

RENATA TOMASZEWSKA

Kazimierz Wielki University in Bydgoszcz

ORCID – 0000-0001-9605-1483

HUMAN BIOGRAPHY AS A “CHRONICLE OF CRISES”. THE TURNING POINTS AN INDIVIDUAL ARRIVES AT, AND EDUCATION*

Introduction: This review article deals with the selected psychosocial aspects of the category of “crisis”. It includes interdisciplinary, holistic reflections on human biography understood as a “chronicle of crises”.

Research Aim: The aim of the theoretical analyses carried out is to show selected psychosocial aspects of the category of “crisis” and of human biography as a “chronicle of crises”. This knowledge is needed both from the perspective of the educational preparation of the ones engaged in helping people in difficult situations, and from the perspective of preparing each individual, in the course of education, to experience crises and to master them in the course of life. In the context of the performed analyses, it was highlighted that it is particularly young people at the stage of education (Generation Z, the Glamour Generation) who are exposed to the negative consequences of difficult situations.

Evidence-based Fact: In the course of the presented considerations, the theoretical and terminological conceptualisations of the category of “crisis”, the properties and phases, their manifold types constituting the “chronicle”, the typology, the meaning of crises in the life of an individual, as well as sample assistance activities are presented. The subject of this review article, which is important cognitive-wise and contributes to the state-of-the-art knowledge of the field, is an introduction to future empirical studies, the results of which will be the basis for formulating conclusions which are significant for the pedagogic practice.

Summary: The presented considerations are important for pedagogy and the functions performed by education. The role of education in preparing for experiencing crises and shaping coping competences cannot be overestimated. Equipping with content related to the situations that trigger the crisis, the minimisation of their negative effects, possible assistance measures and, thus, the broadly understood psychosocial aspects of the crisis can support and enrich the psycho-emotional equipment for coping with difficult situations.

Keywords: biography, crisis, turning point, education, Generation Z, Glamour Generation.

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INTRODUCTION

The course of a human life can be depicted as a sequence of time-consuming and interrelated events in which the individual participates. During the various phases of their biography, they are confronted with various obstacles of an objective and subjective nature, as well as a number of situational barriers that are difficult to foresee. The individual's life is marked by various **crises**. Some of them are characterised by such force that they lead to a **turning point**, i.e. a decisive moment, a breakdown, a breakthrough, triggering a sense of anxiety, lack of self-understanding and failure to keep up with the surrounding world.

Crises accompany human history as a permanent part of it, and their eponymous chronicle is constantly expanding.

This paper offers interdisciplinary, holistic reflections on human biography understood as a “chronicle of crises”. Oftentimes, crisis situations still remain a taboo subject, so it is worth emphasising the need for a scientific discourse related to critical biographical events and ways of preventing, intervening and helping (especially between representatives of scientific disciplines such as pedagogy, psychology, sociology, as well as practitioners involved in organising and providing help and support when confronted with critical biographical events). In the context of the presented considerations, conclusions are formulated for education – the research subject of the social science discipline of pedagogy, especially for its specific sub-disciplines: care pedagogy and social pedagogy. They relate to the preparation of care workers in difficult situations, as well as the role of education in preparing the individual to experience crises and to shape action competence and master situational challenges at every stage of life. The presented analyses also pay attention to young people at the stage of education (Generation Z, the Glamour Generation), who are particularly vulnerable to the negative consequences of difficult situations.

RESEARCH AIM AND QUESTION

The aim of the presented analysis is to show selected aspects of the research problem taken as the conceptual category of “crisis” and human biography as a “chronicle of crises”.

The complex social reality is becoming a field of increasing risks, numerous crises and critical situations for many individuals. They are often left alone with many of the problems in the course of their biography (especially in the face of the destruction of traditional, primary social support groups and the family) and being forced to seek help, support, advice provided by various support institutions and professionals – including, increasingly, educationalists and educators, who those concerned have relatively the easiest access to.

