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CONTINUAL LEARNING:  
CHANCE FOR PERSONAL  
AND PROFESSIONAL DEVELOPMENT

INTRODUCTION

Human development lasts during entire life. To develop as a person one should constantly undertake such actions and make such decisions which would enable fulfilment of their humanity, total use of their possibilities and skills and realization of their vocation. A human being can develop only if they take responsibility for their own life, if they perceive themselves as a subject of their own actions, if they see that they can form not only themselves but also their relations with other people. The effects of human development should always support the development of other people. Thus it is essential to establish appropriate conditions of personal and professional development, the latter enabling making use of personal knowledge, skills and talents and the fulfilment of one's professional duties.

Lifelong learning is fundamental for personal and professional development as knowledge and skills constantly require supplementing, and the already gained skills must be developed. Development is a process which lasts, is not limited and is always possible, only under the condition that one undertakes actions heading towards beneficial changes.

In my article I would like to present the core of personal and professional development, discuss the role and the forms of continual learning and stress

the significance of personal responsibility for one's own decisions and their personal and professional development.

## 1. CHARACTERISTICS OF PERSONAL AND PROFESSIONAL DEVELOPMENT

The development assumes changes, progress from one state to another, from one form to a more complex or more perfect ones<sup>1</sup>. "Human development is a long process of directional changes, where we can distinguish subsequent phases of changeability of an object, revealing its diversity in a certain respect"<sup>2</sup>. Human development is an integral process, including physical, intellectual, emotional, social, professional, religious, moral and spiritual spheres. All the development areas are equally important for a comprehensive human development, thus we can assume that development in one of the spheres causes the development of all the remaining ones, and neglecting of one leads to regress of others.

"Personal development means becoming better and a wiser"<sup>3</sup> in a process of becoming a responsible person who respects their own and others' dignity, who is able to think independently, who respects social rules, who can form fine relationships. Personal development lies in fulfilment of one's personality. One can only find their true self if they notice their potential given by God in human and spiritual dimension. Self-education has therefore a crucial impact on development of one's humanity, the point is that "a person becomes more humane, *is* more than *has*, so that through everything they *have* and *possess* they could be more and fully human, this means that they *are* not only *with others* but also *for others* (2.VI.1980)"<sup>4</sup>. The Pope explained that to reach full humanity it is essential to be more than to have, to use one's personal and material richness, live in togetherness with other

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<sup>1</sup> Password *rozwój*, In: *Encyklopedia PWN*, retrieved from <http://encyklopedia.pwn.pl/haslo/4009883/rozwoj.html> [12.07.2012].

<sup>2</sup> *Nowa Encyklopedia Powszechna*, vol. V, ed. D. Kalisiewicz, Warszawa: PWN 1996, p. 616.

<sup>3</sup> S. K u n o w s k i, *Podstawy współczesnej pedagogiki*, Warszawa: Wydawnictwo Salezjańskie 2004, pp. 165-166.

<sup>4</sup> J a n P a w e ł II, *Przemówienie do młodzieży w Poznaniu*, In: *Przemówienia i homilie wygłoszone w trakcie pielgrzymek do ojczyzny*, Poznań: 3.06.1997 (KAI), retrieved from <http://mateusz.pl/jpii/witamy/0404.htm> [20.07.2012].

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people and be a gift for other people. "Being more" is connected with personal development. Integral development is the one which includes all dimensions of personal existence. It does not proceed chaotically and accidentally but just the opposite, thanks to religious and ethical values becomes organized. Among the most important elements influencing personal development in the ontological dimension are: truth, dignity, self-conscience, self-deciding, experience, and one's own value in dialogue with other people and with God<sup>5</sup>.

Thanks to their dignity a person cannot constitute a means to achieve other people's purposes. A human being is always responsible for values like: truth, good, beauty, happiness. Most of all are they responsible for whom they are and what they make; for the shape of reality they live in and they face every day.

