

MIĘDZY WIEDZĄ A INDOKTRYNACJĄ, MIĘDZY WYCHOWANIEM A MANIPULACJĄ

BETWEEN KNOWLEDGE AND INDOCTRINATION, BETWEEN EDUCATION AND MANIPULATION

OD REDAKCJI

Piąty numer „Problemów Wczesnej Edukacji” poświęcony jest kontrowersyjnemu tematowi władzy w edukacji i jej możliwych przejawów, takich jak indoktrynacja, manipulacja, lub przeciwnie – wspieranie autonomii, otwarcie na znaczenia. Zagadnienie „rządu dusz” jest szczególnie aktualne w dzisiejszej Polsce, zwłaszcza w obliczu zmian, jakim ulega inspirowana ministerialnie polityka edukacyjna. Tym bardziej staje się interesujące i owocne przyjęcie w debacie nad wolnością wychowanka i wychowawcy perspektywy wykraczającej poza polskie doświadczenia i przyjęte interpretacje. Owo „przekroczenie granic” jest możliwe dzięki udziałowi w bieżącym numerze „PWE” Autorów zagranicznych: z Belgii, Grecji, Finlandii, Francji, Hiszpanii, Słowacji, Wielkiej Brytanii. Międzynarodowa i międzykulturowa (w znaczeniu kultury pedagogicznej) dyskusja zawsze rozszerza ogląd problemu, jednakże jeśli problemem tym jest władza nad znaczeniami, otwarcie się na inne możliwe poglądy i sposoby rozumienia wydaje się szczególnie ważne.

Zaproponowany temat spotkał się z większym od spodziewanego przez redakcję zainteresowaniem pedagogów, stąd poszerzony rozmiar numeru i bogactwo prezentowanych kontekstów i ujęć. Władza w edukacji analizowana jest przez Autorów w różny sposób. Znajdujemy tu teksty o wyrazistym klimacie krytycznym, odnoszące się do aktualnej sytuacji w Polsce, zorientowane na demaskowanie przejawów ukrytej indoktrynacji i manipulacji szerzonej w imię tzw. „dobra jednostki”. Odnajdujemy też próby wrażliwej teoretycznej rekonstrukcji kategorii związanych z władzą edukacyjną oraz propozycje zmieniania systemów kształcenia w kierunku ich demokratyzacji już na poziomie początkowym, a także refleksję nad możliwością nowych odczytań wychowania religijnego. Obecne są też artykuły ukazujące szersze wpisanie władzy nad dziećmi w mechanizmy kultury i rynku.

Temat niewątpliwie wywołał i dyskusję, i emocje. Jest niezwykle istotny dla całokształtu funkcjonowania społeczeństwa. Dlatego traktujemy proponowane Państwu teksty jako początek dyskusji, do której chcielibyśmy wrócić za jakiś czas.

FROM THE EDITORS

The fifth issue of *Problems in Early Education* (PWE) looks at the controversial theme of power in education and its possible forms, such as indoctrination, manipulation, as opposed to the support of autonomy, and openness of meaning. The issue of “a controlling spirit” is very much alive in Poland today, especially in relation to the changes inspired by ministerial politics in education. Especially interesting and fruitful is the understanding of the debate surrounding the freedom of pupils and their teachers from a perspective that is totally alien to Polish experience and its accepted interpretation.

The “crossing of borders” is possible in this particular issue of PWE thanks to the participation of authors from a number of different countries: Belgium, Greece, Finland, France, Spain, Slovakia and Great Britain. International and intercultural discussion (in relation to the culture of pedagogy) always allows for a broader outlook on the issues at hand, however, if the issue is one of control over meaning, then openness to other possible views and understanding is especially important.

In relation to the theme of this issue, the editors met with a greater than expected response from interested educationalists, which is the reason for the enlarged format of this particular edition and the richness of the contexts and experiences presented. Power in education is analysed by the various authors in different ways. There are texts of a definitely critical nature, relating to the actual situation in Poland, with the aim of unmasking forms of hidden indoctrination and manipulation which are promoted for the “greater good of society”. In this edition we can also find attempts at a sensitive and theoretical reconstruction of categories related to power in education, as well as a proposal for a change in the system of training to make it more democratic, already at an early stage of development, and also reflection on the possibilities of a new take on the teaching of religion. In addition to this, there are also articles which show a broader interpretation of power over children relating to the mechanisms of culture and the market.

