Zbigniew Marek SJ, Wit Pasierbek SJ
MORAL EDUCATION AND CONSCIENCE OF HUMAN BEING

Summary

Starting with the premise that moral education and forming conscience have a special relevance for all educational processes, the authors present reflections on some aspects of moral education. It is generally accepted that moral education is predicated, among other things, on the need to inculcate in pupils respect for universal norms and rules of behaviour as well as to develop their ability to adhere to them in everyday life. Amongst factors which both define rules of behaviour and help a person accept them as one’s own and follow in life, a special importance is attached to a well-formed human conscience. At the same time, it should be emphasized that a correlation ascertained between moral education and conscience must not be seen as the recipe for good education.

The relation between human beings has been accepted as the basis of describing correlations between moral education and a well-formed conscience. However, it was also pointed out that various relationships: with oneself, with other person, with environment, and notably with the Transcendence determine correctness of moral education processes. Pedagogical relevance of the relation with the Transcendence is rooted mainly in the fact that a human being can rely on God looking for a sense of life, proper hierarchy of values and, above all, the sense and essence of being a person — thus forming one’s own identity and personality.

Finding one’s own identity facilitates developing a sense of responsibility. The authors indicate the need for and possibility of pedagogical activities to support transition from the stage of heteronomous morality to the moral independence stage, which is the way to reach a mature personality with a concomitant rise in responsibility for one’s own actions. Parallel to these processes, freedom of a human being comes increasingly into prominence, implying readiness to accept oneself and respect norms related to values one should choose in life.

Key words: moral education, conscience, transcendental.

Beata Boćwińska-Kiluk
THE NOTION OF UPBRINGING — TECHNOLOGY OR MEETING? THE ROLE OF PERSONAL DISPOSITIONS OF TEACHER-EDUCATOR IN UPBRINGING PROCESS

Summary

Educator’s personality is of fundamental importance for upbringing comprehended as a meeting. Knowledge and skills are complementary to personal dispositions, and it should be emphasized that this combination is essential for the effective help in the development process. Following rules and using skills too rigorously may cause damage to the relationship between pupil and educator. It can also create chaos that makes pupil prone to inside- and outside-directed destruction.

The pattern of pedagogical relations is modulated by both the child’s early life and home experience and the educator’s readiness to accept it and modify. In this meaning of the upbringing process the role of educator is not limited to instructions and certain methods. It is extended to encompass teacher’s flexibility and understanding of the affectionate of a pupil in his/her care, i.e. features which allow building a special relationship and intimacy with the teacher that starts spiritual and developmental changes of the pupil.
Attitude aspects, “openness of heart and mind”, abstinence, understandable dialogue, the sense of reality, hope.

Key words: upbringing, meeting, personal dispositions.

Piotr Tomaszewski

**DIALOGUE VERSUS MONOLOGUE: HOW COULD ONE KEEP GOING VISUAL CONTACT WITH DEAF CHILDREN?**

**Summary**

It is often said that deafness impoverishes interactions between deaf child and his/her hearing parents. Deafness cannot be regarded as the only reason for the delay of child’s general development. It rather creates certain conditions which can restrict his/her cognitive, social, and linguistic development. This paper presents visual and tactile strategies used by deaf parents for communicating effectively with their young children. These parents do it being conscious of practical consequences of restriction on child’s perceptual access to linguistic information during interactions. But hearing parents are unlikely to discover such techniques spontaneously. Using specific strategies consistently is a real challenge for them. Hence early intervention programs should consider particular strategies that can be helpful in supporting family members in their linguistic interactions with deaf children.

Key words: deaf child, deaf parents, visual contact, sign language, communicative competence.

James Conroy

**RECOVERING THE STRANGER IN RELIGION AND EDUCATION**

**Summary**

Given the increasingly acrimonious nature of religious politics, this paper attempts to explore a number of related key themes in pluralism that are germane for a religious education that is true to its own imperatives but, equally, opens up to the more complex need of increasingly globalised cultures. It begins with a suggestion that religion is not merely a private matter but constitutionally is refracted into the public spaces. It analyses the discourse about religion in education in the public spaces, looking in particular at some localised rows about Islamic education. It then goes on to suggest that the ground for a more welcoming approach to these matters is that religion itself is predicated on a notion of the sojourner or stranger with the concomitant and, if we are to take seriously the religious we must pay attention to its more difficult and challenging aspects.

Key words: Religious education, religion, globalised cultures, stranger.

