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Andrzej Żebrowski

College of Public and Individual Safety APEIRON

e-mail: andrzejzebrowski@onet.pl

ORCID: 0000-0002-2779-9444

TREATS TO CIVILIZATION FOR THE EDUCATIONAL SECURITY OF THE STATE. SELECTED ASPECTS

ZAGROŻENIA CYWILIZACYJNE DLA BEZPIECZEŃSTWA EDUKACYJNEGO PAŃSTWA. WYBRANE ASPEKTY

Abstract: Security is not permanent and fluctuates, depending on both external and internal factors. Thus, threats to the educational security of the state also arise. Therefore, proper education delivered in the formation of appropriate social attitudes and behaviour in the face of threats should be key to maintaining the stability of the country's security.

Zarys treści: Bezpieczeństwo nie ma charakteru stałego i podlega fluktuacjom, zależnym zarówno od czynników zewnętrznych, jak i wewnętrznych. Pojawiają się więc również zagrożenia dla bezpieczeństwa edukacyjnego państwa. Dlatego właściwa edukacja przejawiająca się w kształtowaniu odpowiednich postaw społecznych i zachowań w obliczu zagrożeń powinna być kluczowa dla utrzymania stabilności krajowego bezpieczeństwa.

Keywords: state, security, threats, education.

Słowa kluczowe: państwo, bezpieczeństwo, zagrożenia, edukacja.

Introduction

“The 1990s saw major reevaluations in the mentality of people in general and politicians in particular. It is significant that the reevaluations did not always have a rational basis and did not always lead to rational solutions.”¹ These processes were accompanied by discussions (which are still taking place) as to the shape of the future security space. The political discourse that was going on at the time was aimed at the sphere of security primarily economic, which consequently led to the so-called military stalemate. The decisions made involved a gradual reduction in spending on security and the development of the armed forces, which resulted in a gradual reduction in the defence capabilities of the countries accepting such a policy. The scale of these negative decisions was demonstrated by the ongoing Russia-Ukraine armed conflict (beginning February 2022).

During this time, the perception of security has changed. During the period of the bipolar division of the world, security concerned only the political sphere (foreign policy) and the military sphere. In contrast, after its disintegration, “security refers to almost all areas of development: social, economic, political, scientific, technical, technological, ecological, demographic, cultural,”² food, information, health, financial, education, access to natural energy resources (oil and gas), access to safe drinking water, and so on.

It should be emphasized that security is not permanent and fluctuates, depending on both external and internal factors. “It is both a state and a process, that is, it can be determined *bic et nunc*, but it is not characterized by immutability over long periods of time, as it depends on moving balances of power.”³ “This means that priorities in state security policy cannot remain unchanged. They undergo transformations and there is a change in their order of importance depending on the domestic situation and the international conjuncture. At the same time, it should be noted that the degree of importance and security of the state is a function of changes in the international environment, in neighbouring countries, the region and, finally, on a global scale.”⁴

¹ J. Gołębiewski, *Bezpieczeństwo narodowe RP*, „Zeszyt Problemy. Towarzystwo Wiedzy Obronnej” 1999, no. 1, p. 9.

² *Ibidem*, p. 9.

³ J. Stefanowicz, *Bezpieczeństwo współczesnych państw*, PAX, Warszawa 1984, p. 18.

⁴ S. Kamiński, *Bezpieczeństwo Polski. Problemy i wyzwania*, „Biuletyn Towarzystwa Wiedzy Obronnej”, [s.a.], p. 6.

The transformations initiated covered all functions of the state (external and internal). Particularly noteworthy are the socio-political, ideological, economic, scientific, educational, cultural and military spheres, and access to information. These processes are accompanied by many challenges, where opportunities and threats can be seen primarily in the evolving security space. The scale of these changes and their dynamics have surprised many opinion leaders, academics, political and economic elites, as well as the military. The process of global systemic reform involves all participants in international relations.

