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Introduction

Wprowadzenie

We have the great pleasure of presenting you with the fifth issue of the journal “Annales UMCS sectio N (Educatio Nova)”. The first annual issue gathered articles on speech and language therapy in education, the second one was devoted to emotions, the next one addressed new perspectives in teaching, the following discussed the matter of assessment and evaluation, while this one revolves around broadly understood axiology of language, literature, media, and education.

Our perception of the world with all of the complexity of its constitutive elements is manifested in the process of evaluation¹. According to our honoured doyen of Polish scholarship on axiology, Professor Jadwiga Puzynina, value is regarded as “something good and precious, aiming at which is part of human nature”². The topics related to axiology which are presented extensively in this issue of “Educatio Nova” are characterized by a thematic diversity and abundance of perspectives. Apart from articles by our local scholars, this annual issue features texts by international researchers representing universities and science centres from such countries as Brazil, France, Ukraine, and the USA, which has significantly deepened the academic insight of this analysis.

¹ Values as a research subject has been extensively addressed by literary critics and scholars. See, i.a., Leszek Tymiak's article entitled *On the Communication Trifecta: Valuating – Emotions – Expression* (“Annales UMCS sectio N (Educatio Nova)” 2017, no. 2, DOI: <http://dx.doi.org/10.17951/en.2017.2.199>), in which the author refers to the key theoretical texts on the topic of axiology.

² J. Puzynina, *Język wartości*, Warszawa 1992, p. 14.

The issue below is divided into three interrelated parts. The first of which, titled “Teaching Polish Studies in the Context of Axiological Considerations”, approaches the matter more broadly and addresses issues connected to value-oriented education seen from the perspective of Polish Studies, the role of didactics and its responsibilities, the development of contemporary culture, anthropology and ethical dimensions of communication at school. This part is initiated by Aneta Grodecka’s text titled *Thinking in the Cognitive System and in the World of Values. On the Duties of Teaching in the Age of Neuroscience* devoted to the fundamentals of psychological didactics comprising integrated education for thinking, perception, attention, and the system of values. The following one, by Anna Ślósarz familiarises the readers with the social challenges of didactics which, according to the author, are not adequately approached within the realms of Polish Studies. The researcher postulates that aims, strategies, methods, and techniques of teaching should be updated and that certain ways of cultural texts’ interpretation should be abandoned. In addition, she draws attention to the importance of cooperation between schools and communities, existing also outside the classrooms. Alongside with all the outstanding articles gathered in this issue, Ślósarz’s text acquires particular importance considering the current coronavirus pandemic and the reality in which we unexpectedly live. Undoubtedly, this new situation has affected not only the field of education and Polish Studies. The essay titled *On Ethical Behaviour in Contemporary Education* by Małgorzata Karwatowska pertaining to the axiological dimensions of politeness presents a study on the relations between verbal and physical acts of aggression at school. According to the researcher, interpersonal relations where the binary opposition of *I (we)* vs *they* evolve into the mutual category of *us* (students and their teacher) should be the basics of ethical communication at school. Being the last but definitely not the least essay in the first part of this issue, Ewa Ogłozna’s text on the anthropological and cultural trend in teaching literature concisely discusses key theoretical texts and, in a way, introduces the reader to the next part which presents a more practical approach to the subject of axiology.

The second part of the issue titled “Readings in Contexts” comprises 14 articles which extensively elaborate on multiple literary texts focusing on the school system in practice and the means of introducing and developing values in education. This section begins with Krzysztof Maliszewski’s essay with an intriguing title *The Gravity of Reading. On (Possible) Coupling of Philology and Pedagogy*, in which the author enunciates a thesis on the necessity of radicalization of discourse about reading. He postulates existential literary theory which “must become a life-giving foundation of thinking about education”. The following text written by Danuta Łazarska revolves around the significance of a literary