In the course of the considerations presented in this article, the theoretical and terminological conceptualisations of the category of "crisis", the properties and phases, the typology (including the types identified on the basis of the author's analysis based on the desk research method), the meaning of crises in the life of an individual, as well as sample assistance activities have been given. Taking into account the theoretical context of the discussed issues, in the final part of the article there have been asked two, apparently significant questions which will be the basis for undertaking empirical studies in the future: Does education prepare the individual to experience crises and function in the ever-changing spaces of their biography? And if so, to what extent? To what extent is the shaping of action competence and mastery of situational challenges taken into account in education at all?

EVIDENCE-BASED REVIEW

When presenting the analyses devoted to the category of crisis, it is necessary to refer to the wide range of meanings of the term, first. A thorough literature search reveals that the term "crisis" originates from Greek. Its root *krino* means "choice", "deciding", while in the reflexive form it means "struggle", "fight", in which it is necessary to act under time pressure (Badura-Madej, 1999). The verb *krinein* means "to sift", "to separate", "to choose", "to decide", "to judge", while the noun derived from it *krisis* is "choice", "settlement" (Kopaliński, 2000). The content of the word "crisis" in English is further expanded to include features such as the sudden, traumatic and subjective consequences of trauma in the form of negative experiences (Stochmiałek, 2009). The concept of crisis can be characterised from a number of perspectives, e.g. political, economic, social, especially psychological and pedagogical. It can also be analysed in multiple dimensions, i.e. from the personal to the global ones (Quarantelli et al., 2018; World Economic Forum, 2022). When searching for the origins of attempts to understand the essence of the crisis, one goes back first of all to the writings of Lindemann, whose observations and research results on the course of a bereavement crisis initiated the formal birth of crisis psychology and crisis intervention as a method of immediate psychological help and specific interaction in critical situations. In the article entitled "Symptomatology and Management of Acute Grief", published in 1944 in the *American Journal of Psychiatry*, Lindemann stated that there is a common pattern of experiencing; that a crisis is a "normal" human reaction to an unusual, extremely traumatic experience, and in which abnormality and pathology should not be sought (Lindemann, 1944). Among the numerous definitions of crisis, it is worth recalling its understanding according to the American psychiatrist Caplan (considered a continuation of Lindemann's work). In his publications, he pointed to such features of a crisis as: unsuccessful efforts to overcome difficulties, failure to remove obstacles to the realisa-

tion of important life goals by means of previously made choices and behaviours or more widely used ways of coping with difficulties, loss of balance, disorganisation, temporary breakdown (Caplan, 1964). On the other hand, the author of a model of crisis and intervention called the “Crisis Paradigm” – Hoff – sees crisis as an acute emotional disorder affecting the ability to handle emotionally, cognitively and behaviourally the hitherto applied problem-solving approaches. In this approach, the sources, symptoms and consequences of the crisis and the appropriate actions to manage it are closely interrelated and form a functional whole (Hoff, 1995).

The above-mentioned research approaches dealing with the issue of crisis are just selected examples. This is because there exist different **theoretical conceptualisations** that understand this category in a slightly different way, such as:

- a loss or disturbance of emotional or mental equilibrium,
- a blockage or lack in the individual’s habitual resources of previously available coping and defence strategies adequate to the threatening situation,
- a turning point, a critical moment, a breakthrough, forcing the need for a life change,
- a threat to the self, or loss of one’s original identity,
- a threat to one’s sense of life and system of values” (Kubacka-Jasiecka, 2002, pp. 80–83; Włodarczyk, 2011, p. 313).

The complexity of the meaning of the term “crisis” and the multiplicity of applied research approaches show that the origins of contemporary crisis psychology and crisis intervention go back to separate strands of theoretical thought, slogans, and a variety of assistance interventions. The consequence of this state of affairs is the lack of coherence of the currently accepted theoretical assumptions and solutions, as well as the diversity of both the interventions proposed and implemented in practice (Kubacka-Jasiecka, 2004).

