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Contents and abstract

THEORETICAL PROBLEMS OF EDUCATION

Andrzej Olubiński

Pedagogical culture as an indicator of the condition of social consciousness

Key words: pedagogical culture, social consciousness, pedagogical consciousness

The aim of this article is to present reflections on pedagogical culture viewed as a system of knowledge, values and patterns of behaviour underlying the actions of all subjects involved in the educational processes. The author explains the role of social and ideological factors in determining the level of pedagogical culture. According to the author, a thorough research on pedagogical culture should be carried out as soon as possible. Research in this area is necessary in the context of social-political transformation that has occurred in Poland.

The author presents examples of low level of pedagogical awareness in the sphere of educational practice and calls for a new social-humanistic education that could compensate for the deficiency in pedagogical culture. The need to increase the level of pedagogical culture is closely connected with the narrowly viewed technological strategy of the development of the Polish society.

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Violetta Kopińska

A few thoughts about tolerance

Key words: tolerance, education, pedagogy, identity

Why do we talk about tolerance within the framework of educational reality (in a broad sense)? The reasons are obvious. Tolerance is a natural way of people being/co-being together in the pluralist world. Tolerance is also the only way to retain our individual freedom in social relationships. However, the dynamic aspect of meaning of this value lets us reveal a much broader look and interpret it as a category of human's identity development. This kind of meaning expands the horizons of analyzing of tolerance in the pedagogical context.

ENVIRONMENT & EDUCATION

Jaroslav Balvín

About changing an authoritative method of education by democratic non-education in schools with Romany pupils in the Czech and Slovak republics

Key words: Democratic school. Romano pupil. Authority education system. Association of co-operating schools R.

The subject of this thesis is democratic change in the schools with the predominance of Romany pupils. This change did after the tender revolution in the Czechoslovak republic few years ago. The

specification of the transition from authority education way is continuosing manifestation of antipathy or even discrimination of Romany pupils in our education system, which consists in social, ethnic and culture obstacles. There are schools which are in spite of the problems doing well. These schools are co-operating in Czech and Slovak republic in the Association of co-operating schools R.

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Iwona E. Wollenberg-Romaniewicz

The family as environment to shape the child's personality

Key words: childhood, family, child's personality, violence

The article presents the family as environment essential for the child's development. It was emphasised in it that the family life provides the child with favourable social experience. However, there are families which confront the child with negatove experiences. And it is different forms of violence which should be mentioned here first of all.

CURRENT PEDAGOGICAL PROBLEMS

Józef Górniewicz

Modern didactic tools in university education. Experiences of Warmia-Mazury University in Olsztyn

Key words: higher school, technical didactic tools, computer education

The article focuses on some selected changes that have recently taken place in the process of higher education. Special emphasis was put on the expansion of the latest generation technical didactic tools that took advantage of satellite junctions, Interned and computer data bases.

PROBLEMS OF SPECIAL PEDAGOGY

Beata Borowska-Beszta

Chauncey Gardner – life style planning with/for adult with developmental disability

Key words: adulthood, developmental disabilities, person centered support, habilitation planning, life experience profile.

This paper contains issues concerned with theoretical and practical issues of life style and needed support design with/for persons with developmental disabilities. Special attention is concentrated on adults with intellectual disabilities, participants of day care, and habilitation centers, other day-care, therapeutic facilities or living with families. First section of this paper contains detailed terminology and basic theoretical issues describing idea of life style planning, created by John O'Brien [2000]. In the final part attention is given to Life Experience Profile [1990] a useful tool for learning life experiences of persons with disabilities and planning pedagogical support with/for them.

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Dagmara Nowak-Adamczyk

The reconstitution of a theatre. The theatre of movement serves young people with hearing difficulties

Key words: movement and gesture in the theatre, nonverbal communication of deaf and hard of hearing people

The article makes an attempt to revive an art of a theatre which has been downgraded by the contemporary youth. Going back to the birth of the European theatre, its essence, function and kinds the article shows an impact of the theatre of movement on an overall development of deaf and hard of hearing people. It describes the relationships between an actor and a spectator in the context of creating a positive image of a person with a hearing disability.

AROUND THE PEDAGOGICAL THOUGHT

Renata Kaczmarek

Constructivism: an opportunity for development

Key words: constructivism, homework, cognitive development

The basic principle of constructivism centres around the belief that an individual's knowledge is the outcome of his/her interaction with his/her environment. This belief stems from the views of Piaget, Vygotsky and Bruner, in particular. The assumptions of constructivism are highly relevant to education. However, their practical application can be hindered by various factors such as: inappropriate syllabus design, the existence of large pupil groups and difficulties connected with the assessment of students in an individualistic, continuous and interactive manner.

The survey on the homework of middle-school ("gimnazjum") students described in the present paper revealed that a constructivist learning environment is well suited to learners in that it affords an opportunity for them to use their schemata in the process of learning by doing.

