

Summary of doctoral dissertation:

Social competences of people of the X and Y generation in the context of mediatization of reality

The purpose of the dissertation called "Social competences of people of the X and Y generation in the context of the mediatization of reality" is to diagnose the level of selected social competences (assertiveness, cooperation, sociability, social resourcefulness and community competence) of the above-mentioned generations who are currently at the stage of middle and early adulthood. Generation X and generation Y reached maturity in different conditions regarding social and cultural changes and the mediatization of reality. Generation X grew up in a period in which television played a dominant role, while for the young generation Y the computer and the Internet were increasingly important.

The dissertation defines social competences as complex skills, acquired by an individual during social training, that are necessary for effective coping with a given type of social situations.

In addition to determining the level of selected social competences and comparing representatives of both generations in this respect, the study covers the degree of positive attitude towards themselves and others (I-OK; YOU-OK), includes a diagnosis of the dimensions of everyday mediatization expressed by the time and strength of habits connected with using the media and determines relations between the level of social competence and the degree of positive attitude towards themselves and others, and the mentioned dimensions of mediatization.

The study and analysis was carried out in 2018-2020 on a group of 358 people. The average age of the people from generation X was 41 years and it was 26 years for generation Y.

In order to collect empirical evidence, the following diagnostic tools were used: the PROKOS Social Competence Profile questionnaire by Anna Matczak and Katarzyna Martowska, Questionnaire of Attitudes KU by Anna Sukiennik and the questionnaire created by the author of the work for the purposes of the study. The survey includes: a scale

to determine the time allocated to using the media (reading the press, reading books, listening to the radio / music, watching TV, using the Internet); a scale to determine the strength of media habits (reading the press, reading books, listening to the radio / music, watching TV, using the Internet), the scale statements were translated from The Self-Report Habit Index SRHI by Bas Verpalnaken and Sheina Orbell and checked in a pilot study; scales that allow you to determine: your favourite form of spending free time, owning media devices, the importance of media devices and basic sociometric data of respondents.

The aim of the work is related to the cognitive purposes of media pedagogy, in which empirical research allows determining the interaction between the media and people. The dissertation is interdisciplinary and incorporates pedagogy, sociology, psychology and knowledge about culture.

The collected material contains two parts and is divided into five chapters. The first part covers the theoretical foundations of the study. It consists of three chapters. The first chapter contains elements of the theory of generations. Selected definition of a generation and characteristics of generations X and Y are presented here. The described groups, from the perspective of human development, are people who are in their early and middle adulthood. The implementation of developmental tasks in adulthood largely depends on the level of development of social competences. Chapter II is devoted to social competence. Its development depends on social training. Chapter III focuses on mediatization of reality. Characteristics of mass and network society and the role of the media provide the theoretical basis for the selection and presentation of the temporal and habitual dimension of everyday mediatization.

The second, research part consists of two chapters. Chapter IV presents the methodology behind the subject and purpose of the research. The chapter covers research problems presented along with questions, hypotheses, variables, indicators as well as research methods, techniques and tools. The characteristics of the study group and the description of the study are presented there. Chapter V contains analyses and discussions of results based on data obtained during the research on generations X and Y representatives. They are devoted to the level of social competences, the degree of positive attitude towards themselves and others as well as time and habit-related aspects of mediatization that have been achieved by both generations. The chapter contains conclusions based on the study of relationships between variables.

The analysis of the collected data shows that the level of social competence achieved by representatives of generations X and Y varies from very low to very high. The generations

are characterised by a relatively comparable level of social competence. Also, the degree of positive attitude towards themselves and other representatives of generations X and Y ranges from very low to very high. Distributions of obtained results are analogous. The level of trust in themselves and other people is similar in both study groups. Research results indicate that high self-esteem and trust in other people correlate with a higher level of social skills.

Both generations show the same tendencies regarding the time of using the media. In terms of the time spent using media, generation X can be defined as the generation of press and television, and generation Y as the generation of the Internet and books. Based on the analysis of the results of the study on the intensity of media usage habits, generation X, can be called the generation of press readers, while generation Y - the generation the Internet users and radio / music listeners.

The study shows the connection between the temporal and habitual aspects of media use and the level of social competence as well as the degree of positive attitude towards themselves and others presented by representatives of generations X and Y. A lower level of social competence occurs when the habit of using television is stronger. A stronger habit of watching TV by representatives of both generations coincides with lower self-esteem. In Generation Y, the intensification of the habit of using the Internet is associated with lower trust in themselves and others. The people from this generation who spend more time reading books have higher self-esteem.

At the end of the work, recommendations following the data analysis, which can be used to create practical projects related to the development of social competences, were presented. The author of the dissertation is convinced that the presented analyzes and conclusions will serve to develop the cognitive tasks of media pedagogy, describing the relationships that occur between man and the surrounding world and the media.