Processes related to aggressive globalization make “observed phenomena paradoxically opposite in the social sphere, intensify national separatist tendencies, where negative phenomena are superimposed on the conglomerate of ethnic groups and national minorities differing in culture, language, religion, wealth and level of education. New states have emerged, many of which pose a threat to regional peace not only in military terms. [...] Occurring tensions and hostilities, social, political (economic – author’s note) inequalities, migration saturation, levels of organized crime, sectarian activity, terrorism, unemployment, public health and others, are issues that the international community has serious problems solving.”⁵ This means economic, political, cultural expansion and dependency, which complicates and deepens the existing differentiation between the Rich North and the Poor South. These developments are changing the geopolitical and geostrategic situation of the world, as well as the existing perception of security, which is no longer exclusively a military category or foreign policy implementation.⁶

The end of the Cold War marked the beginning of the dismantling of the old international order and the building of a new one, the beginning and course of which surprised everyone. “For the first time, world global politics is multipolar, as well as multi-civilization; this entails a change in the balance of power between civilizations: the influence of the West is weakening, Asian civilizations are growing in economic, military and political strength, while the Islamic civilization is gripped by a demographic explosion (and offensive actions that threaten world security – author’s note). Thus, countries with similar cultural characteristics are cooperating with each other, grouping around the countries that are the centres of their civilizations.”⁷ The world has faced escalating existing and new conflicts with diverse

⁵ J. Gołębiowski, *Bezpieczeństwo narodowe RP*, „Myśl Wojskowa” 2000, no. 3, p. 22.

⁶ A. Żebrowski, *Walka informacyjna w asymetrycznym środowisku bezpieczeństwa międzynarodowego*, Uniwersytet Pedagogiczny, Kraków 2016, p. 23.

⁷ A. Dawidczyk, *Nowe wyzwania, zagrożenia i szanse dla bezpieczeństwa Polski u progu XXI wieku*, AON, Warszawa 2001, p. 30.

backgrounds, where contradictions have emerged along *tectonic lines*⁸ dividing not only nations and states, but entire civilizations. Samuel Huntington draws a rather dark vision of a world in which conflicts between different civilizations will intensify. Their particular generator will remain Western civilization, seeking to spread its universalist aspirations as a model for other cultural countries to follow.⁹ States group themselves around cultural and religious centres. At their core remain states with power, "...will, and intellectual acumen, capable of shaping the entire international system in accordance with their professed ideals."¹⁰ "Certainly, such an arrangement is formed by: a group of countries centred around Russia (the circle of Russian-Orthodox civilization), the most demographically dynamic India (the circle of Hindu culture), Confucian China, active in the Far East, centred around Iran, like the catalyst states, Islamic nations spreading their influence from the Middle East through North Africa to Malaysia, linked by the bond of homogeneous belonging to the same culture, Western countries with the dominant position of the United States, occupying most of Europe, Australia, New Zealand and almost the entire continent of North America, as well as the world of Hispanic countries, covering South America and Central America. Mention should also be made of [...] African civilization, occupying the southern part of the African continent, and [...] Japanese civilization, occupying only the area of the Japanese islands in total, but with an extremely wide range of influence in the world."¹¹

The global security space is asymmetrical, unpredictable and dominated by the clashing aspirations of powerful states, or those claiming to be regional powers in this environment. Asymmetry is present in all areas of states' activities, and this applies to both the material and spiritual spheres.

Table 1. Spheres of asymmetry

Material sphere
Armed struggle – in which the intention of the dominant party is to seek territorial invasion, occupation and complete subjugation of the opponent
Economic war – destroying and ruthlessly making the economy of the weaker dependent on the dominant and expansive economy of the stronger

⁸ S. Huntington, *Zderzenie cywilizacji*, Wydawnictwo Literackie MUZA, Warszawa 1998, p. 67.

⁹ Ibidem, p. 30.

¹⁰ H. Kissinger, *Dyplomacja*, Bellona, Warszawa 1996, p. 17.

¹¹ A. Dawidczyk, *Nowe wyzwania, zagrożenia i szanse...*, op. cit., p. 31.

Material sphere
Economic warfare – destroying the economic base of the weaker, or as part of the economic warfare and expansionary economy of the stronger
Information warfare – involving all information activities with respect to the adversary, carried out with the intention of promoting a specific political or military objective, while providing adequate protection for its own information systems
Scientific confrontation – involving actions aimed at destroying the opponent’s scientific independence, degrading its scientific base, especially academic centres and scientific and research institutions (both military and civilian)
Technical confrontation – aimed at gaining an absolute (asymmetric) technical and technological advantage over the adversary, which, through the achievements of revolutionizing the combat capability of the armed forces of one of the parties, deprives the other party of the opportunity to effectively oppose, or even protect against the effects of the means of destruction used.
Spiritual sphere
Cultural war – aimed at imposing on the opponent its own cultural patterns and customs, decisively displacing the existing ones and obliterating national identity and social ties among the population of the opposing side
Religious war – aimed at imposing on the population of the opposing side the religious dogmas proclaimed by the expansive side, including norms, customs and rituals, which is carried out using all available means, while ruthlessly combating other forms and manifestations of religious worship
Ethnic confrontation – aimed at imposing on the opponent’s social and environmental groups, and ultimately on its society as a whole, alien principles and patterns, degrading prevailing moral values, introducing confusion, instability of moods and unpredictability of behaviour; this confrontation is usually accompanied by the development of social pathologies in the form of the spread of drug addiction, alcoholism, pornography, violence and other such phenomena.