The basic characteristics of every person is self-deciding, the will to consciously direct one's own life. Through self-deciding a person constantly shapes themselves. Reason and will constitute the core of humanity and are connected making decisions. Through entire life we experience different obligations, which are not enforced on us and we have to decide on taking an action or lack thereof. A person becomes a subject of their own actions only if they recognize themselves as such. Rational individuals are capable of creative thinking, recognition of the truth and independent actions<sup>6</sup>. "Being more" refers here to the development of self through actions taken consciously.

Ethically axiological dimension of being a person is created by values, norms, duties and conscience. Values are need, subject and reference of human life. A person, having free will, can through conscious activity put values into practice and choose the good. A human being as a person is characterized by their relation to values: to choose a value means enriching oneself and others, at the same time neglect of values can lead to moral wrong and to harm of other people. Values understood in a proper way give sense to human existence and enable a full personal development.

The socio-cultural dimension of personal development should also be considered, as a person is always placed in a specific environment and culture. One always benefits from human achievements and everybody is obliged to

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<sup>5</sup> A. R y n i o, *Integralne wychowanie w myśli Jana Pawła II*, Lublin: Wydawnictwo KUL 2004, p. 26.

<sup>6</sup> *Ibidem*, pp. 39-46.

work for common well-being. Thus it is a human obligation to develop oneself as a person and to develop their surroundings, be with other people. These tasks complement one another and constitute basis for personal development<sup>7</sup>.

A conscious, free, self-deciding, intellectually active and responsible individual, sensitive to the surrounding world, has a great variety of possibilities. It is only up to them how to use and develop the latter, for their own and other people's benefit. When it comes to a lifelong perspective, it is always worthwhile to set goals and pursue them, especially if they concern preparation for work, getting job, developing already acquired competencies and acquisition of new ones. Goals connected with work constitute a value for many people, a value which is worth seeking and which serves one's development in a personal dimension. Professional development cannot be discussed without taking into consideration the aspects of personal development mentioned above as it is proper to human beings only and it is connected with all its characteristics. Moreover, professional development is only possible due to personal development and humanity is enriched and confirmed by it.

Definitions of professional development stress the interdisciplinary character of this term, including pedagogical, psychological, sociological, economic, medical and technical issues. Professional development refers to different stages of life: childhood, youth and maturity<sup>8</sup>. It assumes several succeeding changes which appear in a certain order, like preparation for work and the work itself. According to K. Czarnecki, professional development is a "socially desired process of quantitative and qualitative changes of an individual, which determine their active, conscious and expected by society participation in reshaping of self and of the material, social and cultural environment"<sup>9</sup>.

This definition shows a wide variety of factors which direct the professional development but also draws attention to its consequences. Personal development should be connected with modification of different aspects of the environment where the individual functions. Professional development, defined by directed changes, leads to individual's active participation in

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<sup>7</sup> Ibidem, pp. 63-69.

<sup>8</sup> K. C z a r n e c k i, *Profesjologia*, Sosnowiec: Oficyna Wydawnicza „Humanitas” 2010, pp. 104-106.

<sup>9</sup> K. C z a r n e c k i, *Rozwój zawodowy człowieka*, Warszawa: IWZZ 1985, p. 28.

economic, social and cultural life. Professional development concerns quantitative changes, i.e. a gradual increase of knowledge and skills which constitute preparation for professional life and qualitative changes, concerning personal development.

Professional development contains quantitative changes, like a gradual increase of knowledge and skills and qualitative changes, concerning personal development. Professional activity is particularly important for human development. It manifests itself in creative and imitative actions and in specific actions conducted by working people<sup>10</sup>.

While discussing professional development it is worthwhile to mention the significance of value system connected with professional work, which creates the possibility of further development and in some cases is even its basic stimulus. W. Furmanek remarks that the professional development is a process of "qualitative changes of a human, connected with adaptation of a certain system of values concerning their professional work, determining their participation in different professional processes at work"<sup>11</sup>. According to this definition, professional development depends on the adapted system of values connected with work and enables the performance of different professional activities. Adaptation of such a system triggers the qualitative changes of personal competencies, determining further professional development. It is connected with constant expanding of knowledge and skills and shaping of the personality. Personal competencies translate to an effective goals achievement, both in professional situations and in interpersonal relations. Thanks to them everyone is able to fully use their potential, professional knowledge and experience. The professional competencies determine also the possible use of our qualifications. The fact that professional and personal development are closely related to each other and due to current situation of constant changes in the job market and new technologies development they become a necessity. Lifelong learning constitutes not only a condition of professional and personal development but also is a means to cope with constantly changing reality and makes achievement of life goals possible.

