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AROUND THE PEDAGOGICAL THOUGHT

Józef Górniewicz, Jan A. Malinowski, Bogusław Śliwerski

Stanisław Kawula – the master of the pedagogy and the “master of support”

Abstract: The article is dedicated to Professor Stanisław Kawula (1939-2014) who was a leading figure in Polish pedagogy. He brought a large contribution to the development of social pedagogy as an author of theories and researcher in the field of social determinants of educational processes. He was also one of the founders of family pedagogy. His academic career began at the Nicolaus Copernicus University in Toruń, but most of his professional academic activity was connected with the University of Warmia and Mazury in Olsztyn. In both universities he founded the Department of Social Pedagogy.

Key words: Stanisław Kawula, social pedagogy, family pedagogy, social support

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Mikołaj Winiarski

Stanisław Kawula’s theory of help and social support

Abstract: Help and social support treated as a specific action of humanistic and humanitarian activity are important components and terms of the contemporary social pedagogy. This happened thanks to the research and educational work of Professor Stanisław Kawula, who has devoted his attention to this problems a number of books, articles and lectures at academic conferences. He is the first Polish author who created a conceptual network of the discipline (e.g. definition of „social support”, „kindness circles” and „subsidiarity”).

Key words: Stanisław Kawula, help, support, kindness circles, subsidiarity, social pedagogy

PROBLEMS OF THE SCHOOL FUNCTIONING

Anna Szafrńska-Gajdzica

The head teacher in school space. The relations with the headmaster and the evaluation of work in teachers’ declarations

Abstract: The head teacher’s role requires many competences and fulfilling the tasks imposed by the Teacher’s Chart and the act on the educational system. The headmaster is also obliged to fulfil some informal duties, which to a large extent determine the climate and the quality of the activities implemented at school. In the reports performed for the Ministry of National Education, many recommendations can be found concerning the new vision of a school head teacher – a person not associated with the teacher’s profession and temporarily (for a couple of years at the most) placed in an educational institution. However, the question is raised whether such changes are favourable in the context of the significance of group processes in the institutions which educate consecutive generations.

Key words: head teacher, manager, educational policy

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Beata Jakimiuk

The stereotype of the working time of teachers

Abstract: The stereotype of teacher's working time is only one of many stereotypes functioning in contemporary society. The mass media seem to play very important role in its spreading and consolidating. Teacher's image in mass media shows a person who does not overwork and gets quite well paid for that. The effect is a negative stereotype of teacher which is the underlying reason for suspicious treatment and the distrust of teachers. Consequently it leads to a decrease in school education's quality and the incomprehension of whole teachers' work context. The improvement in perceiving the teacher depends on many factors, among others: positive mass media image of teacher, individual and friendly contact with students and parents, exposition of the positive work effects and many aspects of professional tasks as well as the remote work. Change in the functioning stereotype is not easy and a lot in this matter depends on teachers themselves.

Key words: stereotype, teacher, teacher's working time, media image

PROBLEMS OF SPECIAL PEDAGOGY

Grażyna Gunia

Possibilities and limits of social inclusion of the deaf

Abstract: Reflections on the inclusion of people with disabilities are usually related to the possibilities and conditions of the process of consolidation in the educational, professional and social aspects of children's, adolescents' and adults' living. The aim of the study is to answer the question if we can talk about the limits of social inclusion of the deaf. An author will try to answer this question with (1) the theories of inclusive education what are considered as the norm and alternatives in educational activities and (2) examples of progressive social inclusion and exclusion of the deaf people in different areas of life. The subject of discussion will also reflect on the socio-cultural possibilities and limits of social inclusion of the deaf what can be treated as a continuum between marginalization/ exclusion and integration/ inclusion. The article describes also the question of freedom of choice of treatments/ therapies using the achievements of neuroscience.

Key words: inclusion, integration, inclusive education, special needs education, deaf person

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Monika Parchomiuk

Professional development of special needs teachers who work with individuals with intellectual disability

Abstract: The article is devoted to professional development of special needs teachers who work with individuals with intellectual disability. Research was conducted with 266 respondents working in education, rehabilitation and support of individuals with disability (in

kindergartens, schools at various level, therapy workshops, nursing homes, and self-help houses) using a questionnaire. The study proved that respondents show much activity in the sphere of professional development and that it varies significantly in its content. Most respondents took part in postgraduate studies, courses, trainings and other forms of professional development gain more formal qualifications and raise their competencies, especially in specific spheres related to how their students/ pupils/ charges function.