character as an educational tool that introduces adolescents to discussions of axiological nature. The author refers to short stories from *Dark Chocolate* and its literary criticism. The third article in this part titled *Multimedia Theme System (MTS), or about Reading Aloud as Axiological Education in Polish Lessons in High School* by Elżbieta Kotarba discusses the results of her research on discussing Sophocles' *Oedipus the King* in the classroom. The author states that, considering the fact that we live in the era of digital media which are the main source of values and pseudo-values for young people, Sophocles' text seems crucial in the context of a further analysis of more difficult and demanding texts. Małgorzata Wójcik-Dudek, in an inspirational study titled *In the Name of the Meeting. Anthroponomastics – Reading – Ethics*, based on her use of selected literary texts during Polish language classes, states that decoding the literary character's name in the classroom allows for going beyond the interpretation- al structures and can evolve into workshops on ethics. The fifth article of the second part is written by Aneta Wysocka and elaborates on the applicability of Wojciech Mlynarski's song titled *Róbmy swoje!* as a text analysed at school. The song is regarded by Wysocka as a contemporary parenthesis of the intellectuals' ethos. The next text written by Magdalena Ochwat addresses rarely explored but particularly significant problem of forming and reinforcing the pro-environmental attitudes among students that can take place during classes on literature. Taking into account school strikes for climate and students' interest in the topic of global warming, lessons invested in the topic of environmental humanities are not only attractive for students but also necessary.

The following two articles link the values presented during the classes on literature with spaces beyond the classroom. Wioletta Żórawska describes the result of the ongoing project "Bielski Norwid", which has been taking place for almost twenty years in the Masovian Voivodeship. This project bridges the local communities with school circles so as to organise various undertakings centered around the school patron, Cyprian Kamil Norwid. Finally, Marta Rusek in her essay titled *Mnemosyne in a Museum and at School* draws our attention to the value of cultural memory in education on Polish literature in the context of the transformations which are currently taking place in the museums' activity.

The next three articles focus on specific case studies analysed from a female-centered perspective. In the first one, *Fair, Bright, Optimistic – about Literary Work of Zofia Żurakowska*, Elżbieta Kruszyńska talks us round to neglected oeuvre of a writer for children and adolescents from the interwar period. The scholar emphasizes that, despite the shift in realities, in the image of school, or in relations between young people and adults, Żurakowska's message is in good standing as it follows values such as: freedom, selflessness, tolerance,

kindness, and love. In the consecutive text, Małgorzata Gajak-Toczek portrays the poet's female perspective by the juxtaposition of Anna Świrczyńska's writings addressing women's senescence with selected paintings. The part devoted to the female perspective is closed with Agata Patalas' article encouraging educators to conduct literary classes on poetry such as by Elizabeth Bishop in accordance with the principles of mindfulness didactics. It is understood as the appreciation of the quotidian life, details, and the experience and apprehension of the authors' manner of conceptualisation, as well as the reception of literature similar to the perception of the artwork.

The last three texts of the overviewed section show other literary faces of values. It opens with Grażyna B. Tomaszewska's article titled *The Struggle of Ambiguity and Exorcisms*, dealing with Miłosz's specificity of existential axiology, as described on the example of the poet's last collection, in which – as the scholar proves – were captured religious ambiguity and the desire to go beyond the antinomy of the coexistence of beauty with the cruelty of life. Then, Artur Sadecki's contribution concerns a selected work of Chekhov (*At Home / Дома*). The aim of the narration is to convey relevant values to children – the storyline revolves around the son's belief in the harmfulness of smoking. The researcher refers to a theory of the mind, accentuates the significance of the narration in the parental process of upbringing. The last text authored by Artur Timofiejew explores documentary prose of the Napoleonic period in the context of sentimental axiology, on the example of Franciszek Wiktor Dmochowski's pieces of writing published by Andrzej Edward Koźmian.