The second important level of the author’s analysis is the **terminology** for crisis phenomena, which does not seem to be sufficiently structured. It is difficult to clearly establish the relationship between the word “crisis” and other terms. When signalling this issue, it is worth noting that within this broad term fall the categories of “crisis situation” and “crisis intervention”. There is also the term “borderline situations” introduced into the body of philosophy by Jaspers (Rudziński, 1978). They encompass the state in which an individual is constantly in some situations in which they cannot live without struggle and suffering; they take the blame and cannot avoid it, and that they eventually have to die. In his systematisation, Jaspers writes about death, suffering, struggle and guilt. Boundary situations, he argues, cannot be penetrated cognitively; the individual can no longer see beyond them in an empirical manner. There are also terms in the literature such as “extreme”, “borderline”, “existential” and “exceptional” situations concerning the occurrence of words such as “end”, “extremity” or “limit”. The occurrence of the term “difficult situations” is also significant (Stochmiałek, 2009).

Another important aspect resulting from the analyses carried out is that there are some important **rules/characteristics** of the crisis, as well as the **phases** thereof. For example, James and Gilliland, in characterising the crisis, pointed out the following features:

- a crisis can be both a threat (because of its many consequences in many spheres of functioning) and an opportunity (because the suffering caused by the crisis forces the individual to seek help and, if the individual takes advantage of this opportunity, the intervention can help them in self-development and self-realisation). However, this depends on how the individual responds to the crisis,
- crisis is characterised by complex symptomatology. It does not lend itself to a simple cause-and-effect description; it is complex in its aetiology, as it can be caused by many interacting and intertwining factors,
- a crisis can harbour the seeds of development and change when the accompanying anxiety and related discomfort reaches such a high level that it becomes a stimulus for change, a strong motivator for action,
- crisis is characterised by a lack of panaceas and quick fixes. When working with people in crisis, one has to be prepared for the fact that lasting improvement does not happen quickly and one has to be aware that suppressing only the painful reactions and not the triggering stimulus will not eliminate the crisis, but only deepen it,
- with a crisis comes the necessity to choose some kind of action, which gives the person a chance to move on from a deadlock in their life,
- crisis is universal, which is expressed in the fact that in certain circumstances no one is completely immune to it, neither can they be sure they will never experience it,
- another characteristic of crisis – uniqueness – is related to the fact that identical circumstances and crisis conditions may present insurmountable difficulties for some, while others are able to tackle them on their own (James and Gilliland, 2004).

Another important aspect of the analysed category is its dynamic nature, i.e. crises have specific phases characteristic of themselves. The awareness of them is important for the implementation of forms of assistance, support, counselling, social work. They must therefore be taken into account. For example, the aforementioned Caplan put the dynamics of crisis into four phases:

- confrontation with the triggering event (shock), which is characterised by tension, fear and anxiety, stemming from the individual's conclusion that their own skills and abilities and the sources of help tried so far, as well as the insufficiency of external help, are insufficient in this situation,
- an emotional reaction when confronted with reality, in which the individual comes to the conclusion that they have lost control of their own life and is unable to overcome difficulties on their own; they perceive themselves as defeated, which lowers their self-esteem and at the same time increases their tension,

– mobilisation (working through the crisis), in which the individual tries to mobilise all their mental resources in order to seek new solutions and overcome the crisis,

– decompensation (new orientation), in which, as a result of tension exceeding the individual's endurance, the processes of perceiving reality become deformed; the individual withdraws from interpersonal contacts, experiences disorganisation and internal chaos, often reveals attempts at acts of aggression and self-aggression or addictions (Caplan, 1964; Badura-Madej, 1999).

As already highlighted, knowledge of the characteristics and stages of a crisis is crucial for crisis intervention practitioners. Understanding them is extremely useful in providing assistance.

Speaking of the aforementioned “chronicle of crises” that characterises human biography, attention should be paid to **typology**. The areas covered by the theory of crises by James and Gilliland (2004) are mainly: normal developmental, situational, existential and environmental crises.

A classification by the Swedish psychiatrist Cullberg, who distinguished between transformational, situational and chronic crises also referred to as “transcrisis states” (1976), has also become widespread in the literature. In turn, Stochmiałek, a Polish andragogue, drew attention to: crises in the family and the phenomenon of loneliness; crises in the situation of unemployment, social exclusion and poverty; crises associated with illness and the process of ageing; crises in the situation of dying and death (Stochmiałek, 2009).