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<sup>10</sup> K. C z a r n e c k i, *Psychologia zawodowej pracy człowieka*, Sosnowiec: Wydawnictwo Wyższej Szkoły Zarządzania i Marketingu 2006, p. 11.

<sup>11</sup> W. F u r m a n e k, *Podstawy edukacji zawodowej*, Rzeszów: Wydawnictwo Oświatowe FOSZE 2000, p. 272.

## 2. ROLE AND FORMS OF LIFELONG LEARNING IN THE CONTEXT OF HUMAN DEVELOPMENT

People learn at every stage of their lives: they acquire knowledge and skills and they shape their humanity. Lifelong learning is indispensable for professional and personal development, to enable an individual to face the reality. Lifelong education is a process of learning from birth until death. It is a dynamic, uninterrupted process, happening throughout the entire life<sup>12</sup>. At first stages the goal of continual education is to implement intellectual habits, indispensable for further education, awaking of cognitive interests and accustoming to self-education. In the adulthood the already acquired personal competencies should be updated and deepened and the new ones should be developed. In the old age the continuous education serves mainly precautionary purposes, such as retention of physical and psychical shape, or compensation of loneliness or professional idleness<sup>13</sup>.

Continuous education is a causative factor of development, under the condition that it is not accidental but, to the contrary, is a long process, inspiring human thinking and deepening their spiritual riches and the development of their personality. Continuous education plays different roles: adaptation, economic, compensation, therapeutic and precautionary<sup>14</sup>, which refer to equally to the young people as to the ones in their old age. Thus it becomes not only a strategy but also a way to have a decent life.

The core of continuous education is an intentional, planned and rational<sup>15</sup> lifelong development of professional and personal competencies. Lifelong learning includes "individual development and the development of social features in all their forms and contexts, in formal systems, such as schools, vocational schools, universities and training centres and in informal ones, thus at home, at work, in the society"<sup>16</sup>. The nature of lifelong learning idea is personalistic: human being and their personal and professional development are in its spotlight. In a constantly changing socio-cultural

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<sup>12</sup> T. A l e k s a n d e r, *Kształcenie ustawiczne*, In: *Pedagogika społeczna*, eds. T. Pilch, I. Lepalczyk, Warszawa: Wydawnictwo Akademickie „Żak” 2003, p. 295.

<sup>13</sup> Ibidem, p. 305.

<sup>14</sup> Ibidem, pp. 303-304.

<sup>15</sup> Ibidem.

<sup>16</sup> Europejskie Biuro Eurydice, *Uczenie się przez całe życie: rola systemów edukacji w państwach członkowskich Unii Europejskiej*, trans. E. Kolanowska, Warszawa: Fundacja Rozwoju Systemu Edukacji 2002, p. 10.

reality one should be able to find and understand themselves and their vocation.

Lifelong education is a whole of all the educational processes in all possible organized forms and in all human relationships. It includes self-education, training, in-service courses and selfless education<sup>17</sup>. Self-education consists not only on the acquisition of new knowledge but it is also an independent process of polishing the personality. It may be realized by different means but the deciding role is played by various information sources. The process of self-education happens due to different ideas and moral patterns in the society, literature and different studies, mass media, work and life conditions, culture, art etc.<sup>18</sup> It is a basic element of professional and personal development, it shapes our attitudes towards work and our job. Self-education is one of the forms of selfless education as it is carried out thanks one's own initiative and for one's own pleasure. It is a process of reaching free willingly the assumed state of knowledge and skills and of free development of one's own interests and talents. It may also be carried out in an institutionalized way, i.e. at universities or training courses, it enables broadening of knowledge and skills but it does not provide any entitlements to perform a certain job. It may also be a leisure as it provides realization of one's passions and self-development<sup>19</sup>. Gaining additional qualifications is a process of improvement and fulfilment of formal qualifications which ends up in obtaining a proper certificate or diploma<sup>20</sup>. Gaining additional qualifications consists of systematic updating, broadening and deepening the knowledge and skills connected with the performance of professional tasks<sup>21</sup>. It provides gradual reaching of perfection at work and higher socio-professional position. Among ways to reach perfection we can enumerate trainings, conferences, symposia and conventions.