Source: P. Gawliczek, J. Pawłowski, *Zagrożenia asymetryczne*, Warszawa 2003, pp. 12–13.

At the dawn of the 21st century, the international community has not succeeded in eliminating or minimizing conflicts of a military and non-military nature. Areas of negative cooperation are being transformed, which is sometimes a source of further and qualitatively new threats, including those of an asymmetric nature.

In the asymmetric environment of international security is located the adversary, which can be defined using the following criteria: political, ideological, social, educational, economic and economic, military, technical, cultural, religious,

nationality, legal, information, conducted criminal and terrorist activities, etc. The scale of the changes and their dynamics over time make it increasingly difficult to identify such an adversary who, using cloaking ventures (including information disruption and information defence), avoids revealing their identity. This is why it is so important to forecast threats, their magnitude and structures, including the adversary and their capabilities, and to take preemptive action, which is sometimes extremely difficult. It is worth bearing in mind that any entity (individual, group, nation, state, enterprise, corporation, political parties, armed forces, intelligence and counter-intelligence services, organized crime groups of an international nature, terrorists, mercenaries, rebels, etc.) that aims at military and/or non-military confrontation, most often do not have the potential to counter the opponent. Existing differences in military, economic, scientific-technological and technological capabilities, as well as population potential, mean that one of the antagonistic parties chooses and implements a strategy of asymmetric action, which is intended to restrict the opposing side from exploiting its military or non-military advantages.

Asymmetric actions are also undertaken by the side with such economic and war potential that allows it to achieve its strategic goals in confrontation with a weaker opponent, such as the Hamas-Israel or Russia-Ukraine armed conflicts. This disparity very often goes hand in hand with dominance in scientific, technical and technological, economic or information potential.

They exert influence not only in the material sphere. Their particular area of activity is evident in the spiritual sphere, directed at the processes that shape our ideas, perceptions of the environment and attitudes. Such an example is the ongoing global information warfare. This information activity wreaks havoc on the minds of individuals, social groups and nations. It is present in the political, social, cultural, educational, economic, scientific and military spheres. Very often it leads to irreversible changes in our lives, threatens our existence and entire human communities. Political decisions aimed at the strategic goals of those in power often result in unemployment, poverty, homelessness and social, political exclusion, which translates into discontent in a radicalized society. "This is obliquely exploited by various religious fundamentalisms, nationalist movements and political parties. Social stratification, often without justification, intensifies aggression and violence. Often intransigent political struggle, a low culture of public debate, lack of trust and struggle against authorities, and verbal aggression accompanying these phenomena, introduce divisions that cause permanent social antagonisms, leading to exclusion from political, social, economic,

cultural life of both individuals and social and professional groups stigmatized in this struggle.”¹²

Threats

The ongoing transformation of civilization is the source of many complex threats “associated with the possibility of loss of such values as health, life, various freedoms, freedom, material goods by the individual (social group, nation), thereby making the world of human life less secure, more unstable and unpredictable. Sometimes human security is threatened by the actions of nature, which we are unable to tame, but more often by the intentional actions of man, who seeks to subjugate others and enslave them by imposing power, his own value system and lifestyle, and exploratory actions.”¹³ Very often these actions are undertaken in the name of peace, respect for human rights or democratic principles. In reality, they are masquerading actions aimed at maintaining a unipolar world rule and/or participating in the new division of the world and spheres of influence.

The object of information activity over a wide range is society itself. “It is present in the ongoing psychological warfare, which exploits diverse contradictions of political, ideological, social, cultural, religious, national, ethnic nature, among others. In addition, there is the inspiration of armed movements, chaos, panic, assassinations, sabotage, diversion, exposure of threats to undermine, weaken, collapse the moral state of the opponent, and deprive him of the will to fight (in the military and non-military spheres).”¹⁴

The goal of activities carried out as part of psychological warfare is to weaken the moral and political resilience of the public, introduce chaos and disinformation, and undermine confidence in the policies pursued by the authorities.