With regard to the numerous types of crisis that an individual may experience, it is important to note the ubiquity of their occurrence in both personal and social spaces. In order to portray the eponymous human biography as a “chronicle of crises” for the preparation of this article, an analysis of the occurrence of its various types was carried out. The author's search based on the desk research method revealed at least 33 types of crisis:

physiological; mental; psychological; emotional; of values; of identity; of humanity, suicidal; in the context of one's own aggression; triggered by someone else's aggression; facing the threat of life with illness; after the loss of a significant person; social; world-economic; financial; economic; ecological/environmental/climate; energy; related to democracy; politics; military; security; migration; humanitarian; age; authority; aesthetics; trust; family; school; health services and health competence; social media; Internet-related.

The indicated examples do not exhaust this aspect of the analyses (Hughes et al., 2017), but, as it seems, sufficiently illustrate the diversity and omnipresence of crises in human biographies. The surrounding reality in which individuals are entangled causes human biographies to be filled with crises; they are “chronicles of crises”.

Crisis in the course of life are compared to milestones or transition points, which give shape and direction to various areas of an individual's life (Danish et al., 1980). The factors determining the assessment of a given crisis situation, which may – in the perception of an individual – be regarded as a turning point, i.e. the aforementioned turning/conclusive moment, a breakdown, a breakthrough, are above all: their previous experiences; generalised beliefs about themselves and the world; the availability of resources such as morale, fortitude; the ability to estimate one's health and energy; problem-solving skills; material resources and social support (Stochmiątek, 2009).

With reference to the next level of analysis – activities aimed at providing assistance in a crisis situation – it is worth pointing to two fundamental categories of assistance: instrumental and existential. The former is understood as specific behaviour, actions, material help, often literally – giving, providing things, money, information or performing certain actions. Existential assistance, on the other hand, can be defined as actions aimed at transforming the assisted person so that he/she is able to cope with the inevitable problems of existence in a way that not only minimises suffering, but also gives a sense of meaning or personal dignity (Arru and Negre, 2017).

When writing about aid activities, the following categories may also be mentioned:

- crisis intervention, which combines various forms of assistance: psychological, medical, social and legal, understood as professional help in emotional crises. Its overarching goals are to strengthen self-confidence, increase self-control and control over the crisis situation, and activate potential resources for coping with the crisis. Thanks to James and Gilliland, three main models of crisis intervention are known: the equilibrium model, aimed at restoring the pre-crisis state of equilibrium; the cognitive model, aimed at becoming aware of the nature of the difficult situation and changing views and beliefs about the events related to the crisis experienced and oneself; the psychosocial transformation model, based on a joint assessment (of the person needing help and the person giving it) of the external and internal factors contributing to the crisis and helping them to choose optimal alternatives to their current behaviour, attitudes and ways of using their environmental potential (James and Gilliland, 2004),

- social assistance offered through the formal system of medical, social, economic, educational assistance of the state, as well as NGOs and self-help groups with the participation of volunteers. The aim of social assistance is to make the person independent, hence social work, legal and psychological counselling are important areas of its activity. A significant role is also played by the provision of assistance in kind and care benefits (Stochmiątek, 2009),

- social support understood as a type of social interaction in a problematic or difficult situation. This support includes four groups of conditions: emotional,

based on empathy and trust, the primary task of which is to reduce anxiety and fear; instrumental, based on supportive behaviours that directly support the needs of the individual; informational, based on access to information on how to cope with problems, as well as to information on organisations that can provide different types of help; evaluative, containing information important for self-evaluation or social comparison (Bańka, 1995; Sęk, 1986).

When analysing the key categories of emergency relief activities, it is also worth noting:

- charity, realised through a multiplicity of models of the good man,
- human altruism, i.e. activity going beyond the scope of the interests of the individual who, by taking altruistic action, incurs some personal loss by acting for the benefit of others,
- selflessness, the meaning of which usually includes the absence of any expectation of receiving benefits in return for costs incurred in mutual interaction,
- prosociality, referring to a situation in which an individual acting for the good of another does not necessarily suffer personal loss (Stochmiałek, 2009).