The theme of this issue has undoubtedly provoked discussion and emotions and is extremely necessary for the functioning of society in its entirety. This is why we propose these texts as the starting point for a discussion which we would like to return to at some later date.

SPIS TREŚCI

- **Bogusław Śliwerski**, *Szkoła między manipulacją a przemocą w debacie publicznej*
- **Urszula Ostrowska**, *Między wychowaniem a manipulacją. Wymiar aksjologiczny pedagogiki*
- **Teresa Hejnicka-Bezwińska**, *Próba opisania „pedagogii” w kategoriach pojęciowych socjologii wiedzy*
- **Yveline Fumat**, *La socialisation primaire entre la manipulation et l'éducation d'un sujet libre*
- **Jarosław Michalski**, *Doświadczenie przeżyte czy rytualne wdrożenie. W kierunku współczesnej edukacji religijnej*
- **Ewa Bilińska-Suchanek**, *Dekonstrukcja znaczeń jako wyzwanie wobec manipulacji w edukacji*
- **Jadwiga Bińczycka**, *Edukacja pod presją rynku*
- **Lucyna Kopciwicz**, *Rodzaj i wczesna edukacja - przemoc symboliczna, manipulacja, indoktrynacja?*
- **Dorota Klus-Stańska**, *Między wiedzą a władzą. Dziecięce uczenie się w dyskursach pedagogicznych*
- **Hugo Verkest**, *The joint venture of social learning and visual literacy to tackle indoctrination and manipulation in early childhood*
- **Mario Rinvoluceri**, *Primary English teaching as a hollow vessel for the kids to fill*
- **Eduardo Encabo, Juan Varela, Amando López-Valero, Isabel Jerez**, *Improving intercultural communicative competence: The use of children's literature in the classroom to prevent manipulation*
- **Julia A. Spinthourakis**, *Multiculturalism, diversity and the need for tolerance and Greek kindergarten teachers*
- **Beata Krzywosz-Rynkiewicz**, *Odpowiedzialność uczniów w percepcji nauczycieli*
- **Alina Wróbel**, *Przestrzenie indoktrynacji*

- **Riitta Korhonen**, *Early childhood education and pre-school education for six years olds in Finland*
- **Hanna Kryszewska**, *Hidden messages: English language coursebook for young learners*
- **Magdalena Wawrzyniak-Śliwska**, *Educational schizophrenia – what we claim to believe and what we practice in the classroom*
- **Elżbieta Wołodźko**, *Refleksyjność a doświadczanie podmiotowości w procesie edukacji akademickiej*
- **Bronislava Kasáčová**, *Zmiany koncepcji profesjonalizmu nauczyciela jako wyzwanie dla transformacji kompetencji nauczycielskich*
- **Adriana Wiegerová**, *Pytanie o skuteczność edukacyjnych programów narodowych (na przykładzie słowackiej próby kształtowania postaw prozdrowotnych nauczycieli wczesnej edukacji)*
- **Małgorzata Ciczowska-Giedziun**, *O szkole w perspektywie kształtowania tożsamości ucznia*
- **Małgorzata Dagiel, Marzenna Nowicka**, *Rozwijanie zdolności uczenia się. Sprawozdanie z Ogólnopolskiego Seminarium Naukowego w Bydgoszczy, 15-16 marca 2007*

AUTORZY ARTYKUŁÓW

- **Ewa Bilińska-Suchanek** - dr hab., prof. AP, Akademia Pomorska w Słupsku
- **Jadwiga Bińczycka** - prof. dr hab., Wyższa Szkoła Społeczno-Ekonomiczna w Warszawie
- **Małgorzata Ciczowska-Giedziun** – dr, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Małgorzata Dagiel** – dr, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Eduardo Encabo** - Dr., University of Murcia, Hiszpania
- **Yveline Fumat** – prof., Université Paul Valéry Montpellier, Francja
- **Teresa Hejnicka-Bezwińska** – prof. dr hab., Uniwersytet Kazimierza Wielkiego w Bydgoszczy
- **Isabel Jerez** - Dr., University of Murcia, Hiszpania