Continuous education may also happen at schools, universities or training courses, full-time or e-learning ones, organized by different centres, by participation at cultural events, conferences, lectures, meetings with authors, literature studies etc. It bases on creation of the possibility to learn any time,

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<sup>17</sup> Z. W i a t r o w s k i, *Podstawy pedagogiki pracy*, Bydgoszcz: Wydawnictwo Uczelniane WSP 2000, pp. 330-331.

<sup>18</sup> Ibidem, p. 366.

<sup>19</sup> Ibidem, p. 364.

<sup>20</sup> Ibidem.

<sup>21</sup> Ibidem, p. 367.

which enables it for people at every age to develop their skills, broaden the knowledge, polish their qualifications or change attitudes. Lifelong learning must be analysed in a complex way: as formal, informal and incidental education<sup>22</sup>, resulting from everyday activity and the impact of the environment.

Formal education includes school education: primary, secondary, high, professional and technical schools. The learning happens in public and private schools according to the guidelines approved by the Ministry of National Education, and concerns children, teenagers and adults<sup>23</sup>.

The term "informal education" refers to every consciously planned educational activity which happens outside of the established system of formal education and may be performed individually or in groups. It lets the participants reach the formerly established educational goals<sup>24</sup>, in frames of e.g. workshops, trainings, seminaries or courses. Informal education constitutes a fulfilment of the formal education and may concern people of different ages.

Incidental education is an unorganized and systematized process happening throughout the entire life, thanks to which an individual acquires knowledge and skills, making use of their everyday experience and of educational influence of environment the mass-media<sup>25</sup>.

Education, understood as union of formal and informal knowledge, development of inborn capabilities and acquirement of the competencies, is connected both with effort and satisfaction. It exceeds the up to now experience, making use of all the possible means when it comes to learning and talent development<sup>26</sup>. In this meaning everything we experience, everything that happens is a means to reach perfection and a way to full humanity<sup>27</sup>.

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<sup>22</sup> *Strategia Rozwoju Kształcenia Ustawicznego do 2010 roku*, Warszawa: Ministerstwo Edukacji Narodowej i Sportu 2003, p. 3.

<sup>23</sup> A. B a r a n, D. C z a r n e c k a, *Kształcenie w systemie formalnym*, In: *Kształcenie dorosłych*, eds. A. Zgierska, A. Cendrowska, A. Iwańczyk [et al.], Warszawa: GUS 2009, p. 30.

<sup>24</sup> W. O k o ń, *Nowy słownik pedagogiczny*, Warszawa: Wydawnictwo Akademickie „Żak” 1996, p. 141.

<sup>25</sup> *Ibidem*, p. 140.

<sup>26</sup> J. D e l o r s, *Edukacja: jest w niej ukryty skarb*, Warszawa: Stowarzyszenie Oświatowców Polskich Wydawnictwa UNESCO 1998, pp. 99-105.

<sup>27</sup> P. S k r z y d l e w s k i, *Prawo człowieka do edukacji*, In: *Filozofia i edukacja*, eds.



Education should include four fundamental aspects. First of them is *learning to know*. Broadening knowledge requires exercise of the memory, attention and thinking. It enables reflection, understanding of the world and critical reception of the information. It provides basis for lifelong learning. Another aspect is *learning to act*. Basically, it concerns the use of already acquired knowledge at work and in social life. It comprises not only the qualifications to perform occupational activities but also the ability to create long-lasting relationships. One of the greatest challenges for education is *learning to live together*. The goal is to acquire skills to avoid conflicts or to solve them peacefully. This may happen through learning more about culture and spirituality of one's own environment, learning about other people, formation of empathy and engagement in common projects and heading towards common goals. The crucial aspect of education is *learning to live*. Education should provide a total development of every person, a full use of their skills and an abilities such as memory, imagination, physical well-being, notion of beauty, creation and support of bonds with other people. Every human being, thanks to received education, should form their proper critical way of thinking to be able to make decisions in different circumstances. Education should create appropriate conditions for intellectual, artistic, sports, cultural and social experience. Therefore proper conditions for full development of personality and competencies will be created, meeting the job market and social requirements<sup>28</sup>.

