferences, seminars, etc., preparing publications (e.g., proceedings of scientific works of students of IISH College of the Catholic University in Lublin «Inter Artes», journal «Publikacje studentów MISHiS Uniwersytetu Wrocławskiego», etc.); active cooperation with other academic circles etc.

Students can present their scientific achievements on public during interdisciplinary forum discussions, organized for the students of IISH College in Poznan University and the Catholic University in Lublin. After that, the reports are under review of two scientists specializing in this field. At the end the discussion on the impaired subjects, which involves all the participants, takes place [2].

In Warsaw University students are attracted to participate in so-called «scientific sessions» of the Academy of «Artes Liberales» on the specific problems that are dealt with from the perspective of different sciences (interdisciplinary). Each session are summarized in the form of short essays writing, which reveals one of the directions of scientific debate.



## Conclusions

Students' participation in scientific practices within the country and abroad promotes the development of the research skills. International mobility programs (e.g. Erasmus +) serves to expand horizons, acquiring new knowledge and experience in the field of research. It should be noted that such form of learning as interdisciplinary studies causes great interest among foreign students and young scientists. In order to internationalize this program, the universities of Poland developed a curriculum for foreigners expanding range of international cooperation, implemented research projects etc.

Based on the above mentioned, we emphasize that the organization and content of students' training to research conducting in the framework of «Interdisciplinary Individual Studies» is based on autonomy in learning and creative research activities. It allows forming the research skills, which give students the opportunity to use substandard approach to solve problems. It will be valuable for the Ukrainian teaching science to further study Polish experience with the aim of drawing the best practices to implement the priorities of higher education in Ukraine.

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