- **Bronislava Kasáčová** – doc. PhDr, Csc., Univerzita Mateja Bela, Banská Bystrica, Słowacja
- **Dorota Klus-Stańska**, dr hab., prof. UWM, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Lucyna Kopciwicz** – dr, Uniwersytet Gdański
- **Riitta Korhonen**, PhD, assistant professor, University of Turku, Finlandia
- **Hanna Kryszewska** – mgr, British Centre, Uniwersytet Gdański
- **Beata Krzywosz-Rynkiewicz** – dr, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Amando López-Valero** - Dr., University of Murcia, Hiszpania
- **Jarosław Michalski** – ks. dr hab., prof. UMK, prof. UWM, Uniwersytet Mikołaja Kopernika w Toruniu, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Marzenna Nowicka** – dr, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Urszula Ostrowska** – prof. dr hab., Uniwersytet Kazimierza Wielkiego w Bydgoszczy
- **Mario Rinvolucrí** - teacher trainer, Pilgrims Language Courses, Wielka Brytania
- **Julia A. Spinthourakis**, PhD, Assistant Professor University of Patras, Grecja
- **Bogusław Śliwerski** – prof. dr hab., Uniwersytet Łódzki
- **Juan José Varela Tembra** - Prof., University of Salamanca, Instituto Teológico Compostelano, Hiszpania
- **Hugo Verkest** - MA, teacher educator, Katholieke Hogeschool Zuid-West-Vlaanderen Kortrijk, Belgia
- **Magdalena Wawrzyniak-Śliwska** – mgr, Kolegium Kształcenia Nauczycieli Języków Obcych, Uniwersytet Gdański
- **Adriana Wiegerová** – doc. PaedDr, PhD., Univerzita Komenského Bratislava, Słowacja
- **Elżbieta Wołodźko** – dr, Uniwersytet Warmińsko-Mazurski w Olsztynie
- **Alina Wróbel** – dr, Uniwersytet Łódzki

ABSTRACTS

Bogusław Śliwerski (Poland)

The school between manipulation and violence in the public debate

The author introduces the course of the public debate on behavioural problems in today's school in Poland in which non-professionals who resort to the language of propaganda and political manipulation take the floor. For the following time in the history of Poland education becomes an opportunity to conduct political arguments at the expense of educational achievements of thousands of teachers committed bottom-up and central educational reforms. Pedagogical sciences are being depreciated, research findings ignored, and stereotypes taken advantage of. The advocates of the authoritarian approach in education want to gain the greatest possible political support and the greatest possible control of education. The author quotes statements by representatives of political and social elites, to show how demagogy and distortion of facts rule the public discourse about school education.

Demagogues seek popular support basing on populist banners, well sounding lies that do not require an effort to recognise them or investigate their sense whether or not they perceive the world in the black-and-white category. Qualifications used in this way grow in a destructive character. The only purpose of this debate is to indicate the one and only one enemy (a personal enemy: definite authors, experts, research workers and/or the ideas or theories they produce and publish) and the incite hatred to him, stir up ferment at the very fact of his existence, cause defiance against him and a lust to eliminate, remove, or exclude him. State authorities have a problem with pluralism. They want to turn its development in Poland to the restoration of one axionormative order in the society, to arrive at the state of uniform opinions and values. But this is very problematic in the days of globalisation and mass- literacy thanks to which people have increased access to the knowledge of other cultures, lifestyles, systems of the value, diverse outlooks, and moral systems.

Urszula Ostrowska (Poland)

Between education and manipulation. The axiological aspect of the problem

The author considers the question of the manipulative influence in the progress of education, a subject which is seldom discussed. In the course of the long history of humanity, especially in education, the issue of the place of man in his various contradictory

states is inevitably revealed. The area of manipulative captivity in education stands in opposition to the area of educational liberty, which is constructed by an intelligent, professional, competent and responsible education, and which is its proper process. Meeting and dialog are inseparably connected to the process of education. Above all it is justifiable to concentrate on axiological issues, which promote recognition, understanding, acceptance and the realization of values, as well as creating elements of an antropospherical universum.

