CONCLUSIONS

At first, each logistics practitioner learned the logistic fundamentals as a student at a university-type higher education institution or a participant in various courses. However, with time, the obtained knowledge and skills become outdated and inadequate to the contemporary world development stage. Therefore, it is necessary to complete the knowledge and skills and update logistic competences.

A human being was learning, is learning and will be learning in the Life Long Learning era. This particularly regards logistics as a cross-sectional and interdisciplinary field of theory and practice. An amount of novelties and their rotation pace is gigantic due to the fact that logistics draws on other fields of knowledge and technology. If one wants to be a good logistician, one should be knowledgeable about numerous varied problems – it is a large challenge and a huge satisfaction.

When reading logistics-related job advertisements, it is noticeable that the contemporary labour market (employer) searches for people that can learn, cooperate in a team and additionally speak well foreign languages (at least one) and operate on computers (information-IT technologies) with no problems. The present monograph confirms the current state of affairs in the following two educational approaches: teaching foreign languages and professional logistic competences.

In the educational area, changes in educational systems are observed – both on a national (Poland) and international basis (selected European countries). One looks for a compromise between the labour market needs and requirements (employees and employers) and the educational offer of educational institutions (various organisations). The educational institutions, which are actively supported by employers – TSL (transport, freight forwarding and logistics) companies, are responsible for forming educational products adequate for the needs of modern times.

The learners' preferences regarding the mere teaching methods are also getting changed. Traditional forms (chalk and blackboard, foil and projector)

are replaced by more modern ones (Power Point presentations, mobile smartphone applications). E-learning is considered to be an attractive educational form as it breaks the barrier of place, time and cost. The occurrence and implementation of gamification mechanisms in e-learning causes the learners to be more and more involved in learning (one might talk about the e-learning revival by means of gamification, its second wave).

Development requires learning. If one wants to be keep abreast in one's own field of knowledge (i.e. logistics in the case of this monograph), one should be switched on – i.e. learn. The present educational offer is quite rich. Apart from a purely commercial offer, some courses and trainings are offered free of charge (open space solutions), some of them are offered on very preferential terms and for a small fee (bailouts within various programmes).

The editors hope that the present monograph will be a valuable source of reflections on broadly defined logistic education. The largest success of both editors and authors of particular chapters will be achieved when you, a Reader, become inspired by reading the monograph and consequently, decide to do something more – carry out research, sign up for a language or professional course, change something in your company. This is what we wish you and ourselves.

LIST OF FIGURES

LIST OF TABLES

POZNAN SCHOOL
OF LOGISTICS **PRESS**

ISBN 978-83-622-85-30-3