All of the above examples are at the heart of pedagogical and praxeological models of helping action verified in welfare, social or educational practice to solve this category of social problems, which are referred to as “crises”. The construction of optimisation models within pedagogical praxeological theories (e.g. in welfare pedagogy, social pedagogy, social work) represents a highly rationalised form of cultural pattern of social response to difficult situations faced by individuals or smaller or larger social structures (*ibid.*).

The specialist literature also includes the term “coping”, i.e. “overcoming stress”, “relief activities” (Lazarus, 1966). The coping process usually has a complex structure. In the time course, it can be divided into smaller units of activity, which constitute its links. These are referred to as coping strategies or the ways of coping. It is worth mentioning that Erikson (1958, 2004) relates the concept of coping to a personal, active effort made to reduce stress and create new solutions. This author lists three elements of the coping process that complement each other:

- reaching out to new sources of information,
- ability to keep emotions under control,
- ability to use environmental resources.

This choice depends on one’s subjective assessment and the possibility of experiencing change. When people experience a crisis, they can react to it in a variety of ways. Some cope on their own, drawing strength and motivation from the difficult experience to continue to grow. Others cope only superficially, repressing the accompanying feelings, which, however, will return to them in the future. Some people give up easily, become withdrawn, experience a breakdown, which can result in an inability to continue living a normal life if they do not receive help

that is adequate for their needs. This adoption of a way of responding to a crisis situation is conditioned by a number of individual and situational factors. Among individual human characteristics of importance, there are self-respect, self-esteem, self-acceptance, self-confidence, self-efficacy, a sense of control and influence over events, adaptability, resistance to stress, mental maturity, emotional balance, etc. In addition, the ability to resolve crises can be either enriched or impoverished by any of the factors such as age, gender, work situation, education, material situation, place of residence and health status. Life history and life experiences are also of great importance, especially coping with difficult situations in the past and the associated successes or failures, as well as previously developed coping methods characterised by diversity and flexibility (Włodarczyk, 2011). Following Caplan, it is possible to pinpoint certain human behaviours that may predispose effective coping with crisis:

- active exploration of reality and seeking information,
- expressing positive and negative emotions,
- actively initiating help from others,
- breaking a problem situation into fragments and resolving them gradually,
- recognising the symptoms of one's own fatigue and disorganisation, facilitating the maintenance of integration and control of daily activities,
- actively coping with feelings and problems or accepting them when they cannot be changed,
- flexibility and readiness to change oneself,
- basic confidence in oneself and in people,
- hope that the crisis can be handled (Caplan, 1964).

Concluding this part of the paper, it can be stated that the surrounding reality – saturated with human biographies understood as “chronicles of crises” – introduces its own requirements for individuals, which can be placed in the scheme of civilisational competences. On the one hand, they are universal in character, while on the other hand, they are flexible enough to allow for the ability to cope with difficulties, self-discipline, self-control or readiness to take responsibility. In the scientific and journalistic debate, the problem of modern man's competences boils down to the following competences:

- instrumental competences, determining the effective causation of relevant actions; instrumental rationality selecting the means to achieve certain objectives in an effective way,
- cognitive competences, involving the need to possess the appropriate knowledge necessary for any human activity,
- axiological competences, enabling not only the achievement of specific goals in an effective manner, but also their evaluation and selection,
- reflexive competences, related to the ability to reach consensus, necessary in many axiologically conflicting situations (Kiepas, 2005; Gerlach, 2012).

The characteristics and the above-mentioned groups of competences indicated in this work can support individuals in crisis and critical situations. Education, implemented at every stage of life and in every social environment, should play a huge role in shaping them.