Teresa Hejnicka-Bezwińska (Poland)

An attempt to describe “practical pedagogy” as a category of notional sociological knowledge

The justification for taking up “practical pedagogy” as an important area of research for contemporary theoretical pedagogy has been found by the author in a text by Hannah Arendt. A perspective of “sociological conviction” was used to describe, explain and interpret problems in pedagogy. A question about practical pedagogy is a question relating to the “remains of knowledge”, from which people and communities create their own practical pedagogy. In her conclusion the author presents her thesis that practical pedagogies are not a scientific theory but ideological-theoretical constructs, within whose context there are to be found well-grounded directives touching upon the organization of activities and different methodological approaches recommended for teachers / pedagogues.

Yveline Fumat (France)

La socialisation primaire entre la manipulation et l’éducation d’un sujet libre

The transmission of cultural creations is first and foremost a story without words, is achieved without programming, has no project and follows no principle. It is even carried out without interference from adults, but occurs simply because we are born and grow up in a culture where each object bears meaning, each gesture is symbolic, each relationship is codified. On a continuum, going from the most spontaneous to the most thoughtful, from the least conscious to the most conscious, it is possible to identify three forms of transmission: socialization, education, pedagogy.

- Through the socialization process, a whole group, by their very mode of living and being, "shapes" the young child and integrates them into their culture.

- Through education, adults, conscious of their role in socialization want to transmit their values and their knowledge to the young child.
- Through pedagogy, adults - and very often educational experts - set up environments, devices or specific strategies to reach this goal.

How does the child access these social roles if we consider the division of the modes of transmission formerly presented? Is it an impersonal and subconscious shaping? Is it a voluntary and conscious education? Or is it a pedagogy which truly discloses its ends and means?

All these levels exist and occasionally co-exist and that is why it is important to locate more systematically the primary level, the level before language, the original basis which remains completely unspoken and which is therefore all the more meaningful.

Social relations, as well as other cultural forms for example, are part of a "landscape" where nothing suggests their relativity. Primary socialization is achieved by means of registering passive habits which can be acquired through frequency, regularity, every day routine and felt impressions. So that if we want to succeed in promoting Equal Rights within the family, we must aim towards erasing the power struggles that exist there, such as biological and age, to find a common identity, despite natural differences. In this way the human being is emphasised with the principle of equality being very tightly linked to that of freedom & the autonomy of the person. What is therefore respected in the very small child is his freedom or more precisely his capacity to become a free subject.

Conclusion: The interest in introducing the concept of "democratic socialization" before or alongside "education to democracy" is very much to draw attention to the much less conscious processes essentially linked to learning "through the body" which dominate the early years but which can at a later stage operate mutely and therefore deny a fixed democratic attitude or a masking discourse.

Jaroslław Michalski (Poland)

Experience lived through vs. ritual implementation. Towards contemporary religious education

The author of the article presents variants of new understanding of religious education in the turn of postmodernity. He tries to do so from the historical and contemporary perspective, indicating false and unjustified alternative thinking about religion and education as a person's development. In the article religious education is defined as education going out

from a person and orientated towards a person, which means that a person as an individual is a central moment of educational process. In the author's opinion, religious education understood in such a way gives an opportunity for a person's integral development.

The article proves that religious education realizes an individual person's development joint with a positive conception of a person's freedom and with the specific idea of good in the most complete way. Undoubtedly, these are the factors not only conditioning the possibility to define a person's own identity but also enabling to overcome the postmodern ambivalence of the reality that surrounds the contemporary person.

Ewa Bilińska-Suchanek (Poland)

The deconstruction of meaning as a challenge with regard to manipulation in the early stages of education

Among many institutions school plays a significant role. Its aim is to form the human personality so that it will function perfectly within society (a socially useful personality).

School is one of the normative institutions which presses into action a whole range of transmissions, including the hidden one (manipulation) necessary to carry out the aim mentioned above. The model of transmission used nowadays (manipulation) is expressed by ideological inference and the relation between the dominant rationality and stability within society. Schools as a subsystem of the social system of a country are supposed to be on guard and preserve the currently existing order, which reduces human activity (teacher, student as well as parents) into a passive model of socialization. The deconstruction of meaning as one of the necessary elements in a teacher's work is used to manipulate our defenses.

Here the most necessary items are knowledge concerning the understanding of transmission, the creation of questions in vague situations, a defining terminology, a comparison of the sources of the knowledge which are found and the division of the emotive sphere from the informative site.