One of the propositions facilitating acquisition of new professional skills and adjustment to current requirements is formation of key competencies which allow people to adapt to constantly changing world and to develop personally and professionally. Key competencies were subject to studies in European Commission's reports. One of them, entitled "Key competencies for lifelong learning – European framework" where competencies are defined as joined knowledge, skills and appropriate attitudes. A set of eight key competencies for lifelong learning was defined there. They were as follows: communication in mother tongue, communication in foreign languages, mathematical competency and basic competencies in science and technology, digital competence, learning to learn, social and civic competencies, sense of

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P. Jaroszyński, P. Tarasiewicz, Lublin: Fundacja „Lubelska Szkoła Filozofii Chrześcijańskiej” 2005, pp. 136-140.

<sup>28</sup> Ibidem, pp. 85-98.

initiative and entrepreneurship and cultural awareness and expression<sup>29</sup>. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. They should be developed, sustained and updated during one's entire life.

Lifelong learning determines personal and professional development. Knowledge and skills acquired through participation in permanent education prove beneficial for everybody who opts for such a kind of activity. Higher educational and competency level creates possibility of getting promoted, obtaining a more interesting job; it constitutes a basis to retraining<sup>30</sup>. It enables meeting new people, creating bonds, it constitutes a way to exceed the limitations and get a better life quality, it provides the sense of self-responsibility and self-confidence.

Lifelong education gives everybody a chance to control one's own learning and development processes, to be a subject of one's own life. It matters not only for individual development but thanks to work for common good enables influence on the surroundings and country development. Continuous education decides in a great part on the character and direction of social and economic development. Acquisition of new competencies and development of the old ones translate into greater competitiveness of economy, brings forward the economic development pace and improvement of life conditions<sup>31</sup>. Personal and professional development would be impossible without engagement in lifelong education but it is also determined by one's own activities, which let an individual discover and develop their potential and work for other people's good.

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<sup>29</sup> Załącznik do Wniosku Komisji Wspólnot Europejskich dotyczącego Zalecenia Parlamentu Europejskiego i Rady – COM (2005) 548 końcowy. *Kluczowe kompetencje w uczeniu się przez całe życie – Europejskie ramy referencyjne*, retrieved from [http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri= COM:2005:0548:FIN:PL:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0548:FIN:PL:PDF) [19.07.2012], pp.15-22.

<sup>30</sup> P. B ł ę d o w s k i, M. N o w a k o w s k a, *Podstawy kształcenia ustawicznego*, Łódź: Instytut Nauk Społeczno-Ekonomicznych 2010, pp. 27-28.

<sup>31</sup> U. J e r u s z k a, *O permanentnym rozwoju kwalifikacji zawodowych człowieka w Polsce*, In: *Edukacja ustawiczna. Wymiar teoretyczny i praktyczny*, ed. S.M. Kwiatkowski, Warszawa–Radom: IBE 2008, pp. 127-128.

### 3. RESPONSIBILITY FOR SELF-DEVELOPMENT

Human development and strife for complete humanity is a natural law and good. Full development happens by updating of one's potential and defining goals which are lodestars and benchmarks. Goal setting points out the direction of one's actions and creates basis for decision-making, leads to unaffected activity of an individual and constitutes a stimulus for development. It is also connected with voluntary effort and decides on whom a human being can become. If there is no personal effort, no factors, even the most favourable ones, will give the expected results. This is why the personal responsibility for whom one is and what they will become in the future is exceptionally high<sup>32</sup>. Responsibility for self-development concerns everybody, although in young age the greatest part of this responsibility is taken by parents and teachers. Making effort to self-develop personally and professionally is necessary if a human wants to become better and more perfect. The responsibility for one's own actions is a crucial basis for the development, which without it would not be possible. The core of the responsibility is the fact that a person contributes to their own and others' good being a subject of their own actions.