In the context of the analyses conducted, it is worth emphasising that it is particularly young people who are exposed to the negative consequences of the experienced crises. According to statistics from the World Health Organization (WHO), 800,000 people worldwide take their own lives each year. Suicide is the third most common cause of death worldwide for the age group between 15 and 44 years. Communications presented by the WHO state that every 40 seconds someone commits suicide, while every 3 seconds someone attempts suicide. According to statistical calculations, more people die by suicide each year than by armed conflicts and terrorist attacks counted together. At the same time, each suicide affects at least six people in the community. In 2021, 5,201 people took their own lives in Poland, and 1,496 children and adolescents under the age of 18 attempted suicide, of which 127 of these attempts ended in death. Compared to 2020, this is an increase of 77% in suicidal behaviour and 19% in suicide deaths, respectively (Witkowska, 2021).

According to numerous studies on young people, their common feature is a high need for external support. Today's young people are referred to as "Generation Z". They are also referred to as the "iGen" (short for "iGeneration"), "Post-Millennials", "Generation C" (from the word "connected"), the "Multitasking Generation", the "Silent Generation", the "@Generation". These terms include people who do not remember the time before the Internet, as they have had unlimited access to it since early childhood. However, the ease of functioning in the virtual world does not translate into ease of functioning in the real world. Hence, representatives of this generation are often characterised as having problems concentrating, being strongly individualistic, needing personal attention and activities tailored to their needs. The metaphor of the "Strawberry Generation", i.e. extremely delicate people who are easily offended, or the "Snowflake Generation", referring to people who consider themselves to be special, exceptional, unique and unrepeatable, can also be invoked here.

As young people, the representatives of Generation Z easily succumb to various trends. They are susceptible to advertising, to fashion, to all novelties; they are more likely to adopt the most recognisable and simplest patterns of behaviour. Hence the term "Glamour Generation", i.e. representatives of contemporary mass culture, who are permanently seduced by the existence of made-up, unearthly beautiful, rich, happy people who can achieve everything without much effort. Enchanted by the illusion of a life based on pleasures and an intellectually and aesthetically imposed system of values, mainly through television, computers, advertisements or tabloids, they are not prepared for a life characterised by crises

(Strawińska, 2016). If they do seek support in a difficult situation, the search for help is mainly through a form that can be described as "being together online", i.e. mainly through social networks. The experience of crises, especially for young people, requires actions to be taken first and foremost at the stage of education and preparation for coping with and levelling difficult situations. This is the task of all educational institutions.

Taking into account the context of the issue thus outlined and concluding the analyses in the "Evidence-based Fact" section, one may recall the two research questions already mentioned in this article, which are important for the social science discipline of pedagogy:

1. Does education prepare the individual to experience crises and to function in the constantly changing spaces of their biography? And if so, to what extent?
2. To what extent is the shaping of action competence and mastery of situational challenges addressed in education at all?

These are questions to which we should seek answers and take action in terms of educating both the younger generation, but also adults, to prepare them to deal with crisis situations. A discussion of how to do this is a topic worth devoting another article to, this time concerning an empirical study.

SUMMARY

The considerations presented make it possible to formulate initial conclusions in this part of the paper, which are relevant to education as a subject of pedagogical research. They concern:

1. The educational preparation of those who are to carry out assistance activities in difficult situations.
2. The important role of education in preparing each individual to experience crises and to shape the competence to act and master situational challenges at each stage of life.

Finding one's place in the chaos of change, overcoming uncertainty, confusion and fears, establishing interdependencies and regularities, requires not only the activity of making conscious choices and decisions, but also intellectual reflection or logical reasoning, which should not be lacking in the upbringing and educational processes (Gerlach, 2012). The preparation of an individual to function optimally in the real world will be the result of the equipment they receive from their own family environment and the "capital" they enter the world with. This capital includes, among other things, active and open-minded attitudes and the quality of the education received and the content delivered within it. It is worth noting, for example, that in the field of business, in economic

organisations, it is popular to apply the so-called crisis management (CM) concerning both the management of and recovery from a crisis situation and the preparation for the eventuality of its occurrence. By considering potential crises, it is usually possible to prevent them or at least limit their adverse effects. Risk management is also used, identified with the processes of risk diagnosis and control, the aim of which is to intentionally ensure stable results and create conditions for further development. This area involves equipping people with the knowledge and skills to identify risks, assess the likelihood of their occurrence and the losses they may cause. The types of management referred to relate to both the business and social sphere. However, the inclusion of such knowledge and skills is missing from the curricula of traditional educational institutions such as, school, church, youth organisations, with the family environment at the forefront – there is a lack of preparation for functioning in a world marked by numerous and different types of crisis.