Jadwiga Bińczycka (Poland)

Education under pressure from the market place

Contemporary education is more and more dominated by the power and needs of the market place. Pupils put under this kind of pressure lose the chance to lead a normal, healthy life. Controlled by predatory competition and preoccupied with one way of thinking,

to meet the demands of the work place of the future, pupils put in an amount of effort which exceeds their possibilities. In this way the basic rights of the child to a full and happy childhood are being abused.

Lucyna Kopciwicz (Poland)

Early education and gender – symbolic violence, manipulation or indoctrination?

The paper examines the questions of whether and how gender may be re-produced in early education. The author presents a large body of research carried out from the sociological and psychological perspective on the field of early education, whose results correspond to the questions mentioned above.

What is of importance is that the gendered cultural training taking place in early education through vertical and horizontal social relations, through official and hidden curricula, as well as among children, may be rather perceived as the result of an invisible and subtle form of power which is more symbolic violence, rather than simply the result of manipulation or indoctrination.

Dorota Klus-Stańska (Poland)

Between knowledge and power. Children's learning in pedagogical discourses

When we treat the categories “the child” and “learning” as ambiguous and discursive, there appears an opportunity to identify ideologies hiding under diverse approaches to them. The child and its learning will then turn out to be a socially generated meaning, and even often incoherent, and combating systems of meanings.

In this article, referring to M. Foucault's category “knowledge - power”, the author makes an attempt to identify the discourses of the child and its learning, occurring in pedagogy and in colloquial thinking, with the use of the criterion of confidence in the child's competences (knowledge) and, related to this, the criterion of consent to the child's conceptuality and decision-making (power).

They have been named: (1) The discourse of a System with Deficits, (2) the Discourse of a Sweet Elf, (3) the Discourse of an Infantile Explorer, (4) the Discourse of Active of Disability, (5) the Discourse of the Demiurge / the Constructor, and (6) the Discourse of the Contestator. The author links these discourses with definite theoretical sources: functionalist (behaviouristic versus humanistic), cognitive (developmental versus social),

and critical (constructivist versus emancipatory). She shows their mutual relationships, but also controversies occurring between them.

Hugo Verkest (Belgium)

The joint venture of social learning and visual literacy to tackle indoctrination and manipulation in early childhood

The rather new early childhood programmes in Flanders (VVKBO, 2001) focus on the development of each child in relation to others, nature and the Other. In this essay we investigate the holistic approach is translated into the promotion of the heart, hand and head of each child in the context of social and emotional learning. Most of the new projects and teacher's textbooks based on the official programmes contain a certain level of 'visual literacy' (Messaris, 1994). The challenge of teacher training colleges and the in-service institutes is to train students, teachers and parents to become familiar and critical, with a wide range of knowledge, skills and attitudes in visual literacy.

At the same time visual literacy is infected by a hidden agenda seeing children as consumers and potential clients for the digital market.. They are no longer teenagers but 'screenagers'. The genesis of these 'screenagers' having started in early childhood.

Manipulation and indoctrination is no longer enforced by teachers but in the software used at school and at home. Manipulation and indoctrination is no longer in the hands of educational policy makers but in the one – liners and trailers of media makers and the selection of pictures on the desk of editors and publishers. Our essay is also based on a collection of 'expressions' from advertisements for young parents and tries to discover the factors that influence the behaviour of children and their environment.

Mario Rinvoluceri (Great Britain)

Primary English teaching as a hollow vessel for the kids to fill

Drawing on the work of Bernard Dufeu, Paolo Freire and Sylvia Ashton Warner this article proposes that we offer primary children hollow frames for them to fill with their own content, thus placing them centre stage.

The main part of the article describes three such teaching frames.

Eduardo Encabo, Juan Varela, Amando López-Valero, Isabel Jerez (Spain)

Improving intercultural communicative competence: The use of children's literature in the classroom to prevent manipulation

This work aims to study two main concepts: Intercultural Communicative Competence and Children's Literature. Both notions are related to one of the basic competences considered by the European Union: interpersonal and civic. The different European countries are required to include new concepts in their education in order to help students and teachers to understand the philosophy of lifelong learning and to cope with the violence mentioned in the text.

There are new educational trends which aim for a citizenship education. Keeping these trends in mind, we plan to use children's literature in the classroom as a tool to improve intercultural communicative competence. This kind of literature becomes a fairly effective resource for the promotion of intercultural education due to all the characteristics it includes.