Responsibility consists in „possibility or readiness to bear the consequences of one's own actions”<sup>33</sup>. It is a characteristic of human activity, being “the result of directing of one's own conduct affecting other people and directing of self-development”<sup>34</sup>. Children take responsibility neither for their own actions nor for other people, they obey rules and restrictions imposed by adults whom they trust. Their responsibility for what they do gradually increases. Full sense of responsibility appears in youth and constitutes a basis in making important decisions, concerning the choice of school, job or partner. In this period young people make decisions and bear their consequences<sup>35</sup>.

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<sup>32</sup> P. G a ł k o w s k i, *Rozwój i odpowiedzialność. Antropologiczne podstawy koncepcji wychowania moralnego*, Lublin: Wydawnictwo KUL 2003, pp. 78-79.

<sup>33</sup> Password *odpowiedzialność*, In: *Encyklopedia PWN*, retrieved from <http://encyklopedia.pwn.pl/haslo/3949968/odpowiedzialnosc.html> [25.07.2012].

<sup>34</sup> W. O k o ń, *Nowy słownik pedagogiczny*, Warszawa: Wydawnictwo Akademickie „Żak” 1996, p. 202.

<sup>35</sup> *Ibidem*.

According to Czarnecki, three groups of factors influence professional development: internal ones (subjective), external ones (objective) and relational (subjective and objective)<sup>36</sup>. Among subjective factors we can enumerate biological, psychological and physical determinants, including genetic determinants, temperament, sex, health, age, interests, talents, skills, psychological characteristics, system of values and experience. Objective factors are historical, political, economic, cultural and social factors. Czarnecki perceives the conscious, intentional and effective human activity as the relational factor<sup>37</sup>. Especially the defined, justified and consequent actions, leading to a defined goal and to self-fulfilment should be emphasized here. Only active attitude towards the environment where one lives may lead to the effective self-development. Any signs of passivity or evading the responsibility will not lead to any positive effects. The relational factors are connected with responsibility for consequences of one's own choices and actions and consequently influence most professional and personal development. The use subjective and objective determinants, being only a context or a support of human activity should always be made. The development is carried out due to interaction of a human being with their surroundings. Mutual interaction consists of conscious implementation of external factors in one's own activity. Human being as a subject of their own professional and personal development should always arrange the external factors in such a way so that they make the development and use of internal factors possible.

The main condition of responsibility is free will which constitutes a basis for any decision, as well as conscious activity and presence of a law, public opinion or conscience sanction<sup>38</sup>. A human being through conscious and voluntary activity changes the existing personal and object relations. Therefore they are responsible for the consequences of such changes<sup>39</sup>. Conscious and voluntary human activity is always engaged in responsibility "for" and responsibility "towards". The responsibility "for" actions cannot be separated from their consequences. Responsibility "towards" is connected with

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<sup>36</sup> K. C z a r n e c k i, *Teoretyczne podstawy zawodowego rozwoju człowieka*, Śląska Biblioteka Cyfrowa: retrieved from <http://www.digitalsilesia.eu/dlibra/doccontent?id=9850> p. 37, pp. 40-41 [23.07.2012].

<sup>37</sup> Ibidem.

<sup>38</sup> Password *odpowiedzialność*.

<sup>39</sup> M.A. K r ą p i e c, *Idea „postępu” w krzywym zwierciadle ekologii*, „Człowiek w Kulturze” 1994, No 2, pp. 24-25.

human relationships. Thus a human being is always responsible “for” other person and finally they are responsible “towards” God<sup>40</sup>. A person should always have the sense of co-responsibility which exceeds self-responsibility and is not only an obligation resulting from full and worthy participation in community but also an obligation towards the society and future generations.

Responsibility is connected with freedom of deeds and with human subjectivity<sup>41</sup>. Freedom relates to possibilities, subjectivity with the ability to foresee the consequences of one’s deeds<sup>42</sup>. Responsibility also means the recognition of borders of one’s freedom. As a relation of possibility and obligation requires a certain attitude. Freedom, subjectivity and responsibility constitute a certain entity and there is no way to separate them. John Paul II said that being truly free means using our freedom for the real good. Therefore being truly free means being a man of conscience, be responsible, be a person *for others*”<sup>43</sup>. Human life becomes valuable and sensible through the way in which a person develops their predispositions and through what they do for other people.