Meanwhile, the role of education in preparing for experiencing crises and shaping “coping” competences cannot be overestimated. Equipping with content related to situations triggering the crisis, minimising their negative effects, possible support measures (e.g. contact with a psychiatrist, psychological help in the form of crisis intervention or psychotherapy, support from the environment or self-help groups), and, thus, the broadly understood psychosocial aspects of the crisis can support individuals and enrich their emotional and psychological equipment for coping with difficult situations.

CONCLUSIONS

The reflections presented resulting from the analysis of selected aspects of the category of “crisis” are not indifferent to pedagogy and the functions performed by education. Education plays an extremely important role in both individual and social life. As part of its desirable contemporary functions, content should be included to support the preparation of individuals for experiencing crises and the formation of action competence and mastering situational challenges at every stage of life, so that they are able to function in the constantly changing spaces of their biography.

The presented analyses can provide a basis for outlining new directions and areas of research in this problem area. Conducting analyses and pedagogical research in this area will promote better diagnosis and the provision of appropriate educational offers to overcome difficult situations and life crises.

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LUZKA BIOGRAFIA „KRONIKĄ KRYZYSÓW”. JEDNOSTKA W SYTUACJACH PRZESILENIA A EDUKACJA

Wprowadzenie: Przedmiotem analiz podjętych w niniejszym artykule przeglądowym są wybrane psychospołeczne aspekty kategorii „kryzys”. Zawarto w nim interdyscyplinarne, holistyczne refleksje na temat ludzkiej biografii rozumianej jako „kronika kryzysów”.

Cel badań: Celem przeprowadzonych analiz teoretycznych jest ukazanie wybranych psychospołecznych aspektów kategorii „kryzys” oraz ludzkiej biografii jako „kroniki kryzysów”. Wiedza ta jest potrzebna zarówno z perspektywy przygotowania edukacyjnego osób prowadzących działalność pomocową w sytuacjach trudnych, jak i z perspektywy przygotowania każdej jednostki, w toku edukacji, do doświadczania kryzysów i ich opanowywania w biegu życia. W kontekście prowadzonych analiz podkreślono, że to szczególnie młodzi ludzie na etapie kształcenia (pokolenie Z, pokolenie *glamour*) są narażeni na negatywne konsekwencje sytuacji trudnych.

Stan wiedzy: W toku ukazanych rozważań zaprezentowano konceptualizacje teoretyczne i terminologiczne kategorii „kryzys”, właściwości i fazy, typologię, ich liczne rodzaje składające się na tytułową „kronikę”, znaczenie kryzysów w życiu jednostki, a także przykładowe działania pomocowe. Tematyka niniejszego artykułu przeglądowego, ważna poznawczo i wnosząca wkład do wiedzy w podjętym obszarze zainteresowań, stanowi wstęp do przyszłych badań empirycznych, których rezultaty będą stanowić podstawę do formułowania wniosków istotnych dla praktyki pedagogicznej.

Podsumowanie: Zaprezentowane rozważania są ważne dla pedagogiki i realizowanych przez edukację funkcji. Rola edukacji w przygotowaniu do doświadczania kryzysów oraz kształtowania kompetencji „radzenia sobie” jest nie do przecenienia. Wyposażanie w treści związane

z sytuacjami wywołującymi przesilenie, minimalizowaniem ich negatywnych skutków, możliwymi działaniami pomocowymi, a zatem szeroko rozumianymi psychospołecznymi aspektami kryzysu może stanowić wsparcie i wzbogacić wyposażenie emocjonalno-psychiczne do radzenia sobie z sytuacjami trudnymi.

Słowa kluczowe: biografia, kryzys, przesilenie, edukacja, pokolenie Z, pokolenie *glamour*.