Because of this, firstly we will define the concepts involved and, secondly, we will show some practical information about how to use picture books in the classroom as well as some examples already developed.

Julia A. Spinthourakis (Greece)

Multiculturalism, diversity and the need for tolerance and Greek kindergarten teachers

As prime socializers of the young, teachers are particularly challenged by the expansion of multicultural diversity in Europe. Helping teachers deal with diversity and tolerance has to do with an exploration of their concerns about teaching in multicultural settings. Based on this, the study presented here aimed at analyzing the problems Greek kindergarten teachers encounter in teaching multicultural classes. Content analysis of twenty-two Greek kindergarten teachers' written texts revealed five thematic categories of problems in working with children from diverse cultural environments. This paper revisits the study findings and attempts to address the issues of multiculturalism, diversity and tolerance through an examination of kindergarten teacher practices. This paper contributes to the ongoing discussion about multiculturalism, diversity and tolerance and how teachers regard these from the perspective of their teaching practice.

Beata Krzywosz-Rynkiewicz (Poland)

Pupils' responsibility from a teachers' perspective

In academic as well as private discussions concerning the form of Polish education, there arise questions about the kind and bounds of the teacher's and the educational system's influence on the pupil. Psychological concepts of power mark the character of this influence and in relation to its mechanisms, divide it into transaction - based on formal power, and transformation - based on personal authority and reputation. This division allows us to look at the phenomenon of maintenance of discipline in the classroom from two different perspectives – subordination or responsibility. In this paper the phenomenon of the pupil's responsibility is described in two ways: (1) responsibility of a formal character and (2) subjective responsibility (self-responsibility). According to the results of 3-step research, using both quantitative and qualitative methods, with 5 teachers and 111 pupils, we found that the teachers are ready to perceive their pupil's responsibility as subjective, however there are some serious limitations. On the conceptional level the teachers understand responsibility mainly in categories of subordination. On the level of educational practice the teachers perceive responsibility of a large group of pupils as subjective. The criteria they follow, seem to have little association with the pupils' readiness to admit or bear responsibility themselves, and a greater association with correct behavior, progress in learning and the pupils' pro-activity in building relations with the teacher.

Alina Wróbel (Poland)

Spaces of indoctrination

The conception of indoctrination is used both in colloquial speech and in the language of science, and is most often used in the analysis of different ways of showing influence, social persuasion and political communication. The text presented below is an attempt at an approximation of the conceptional contexts and perspectives in which indoctrination can be analysed. It begins with the assigning of terminology which refers to the etymology of the conception of indoctrination and its scale of meaning. Following on from this, the article refers to the part indoctrination plays in the widely understood manipulation of information. The third part considers other relations between indoctrination, as a particular way of information control and propaganda, as an organized system of spreading ideas, doctrines and views. These considerations are closed by an analysis of indoctrination as an instrument of political communication, when its particular meaning appears

in a situation where it is used to keep or construct a precise political conception. Conclusions refer to the widest category of all, that of violence. Notwithstanding whether indoctrination is an element of manipulation of information, an act of propaganda, or is a way of carrying into effect political communication, in each of these cases it is a way of influencing the confines of autonomy of the receiver's 'communique' and this makes it a form of violence.

Riitta Korhonen (Finland)

Early childhood education and pre-school education for six year olds in Finland

Early childhood education and pre-school education are very similar in Finland. Children under school age have a statutory right to day care arranged by local government. Day-care centers offer pre-school education to children of all ages. For six-year-olds, pre-school education is also available at schools. Children start their primary school at age seven.

The theory behind the national pre-school curriculum is based on cognitive psychology and constructivism, and the contextual learning model and the idea of integrating subjects. There are not any different subjects, but only learning and development areas.

The Curriculum Guidelines aim to promote the provision of the ECEC (National Curriculum Guidelines on Early childhood Education and Care) on equal terms throughout the country, to guide the development of the content of activities, and to contribute to developing the quality of activities by the introduction of uniform principles for organising such activities. The child's ways of acting are playing, movement, exploration and self-expression through different forms of art. An activity that children find meaningful also gives expression to their thoughts and feelings. According to contextualism and constructivism this is one particular feature of child-centered education.