Marek A. Jakubiak

**ELEMENTS OF RELIGIOUS EDUCATION IN SELECTED HISTORY TEXTBOOKS BETWEEN 1932–1939**

**Summary**

This article is an attempt to present a synthesized view of the role of religion in the history textbooks approved in Polish schools in the prewar period. The author’s task was to compare methods used by
tutors. The presented analysis shows that there were visible efforts to adjust the contents to students’ aptitude. In basic level textbooks events were accompanied by biographies of crucial historical personalities, which facilitated acquiring new material. As far as advanced level books are concerned, there was a strong tendency to concentrate on a sequence of facts. The author advances a hypothesis that under sanacja regime the selection of material was made, and religious aspects were included, for political reasons. The contents of the history textbooks indicate that the prevailing consideration was to ease tensions between the Catholic Church and the Polish State as well as to secure sanacja regime’s upbringing values.

Key words: education, religion, history textbook, ideology.

Stanisław Głaz

PREFERRED ULTIMATE VALUES AND RELIGIOUS EXPERIENCES AMONG HIGHER EDUCATION STUDENTS

Summary

The author is interested in the issues of religiousness and values among youth at university level. He tried to answer the following questions: Does gender and the discipline studied affect religious experiences? Does gender affect the choice of preferred ultimate values? Which of the accepted ultimate values (independent variables), and in what degree and order, are responsible for the variability of religious experiences among genders studying different disciplines? The research was carried out in 2002. It encompassed 139 students aged 22–25 who declared themselves religious and having had a religious experience. In the research the following surveying tools were used: The Rokeach Values Survey, the Scale of the Effects of a Religious Experience — created by the author, and the multi-step regression analysis. Females studying philosophy were most highly aware of the consequences that God’s presence has in their lives; the lowest awareness showed male students of the trade school. Female students of the trade school had strong feelings during God’s absence; this also was experienced by males from that same school but less frequently. Males value: peace in the world — one that is free of conflict; respect for each other — which is related to self-respect; care about one’s salvation. Females value: wisdom — mature understanding of the world; personal freedom; a measure of independence; a comfortable and adequate lifestyle. Undoubtedly, the care about one’s salvation is a value that has the fundamental effect on the awareness of religious experiences — God’s presence or absence.

Key words: values, religious experiences, gender.

Anna Borucka, Katarzyna Okulicz-Kozaryn, Agnieszka Pisarska

SELECTED PSYCHOLOGICAL AND PSYCHOSOCIAL HEALTH RESOURCES OF WARSAW ADOLESCENTS

Summary

The aim of the paper is to present some resources of mental health of 15-year-old adolescents from Warsaw: sense of coherence, self-esteem, parental support and bonding with the school. In the survey participated 1123 students of the first grade of secondary schools (46.5% boys). The sample was randomly selected from schools in the Centrum district of Warsaw. For measuring sense of coherence a Polish adaptation of the SOC-13 scale was used. Other variables: self-esteem, parental support and bonding with school were measured with the use of a scale adapted from the OSDUS questionnaire. Since similar questions were asked, and methods of analysis used, the results of Polish and Canadian students could be compared.
The survey showed that 63% of adolescents from Warsaw reported a high self-esteem, while only 9% reported a low self-esteem. About 30% of students reported a high level of coherence, and for 8% the level was low. Girls as compared to boys were more likely to report both a low self-esteem and a weak sense of coherence. Almost half of the students (49%) reported having a good relationship with their parents. Boys were more satisfied with their relationship with parents than girls. A majority of students felt close to the people at their school but 17% denied feeling close to their schoolmates. One in ten students did not feel close to their school. One third of the students perceived their teachers as unprofessional and unfriendly. Warsaw adolescents rated their school and teachers much lower than did Canadian students.

The results indicate that most adolescents from Warsaw have considerable psychological and social resources. However, girls in comparison to boys need more support to strengthen their self-esteem.

**Key words**: adolescent, mental health, self-esteem, sense of coherence, parental support, bonding with school.

Aleksandra Sander

**PREVENTION AS A TRANSNATIONAL ACTION – REFLECTIONS CONNECTED WITH THE PROJECT: CROSS-BORDER COOPERATION NETWORK FOR PREVENTING ADDICTIONS IN POMERANIA EUROREGION**

**Summary**

The new European political and economic order has created a new cultural and economic context in which preventive actions are taken. This implies both the need for and the possibility of coping with social problems within a cooperative transnational framework. The main aims of the presented project were as follows:

— to extend knowledge related to the prevention of social pathologies
— to extend methodological skills by revising possibilities of their practical use
— to put theoretical knowledge into practice

Putting theory into practice was considered to be the most important task which ought to include: knowledge; methodological skills; interpersonal social skills; intrapersonal social skills.

Our activities were focused on Pomerania Euroregion which covers, among others, cities of Szczecin and Greifswald (Zachodniopomorskie Voivodship and Ostvorpommern Region respectively).

Our project involved students of two universities (each represented by a group of 15 people), primary school teachers, parents and 5th grade primary school pupils. The international team consisting of social pedagogues and therapists from both countries and Belgium worked with participants.

**Key words**: addictions, prevention, cross-border actions.