In this ongoing global information conflict, national, ethnic and sectarian antagonisms have been revived, accompanied by the construction of a new security order in the geopolitical sphere, which is extremely difficult. We are witnessing the uncontrolled movement of people on a global scale, which is the source of many complex threats to the security of individual states. A wave of nationalism

¹² R. Bera, *Pedagogika bezpieczeństwa w kontekście współczesnych zagrożeń w życiu społecznym*, „Annales Universitatis Mariae Curie-Skłodowska Lublin-Polonia” 2017, no. 4, p. 12.

¹³ Ibidem.

¹⁴ A. Żebrowski, *Walka informacyjna...*, op. cit., p. 395.

and xenophobia is sweeping through Europe, which is, by fomenting fear of strangers and others, being used in a consuming political struggle for dominance both in the internal and external spheres. The ideas of solidarity, tolerance, openness and intercultural education¹⁵ are being undermined in a qualitatively new dimension, sometimes conflicting with national interests.

Progressive globalization is a new dimension of the world, which affects not only politics, economics and culture, but also education and other areas of the state (countries). Globalization is dominated by global capital, which is a combination of industrial, commercial and banking capital. "It dominates the international economy. In terms of politics, finance capital is interested in consolidating state power and then mastering it. The state, in the interests of the cartels, subordinates the working strata to their interests."¹⁶

Observation of the ongoing processes related to globalization, as to countries, or regions, allows us to conclude that it varies. The rich benefit while the poor continue to lose their political, social, economic, scientific and military potentials, as well as national cultural patterns. "Nobel Prize-winning economist Joseph Stiglitz believes that global capitalism in the form of international financial institutions is pushing market fundamentalism, which doesn't work because its premises are false. These institutions are undemocratic, as evidenced by the secretive decisions being made to privatize and liberalize economies in the countries of the world, and this is forcing an end to government intervention."¹⁷

In a changing security environment, "the directives of global capitalism are forcing countries to cut social security and other spending on collective needs, which reduces demand and deepens recessions. The liberalization of international trade results in the relocation of manufacturing companies to low-wage and low-tax countries, which increases unemployment in developed countries. In poor countries, interest rates on credit are being raised for fear of rising inflation, which will lower the inflation rate but increase poverty."¹⁸ In addition, global capital is creating total economic and social chaos everywhere by deregulating the market, finance, employment (ease of firing and hiring, arbitrary employment contracts), social protection, the state budget, education, health, culture, the judiciary and internal security.¹⁹

¹⁵ R. Bera, *Pedagogika bezpieczeństwa...*, op. cit., p. 12.

¹⁶ Z. Narski, *O dyktaturze kapitału globalnego*, SUSPENS, Toruń 1994, p. 7.

¹⁷ Ibidem, p. 9.

¹⁸ Ibidem, pp. 9–10.

¹⁹ Ibidem, p. 10.

The global organization of the world is also evident in social globalization, which is also evident in culture and education, where the processes (decisions) taking place do not always support the fundamental interest of the state, which is its security in the broadest sense (including educational security). In these complex conditions, consumerism, which is the idea of success, power but also money, is visible. It is the idea of selfishness, which despises the common good in favour of the individual good, which negates spiritual goods in favour of material ones. It can be assumed that consuming is an illusory idea of happiness, a totalitarian belief in the happiness of buying and consuming – it is consumer materialism that rejects the spiritual.

These actions are accompanied by political cosmopolitanism, which leads to the belief that humanity should be subjected to the authority of a single superpower. This stems, for example, from the existence of the so-called global village that is the world, from the common destiny of all, from the so-called world citizenship. International institutions are built that limit the sovereignty of the state and nations (very often with the state's acquiescence), such as the International Monetary Fund, which imposes cosmopolitan rationales on them. National interests are negated because they allegedly threaten the good of the international community. The goal is to subordinate nations to the interests of a single superpower."²⁰

It is worth being aware of the fact that political cosmopolitanism has a key influence on cultural cosmopolitanism, whose strategic goal is to build a global community in the 21st century through the power of shaping the spiritual sphere. This element is particularly visible and accentuated in the ongoing information operations carried out as part of the global information war. The importance of the spiritual sphere is appreciated and taken into account in organizing and waging war in the spiritual sphere. Participants in this global war are aware of the fact that human spirituality is the central control system of human life. For example, "film or image culture is saturated with banality, silliness, violence, amorality and the so-called thunder of electronic music. Film and television induce people to abandon critical reasoning in order to embrace cosmopolitan values, called the virtues of modern and progressive humanity."²¹ The plot is dynamic, but the drastic nature of the scenes, vulgarities and violence shape the psyche of the viewer regardless of age. The plot is devoid of deeper content, it does not require

²⁰ Ibidem, p. 28.