Hanna Kryszewska (Poland)

The hidden agenda: English language coursebook for young learners

The aim of English language coursebooks and language courses is, naturally, to teach the target language. However, teaching the languages revolves around various contents and the subject matter is rooted in the outside world, the immediate surroundings or more distant spheres beyond the child's immediate experience. What is more, these books carry

many hidden messages and therefore are subject to thorough reviews before they can be admitted for school use. There is a point in the review as defined by the Polish Ministry of Education where one of the areas for analysis is whether the contents of the coursebooks are politically correct, comply with the various conventions signed by our state, promote equality of sexes, etc. The aim of the article is to investigate what kind of messages are sent out to the addressees of English language books used in Polish schools.

Magdalena Wawrzyniak-Śliwska (Poland)

Educational schizophrenia – what we claim to believe and what we practice in the classroom

In the contemporary world it is extremely important to try to keep up with the latest developments not to be left behind. Polish education system and Polish teachers seem to be torn apart between two worlds – the world of yesterday and the world of tomorrow. Being used to and feeling strongly attached to traditional school and traditional methods of teaching, teachers have found a survival strategy helping them cope with the new. This strategy could be called “split mind” or “educational schizophrenia”. Teachers claim very strongly that they apply the latest methodology, however their lessons show the opposite. The article is an attempt to show teachers’ claims and beliefs about learner autonomy and how they put these beliefs into practice.

Elżbieta Wołodźko (Poland)

Reflectivity towards an experience of subjectivity in the process of university education

Reflectivity relates both to the thoughts of subjects searching for values and senses, and to the process of generating knowledge and its presence in both the individual’s life and the life of society. Demanding a moment of pause and consideration in a story that is being lived at any one particular moment, it is an attempt to understand that story. Reflection is also an essential element of human experience, including self-observation, self-control and a deep element of thought leading to a search for answers to the existentially important questions for individuals. Reflectivity gives the individual an opportunity for the (re)construction of his/her own personality and the building of identity as a “reflective project”, being formulated thanks to the “reflective attitude” of the observer looking for sense in the surrounding world, as well as his/her own activity. The inclusion of reflection

in the mainstream of educational experience and the creation of education as a space for reflective experience would appear to be a very important educational goal as, through its realization, students can multiply their opportunities for personal and professional development. The article presents an attempt at the realization of a reflective education by the author in a university practice, and is based upon an open dialog with and the subjective linguistic and discursive experience of students, through the writing of personal reflections in reflective essays.

Bronislava Kasáčová (Slovakia)

Changes of the concept of teacher professionalism as a challenge for the transformation of teachers' competencies

The study deals with sources of innovations for the identification of teacher's competencies and abilities from the European and national points of view. The theoretical aspect lies in social changes, teacher professionalism and recent criticism of teacher education. A constructed teacher profile of three dimensions: professional, moral, and personal is the outcome of identification of new professional competencies.

Adriana Wiegerová (Slovakia)

A question about the effectiveness of national curricula (as exemplified by a Slovak attempt at shaping attitudes supporting health in teachers of early education)

In the contribution the author presents a research project aimed at finding out attitudes of pre-service and in-service elementary teachers to delineated areas of health. A change of attitudes is taken in as one of the basic tasks of the project "Schools Supporting Health" as defined by World Health Organisation. Unfortunately, research shows that long-lasting top-down implementation of a curriculum aimed at an education for health promoting attitudes has been useless.

Małgorzata Ciczowska-Giedziun (Poland)

About school in the perspective of its shaping of the regional identity in Warmia's pupils.

An animation of contemporary educational environments in a process of a transmission of cultural heritage (regional, national or global) is becoming one of the main educational issues. This research concerns the creation of the regional identity among students as an important fact in Poland's access to European Union, which gives our country new cultural and educational opportunities. The awareness of own roots and orientation in local community's problems allow us to be more responsible in acting for local environments.

There were two aims in methodological assumptions: diagnosing and practical. In the area of the first one, it was assumed to collect quantity and quality data from students and teachers about the meaning and effects of a regional education in schools in Warmia. Making it more detailed, the thing was that diagnosing what is the school's role, realizing the regional education, in creating regional identity among students. This process can be done by teaching regional knowledge, skills and reaching local social power in order to make environmental actions (the animation of an environmental co-operation). The practical aim was to formulate practical directions, which are designed for more effective educational results.