Key words: special needs teachers, professional development, professional competence

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Ilona Fajfer-Kruczek

Forming attitudes towards people with disabilities as an important educational process

Abstract: The main aim of this article is to present the categories of attitudes towards disabled persons and determinants of their formation in the process of broadly understood education. The study is presented an overview of approaches and definitions concerning attitudes, their effects and the process of education and upbringing. Moreover, it is presented also previous research studies about disability in Poland in order to show the social situation of people with disabilities and methods of special needs education what will create open and tolerant society.

Key words: social attitudes, disability, education

PSYCHOLOGICAL FUNDAMENTALS OF SOCIALIZATION

Malgorzata Kiedrowska

Reactions to the frustrations of socially misfits secondary school students in the light of S. Rosenzweig's Frustration Test

Abstract: The article presents the result of a test of reactions to frustration taken among high school students in comparison to their peers. Socially maladjusted students are worse prepared to solve the situations of frustration. They reveal more extrapunitive (*Extrapunitive – Characterizing the tendency to react to frustration by showing anger towards, and investing blame in, others. Contrast with intropunitive and compare with imputative* [Dictionary of Psychology, 2001, p. 260, Third edition, Artur S. Reber and Emily S. Reber]) and aggressive reactions. They are more focused on protecting Ego what can strengthen the system of inequalities.

Weaker students' frustrations can cause conflicts in interpersonal relationships and can contribute to the persistence of symptoms of social maladjustment.

Key words: students of secondary schools, the reactions to frustration, socially maladjusted, coping

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Pawel Prusak, Jadwiga Sala

The readiness of six-year-olds to begin schooling

Abstract: The article presents the insight into the school readiness (maturity) of six-year-olds. The authors, based on initial studies of four hundred six children, have selected sixty one

kindergarten pupils who did not meet the expectations of the school programme. This group was assigned to a six-months-long corrective-compensating classes (compensatory classes) in which working in pairs was applied. The second stage of the study has proven the effectiveness of those forms of studying in reaching school readiness by six-year-olds. Apart from that it has also shown the relationship of school readiness and social conditioning.

Key words: school maturity, school readiness, corrective-compensating classes (compensatory classes), working in pairs

OLD & NEW READINGS

Marcin Szostakowski

Attitudes of the secondary school students towards natural environment

(Reviews: Elwira Samonek-Miciuk, *Stosunek uczniów gimnazjum do środowiska przyrodniczego*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2013, ISBN 978-83-7784-295-9)

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Lucyna Skorecka

Socio-Pedagogical Study on School in the Reality of Change

(Reviews: Agata Rzymelka-Fraćkiewicz [red.], *Współczesna szkoła w następstwie przemian społeczno-kulturowych. Studia i refleksje socjopedagogiczne*, Wydawnictwo Edukacyjne „Akapit”, Toruń 2014, ISBN 978-83-63955-14-4)

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Bogumiła Staniów

The information behavior of Generation Y

(Reviews: Barbara Kamińska-Czubała, *Zachowania informacyjne w życiu codziennym. Informacyjny świat pokolenia Y*, Wydawnictwo Stowarzyszenia Bibliotekarzy Polskich, Warszawa 2013, ISBN 978-83-64203-14-5)

METHODICAL ATTACHEMENT

Kinga Kuszak

The world of animals in idioms and children's literature

Abstract: The article tackles the topic of linguistic education of children in the pre-school and early school age. It promotes the concept of phraseological immersion as an element of teaching Polish in preschools and during the first three years of primary school. In the first part of the paper, the author focuses on idioms in the Polish language. Next, she attempts to present the world of animals in idioms and literature targeted at young readers. She focuses on motifs related to animals which are human companion. She presents more and less popular idioms related to these animals, for example “bawić się z kimś jak kot z myszą” (lit. “play with someone like a cat with a mouse”), “dostać (mieć) kota” (lit. “get/have a cat”, meaning “go/be crazy”), “drzeć z kimś koty” (lit. “tear cats with someone”, meaning “argue with someone”), “pierwsze koty za płot” (lit. “first cats over the fence”, meaning “the first try does not have to be successful”), etc. She looks for the sources of selected sayings, bringing to light their remote and often forgotten history. She also searches for contemporary examples

of children's literature which use these sayings in a form which is appealing to young readers. The article has methodological character and may be used by preschool and primary school teachers, parents and students of education.

Key words: idioms, pre-school and early school education, Polish literature education, children's literature