²¹ Ibidem, p. 29.

thinking, its purpose is to stupefy and demoralize, to get rid of ideals and spiritual values because control over the swat is nothing more than control over man, his consciousness, perception of the environment and his reasoning. Demoralization, this is moral decay and appropriation, corruption. Man, who is the object of aggressive informational activity, slowly becomes a faithless mercenary of other people's interests, a contractor and thus a representative of foreign interests. The aggressive party aims in the process of information activity to disrupt the moral order of the crowd, which is subjected to manipulation, that is, to consciously and dishonestly control the views or actions of people who pursue goals previously alien and unnecessary to them, but in accordance with the will of the manipulator. Such manipulation, as well as disinformation or propaganda – is a “beloved tool not only of all regimes of the world, but practically every state. There is a special danger hidden in it: people deprived of access to verified information become more susceptible to manipulation. They can easily be told any nonsense and direct their anger in any direction. [...] The apparatus of covering up history, fabricating evidence, denigrating important people, ethnic, national and religious groups or even entire countries, inciting against others and stirring up hatred is still in operation today.”²²

Political cosmopolitanism has a dominant influence on cosmopolitanism not only culturally, but also through educational cosmopolitanism which, by definition, is aimed at young people; however, its impact is much broader. Educational cosmopolitanism is aimed at youth rebellion and youth revolution in the name of supposedly defending their democratic rights.²³ It is worth being aware of the fact that broad rights for young people are being promoted, which defy the authority of parents and school, as well as any social authority. Actions of this nature translate into a reduction of requirements in school at all levels of education. In elementary schools, learning is a kind of fun, the goal is to avoid tormenting children or stressing them, and in general to plebeian enlightenment with regard to the indigent strata of the population. Children, adolescents and students have the right to evaluate the level of teaching of teachers. “This is aimed at weakening parenting and intellectual requirements. Parents, through their children, also evaluate teachers and negate their requirements. Teachers, including academic teachers, are losing their educational authority and are unable to nurture and teach because the education system diminishes their role.

²² I. M. Pacepa, R. J. Rychlak, *Dezinformacja*, EDITIO, Gliwice 2015, cover text.

²³ Z. Narski, *O dyktaturze...*, op. cit., p. 29.

A psyche of impunity is formed in the young and they are unable to reconcile freedom with duty. Democracy of children and young people at school is not conducive to education.”²⁴ The strategic goal is stultifying education, causing didactic and social chaos.²⁵

Another extremely important issue is the difficulty in the process of educating young people. The dominance of politics and ideology translates into this process, where educational programmes are oriented to the interests of one political party. Demoralization, such as violence and sex, are accepted. The dangers of criminal offences of increasingly younger people should also be kept in mind, as they feel impunity where the law protects them. We are witnessing verbal aggression, vulgarity, the disappearance of civility and politeness. Young people are susceptible to violence, where the media occupies a key position, accepting such behaviour among the so-called political elite, among others, which is supported by the law enforcement and justice apparatus. These negative patterns are adopted by young people. Being in criminal groups gives a sense of community, security but also impunity. “Youth aggression arises where school society (at every level of education) does not condemn it. The lives of young people are dominated by pop culture. Authorities, personalities, ideas and values are not recognized. Success for them is a magic word that means only their own interest. They want to have first in order to be somebody later. Humanitarian education is lacking.”²⁶

Decisions made in the sphere of education at all levels as well as popular culture are key methods of mastering society through the manipulation of views favourable to globalization. In this system, a new class division is created with consideration of such factors as wealth, power and consumption. This is important because it is taken into account in the process of access to education and differentiates society, which is the source of much antagonism and is used in the process of educating young people and even the whole society. Classes are distinguished according to wealth:

1. oligarchic – represents the chief decision-makers of the state and the economy,
2. plutocratic – brings together managers of the wealthy elite,
3. affluent – is the wealthy, middle class,
4. poor – struggling to survive,
5. dejected – with no hope, no job, no home.²⁷

²⁴ Ibidem, p. 44.