Responsibility is a discovery and fulfilment of a real dimension of freedom, realization of one’s humanity and the discovery of personal dignity. Responsibility in personal and professional development requires conscious activity, knowledge of the goal, prediction of the possible effects and taking responsibility for the consequences. Responsibility for development means also readiness to make life choices and ability to cope with difficulties. The important thing is that that the choices were made towards the values and not to escape from difficulties and effort.

The responsibility for development concerns every person. Personal perfection should be followed every day, accordingly to inborn predispositions and self-improvement. A person is a dynamic being with unlimited potential but its realization may only happen thanks to personal engagement. The deciding factor is taking the effort, perseverance and consequent actions.

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<sup>40</sup> Ibidem.

<sup>41</sup> R. Ingarden, *Książeczka o człowieku*, Kraków: Wydawnictwo Literackie 1987, pp. 121-123.

<sup>42</sup> Ibidem.

<sup>43</sup> Jan Paweł II, *List do Młodych „Parati semper”*, 31.03.1985, No 9, retrieved from [http://www.opoka.org.pl/biblioteka/W/WP/jan\\_pawel\\_ii/listy/parati.html](http://www.opoka.org.pl/biblioteka/W/WP/jan_pawel_ii/listy/parati.html) [22.07.2012].

### Recapitulation

A person having free will and being able to act consciously is fully responsible for their development. As a result of the development a person should become better, more perfect, should reach the whole of their humanity. Professional development, as a preparation for a job and skill acquisition, should lead not only to getting a given job but also to full development and perfection of the personality.

Getting a job is very important but even more important is the good of a person, understood as their optimal development. Professional development of a person, both as preparation for a job and as realization of one's potential, is closely connected with personal development. On the one hand it is connected with acquisition of knowledge and skills, shaping of interests and attitudes, on the other hand it is connected with self-education, a conscious and responsible aspiration to develop and become a better person. Everybody is appointed to broaden their knowledge, develop skills, personality, attitude and interest which may prove profitable for serving another person. Work gives us a perspective for development, the development influences positively our functioning at work. Lifelong learning determines the development as it constitutes an area of possibilities for human activities. It is a chance that everyone can make use of to fulfil their humanity and to become subject of their own actions.

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## CONTINUAL LEARNING: CHANCE FOR

### S u m m a r y

Lifelong learning is a context for human development. Changes in the job market and development of new technologies make personal and professional development indispensable. This necessity is determined by active use of the possibilities of continual learning. Professional and personal development are closely related to each other because professional development is only possible due to personal development, and humanity is enriched by and confirmed by professional development. The article contains a characteristics of personal and professional development, describes the role and forms of continual learning as a possibility for development, determined by taking responsibility for one's own decisions and actions.

**Key words:** professional development, personal development, continual learning, responsibility.

## KSZTAŁCENIE USTAWICZNE SZANSĄ ROZWOJU OSOBOWEGO I ZAWODOWEGO

### S t r e s z c z e n i e

Uczenie się przez całe życie stanowi kontekst rozwoju człowieka. Sytuacja zmian na rynku pracy oraz rozwój nowych technologii powodują, że rozwój osobowy i zawodowy jest koniecznością uwarunkowaną aktywnym wykorzystywaniem możliwości, jakie daje kształcenie ustawiczne. Rozwój osobowy i zawodowy są ze sobą ściśle powiązane, ponieważ rozwój zawodowy jest możliwy dzięki rozwojowi osobowemu, a człowieczeństwo jest ubogacane i potwierdzane przez rozwój zawodowy. Artykuł zawiera charakterystykę rozwoju osobowego i zawodowego, opisuje rolę i formy kształcenia ustawicznego jako możliwość realizacji rozwoju, który jest uwarunkowany wzięciem odpowiedzialności za swoje decyzje i działania.

**Słowa kluczowe:** rozwój zawodowy, rozwój osobowy, kształcenie ustawiczne, odpowiedzialność.