In order for students to be able to develop their knowledge, however, homework, both in form and content, should be well conceived and carefully planned. Also of significance is the timing of particular homework items and activities and deciding which elements of the target knowledge and skills should be passed on to the learners didactically.

It should be established which constituents of extensive knowledge students can autonomously acquire through problem solving and individual research as well as the new knowledge and skills that can be developed through the assigned homework. Such decisions should be preceded by in-depth analysis of students' socio-cultural backgrounds.

Homework tasks that allow students to express their opinions and judgements in relation to their underlying knowledge, and knowledge gained through critical or creative thinking, follow the principles of constructivism.

The combining of elements of didactic instruction and the knowledge that students gain on their own improves motivation and contributes to individual and cognitive development.

PRE-SCHOOL EDUCATION

Barbara Bilewicz-Kuźnia

How does the Preschool support creative development of children? – British experiences

Key words: creative development, supporting, creativity, child, learning environment, pre-school

According to EYFSP – new program, which provides the statutory framework for all primary schools and early years providers with implementation for September 2008 – every child matters, every is competent, confident learner.

In England early year goals and educational programmes cover six areas. One of them is creative development. The environment plays a key role in supporting children's development. In one of the English preschools, which I saw in April 2007 were many possibilities of supporting every child through arrangement material, learning and emotional environment. Children explore there different

media and responds to a variety sensory experiences, express thoughts, ideas, feelings using a range of materials.

CULTURAL & REGIONAL EDUCATION

Alina Wróblewska

Dialogue in Intercultural Education

Key words: cultural dialogue, intercultural education, integration, interaction, European Year of Cultural Dialogue

The article of Alina Wroblewska „Dialogue in Intercultural Education” in an attempt to present the omnipresent occurrence of migration and challenges which the Polish society faces. It indicates the necessity of understanding the idea of “cultural dialogue” in regards to real interhuman communication and common practical applications in everyday life; instead of just one-sided and fragmented information.

The article also reminds that the year 2008 was established by the European Parliament as the Year of Intercultural Dialogue, but the manifested ideas should be continued in everyday, ongoing education, having as its aim the education on people who are able to think in the categories of different cultures as well as be able to communicate and cooperate in multicultural groups.

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Katarzyna Kuziak

The citizen of Europe and his cultural identity

Key words: cultural identity, culture, European citizenship

The article considers the issue of cultural identity in Europe on its way to union. Access to the European Union cannot mean the loss of identity. Quite contrary, this should contribute to its development, since cultural identity is the way to search for one’s self based on membership in a specific community.

CHRONICLE

Elżbieta M. Jurzysta — PRESENCE & ABSENCE – II International Symposium on “Chances of the non-aggressive human being in modern civilisation”

Jan A. Malinowski — GAL Academy. IQ helps in overcoming learning problems

OLD & NEW READINGS

Kornelia Czerwińska — How to work with drug addicted young people? (Book review: Jacek Szczepkowski, *Terapia młodzieży z problemem narkotykowym. Podejście skoncentrowane na rozwiązaniach*, Toruń 2007).

Beata Krajewska — In the circle of the modern family problems (Book review: Stanisław Kawula, *Kształty rodziny współczesnej. Szkice familologiczne*, Toruń 2006)

ks. Piotr Mazur — On JP II generation (Book review: *Młodzież jakiej nie znacie*, Krystyna Chałas [ed.], Sandomierz 2007)

METHODICAL ATTACHEMENT

Agata Celmer

Can we teach in a nursery in a different way?

Key words: child, reading, diagnose, nursery, kindergarten

The article presents suggestions for nursery teachers about searching the methods which activate children's cognitive interests through evoking associates and building the basis of knowledge in a related way.

Teaching of reading should suggest its purposefulness. It is shown that there is a necessity to diagnose and monitor the progress of children's capability on the given level while taking into consideration the social and economical background.

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Stanisława Kardas

The School Book Days Celebration

Key words: school library, reading habit

Author of the article discusses the organization of the Book Days events held in a school. The main aim of the event in the school was to encourage reading interests of the students.

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Kornelia Hübscher

The knowledge of the symptoms of the maltreated child

Key words: violence, maltreated child, maltreated child's symptoms

The problem of ill-treatment of a child is the subject of this article. It is a very important skill, in teacher's work, to have the ability to recognize the symptoms of a maltreated child, because it happens, that the teacher – tutor draws out helpful hand to wronged pupil. Therefore, in the present article, there are exchanged the main results of both physical and psychical violence experienced by child. It is proper to mention, that they are not easy to observe because a child who suffers from parents' violence does not want to tell about this, he lies, denying every evil, which happens him in house. Otherwise, small children live in conviction, that what happens to them is common in every house. Only the older children are decided to look for help.

Acting for child's good, every teacher or educator should acquaint with maltreated child's symptoms and intervene immediately, when such need sets.

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