²⁵ Ibidem, p. 29.

²⁶ Ibidem, pp. 44–45.

²⁷ Z. Narski, *O dyktaturze...*, op. cit., Toruń 2004, p. 31.

This class division allows the managers of the state and the economy to select the right cadres by pointing to the directions of education from their point of view. The class-differentiated education process allows them not only to be selective, but to secure their own interests. These conditions threaten the educational security of the class society, which translates into the level of perception of the surrounding global security environment and individual countries, as well as their awareness.

Education at every level of schooling and universal culture are key methods of mastering society through the manipulation of views favourable only to globalism. Representatives of the oligarchy are educated broadly and holistically, capturing the problems of the world holistically in a reciprocal relationship. Elite education serves this purpose. Managers receive specialized and general education. Creative intelligentsia, on the other hand, specialize narrowly in narrowly defined disciplines of knowledge, which are also narrowed so that different specialists are unable to communicate. The rest of the workforce learns primarily technical skills, with the goal of educating good performers. In contrast, the rank-and-file workers are given only a plebeian education, i.e., uneducated and indigent people with an indifferent attitude towards culture; they do not understand the world around them, which makes it easier to manipulate them according to the goals of global capital. In this case, the goal of manipulation is to educate the plebeian class in such a way as to convince them of the need to sacrifice for globalism, so that they do not complain about difficulties, do not rebel against social discipline, are optimistic and believe in their success.²⁸

Education itself is subordinated to the goals of global capital, which means selective teaching tailored to the modern class division. It boils down to indoctrination and the search for talented youth. "Selection begins as early as elementary school and boils down to the creation of classes for leading students, destined for secondary education. Another selection takes place in high school, where elite and ordinary classes are organized. The elite classes prepare for higher education, where two fields of study are favoured with a broad knowledge profile (for decision-makers) and a practical one specialized for practitioners."²⁹ Dilettante education, on the other hand, is a sham of modern forms and methods, which is commonplace. Such a course of study is devoid of humanistic content. Impoverished content and lack of requirement are daily occurrences in so-called

²⁸ Ibidem, p. 43.

²⁹ Ibidem, pp. 43–44.

education. The threat to education stems, among other things, from the education model. They are not induced to assimilate knowledge and enforce it, the punishment system is not applied and dutifulness is not urged. Parents support the school in these efforts, pamper their children and are not demanding. "In their upbringing, ludicism,³⁰ a playful atmosphere and disregard for duty prevail. The school's demands on the acquisition of knowledge and skills are decreasing."³¹

Inherent in influencing the minds of young learners is the government's acquiescence to students' evaluation of teachers. This approach is designed to undermine intellectual requirements and the educational process. Actions of this nature are supported by parents, who negate the requirements and imposition of educational duties on work at home. The existing system has the effect of lowering the authority of the teaching staff, which translates into teaching and upbringing. Thus, a psyche of impunity and disregard for educators is created in young people. This is part of the education system at every level of education. Disregard for pedagogues and duties, with the creation of such behaviour by the ruling political elite serving global capital and parents.

With the failure to observe elementary rules of conduct, young people feel impunity, respect for others disappears, accompanied by contempt and aggression, which is supported by the environment. Very often young people join gangs, which give them a sense of community, recognition and security. Aggression arises where society condones and the education system tolerates such behaviour. "The lives of young people are dominated by the subculture. [...] Success for them is a magic word that means only their own interest. They want to have first in order to be somebody later. Humanitarian education is lacking."³²

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³⁰ Ludic, anything that concerns fun and entertainment. The term ludic can be used in this connection to describe any event that serves to entertain (indulgences, festivals, picnics). The ludic function of language, media, art, etc. is primarily to entertain audiences and provide them with various types of entertainment (W. Doroszewski (ed.), *Słownik języka polskiego*, <https://sjp.pwn.pl/doroszewski/ludyczny;5447484.html>, (accessed 23.11.2023)).

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Summary

Education in the negative sense is part of the created culture of global capital, with demoralizing characteristics such as violence, vulgarity and sex. The premise is to promote an entertaining lifestyle, devoid of thoughtful depth, where brutality and amorality dominate. As such, culture must be light, friendly without obligation or effort. Cultural products are worthless commodities that fill the void of life. It threatens humanity, demoralizes, expropriates minds, and is subservient to global capital. Culture manipulates the views of young people, who very often take other people's views as their own. It often degenerates into dogmatism and worldview fundamentalism.