“In-between Cultures” is the third and, at the same time, the last part of this issue. The volume and diversity of this section, including 14 articles, encourage us to distinguish a few thematic parts explored here. The first and the largest of them is comprised of eight texts relating to values in the context of intercultural competences, including topics connected with glottodidactics and teaching Polish as a foreign language. It opens with Ewa Głażewska's essay being a reflection on the role of intercultural competences in creating an open, pluralistic society, a purpose which is to be served by Intercultural Communication in Education and the Workplace studies at Maria Curie-Skłodowska University in Lublin. In the following text, Ivana Pondelíková (Styková) examines the differences between the East (on the example of Iran and Afghanistan) and the West (on the example of the US and Slovakia) in reference to Hofstede's dimensions of national cultures as well as Betty Mahmood's and Khaled Hosseini's selected works. The third article in this part, Renata M. Sigva's *Becoming a Borderland Human*, discusses the titular concern in a philosophical-pedagogical approach, showing an individual's dynamism going beyond territorial and axiological borders. Maria Dorota

Szoska's article *What Kind of Value is Nation? Contemplating and Discussing Kamil Polak's "The Birth of a Nation"* takes the reader back to the space of school practice and refers to the media as a carrier of values, recounting experiences from workshops for young people. In the context of a short film mentioned in the title, students' opinions on the national identity are presented, exposing their way of conceptualisation.

Kinga Siatkowska-Callebat's essay titled *Cultural Glottodidactics Abroad – Some Thoughts on the Practice of Teaching* opens the discussion on axiological concerns in teaching Polish as a foreign language, describing the specificity of a Paris academic centre, as based on her analysis of selected texts of culture. In turn, Maria Wacławek's article *Motifs from Adaptation to Staging – Based on Glottodidactic Experiences* brings closer staging mechanisms of transcoding literary works for the use of a foreign recipient. The author argues that theatrical classes subserve not only language learning but also better recognition and acquisition of the target culture. Renata Rusin Dybalska, on the other hand, touches the issue of school textbooks as a source of given values – she analyses Polish coursebooks for Czechs from the turn of the 19th and the 20th century which additionally tell about contemporary Czech-Polish relations. The glottodidactic thematic circle closes with Dariusz Piechota's text on the specificity of glottogeragogy – methodology of teaching foreign languages addressed to seniors – including the need for developing programs, student's books, and teaching aids, addressing needs and interests of the aforementioned group of students.

Then, Katarzyna Dziwirek's text *Escape from Etymology? A Corpus Study of Polish Adjectival Intensifiers* regards the Polish language as a vehicle for valuating; it focuses on Polish adverbs whose function is to modify (intensify) the meaning of adjectives. In turn, Patrizio Malloggi's article entitled *The Cultural Symbolism of Colors Using the Example of Yellow* is devoted to a fragment of the cultural image of the world – the symbolism of the colour yellow, its universal meaning (intercultural) as well as the one relevant for German culture.

The section of texts closing the issue, "last but not least" consists of four articles presenting an external perspective on selected axiological aspects of education. Fabiana Diniz Kurtz and Denilson Rodrigues da Silva cover the theoretical foundations of the use of information and communication technologies/teleinformatics (ITC) in teacher training in Brazil. In the text addressed to future primary school teachers, Yuliia Kulimova delineates the use of aesthetotherapy in didactic practice. As the author postulates, the referred techniques, games, exercises, and tasks serve to develop values such as honesty, kind-heartedness, honor, freedom, equality, self-discipline, and creativity. Articles by Vadym Kobylchenko and Irina Mikhnovetskaya, on the other hand, take up axiological

concerns in pre-school education. The first text providing with more theoretical reading pertains to the formation of values amongst those under care, while the second one summarizes the results of the research on the specificity of forming social values in children with Down syndrome.

As the above overview suggests, the following issue addresses diverse problems of widely understood axiology, presenting values as the subject of international and interdisciplinary research, with particular emphasis on education-related aspects. On behalf of the editorial board, I wish you good reading, hoping that both the current year's issue and the others of "Annales UMCS sectio N (Educatio Nova)" issues will gain your recognition.

Maria Wacławek

Translation: *Lidia Kniaż, Julia Kula*