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Introduction

Wprowadzenie

Unexpectedly, in 2020, humanity was abruptly braked in its frantic pursuit of a perfect and happy life, and the order of the world known to us crushed into small pieces. In Japanese culture, there is the art of repairing ceramics with gold called “Kintsugi” – parts of a broken ceramics are carefully bonded with lacquer sumac resin and sprinkled with gold. The repaired vessel gains even greater value and is proudly used in the finest tea ceremonies. The philosophy behind the art of Kintsugi does not focus on the irreversibility and ugliness of scratches, but highlights the unique beauty of imperfections and the energy put into the “healing” process. It happens that, under the influence of traumatic experiences and unimaginable suffering, human life breaks into thousands of pieces. In such situations, the Japanese often apply the Kintsugi philosophy to the process of healing the human soul. We hope that the wounds inflicted by the pandemic will heal and they will be – according to the idea of Kintsugi – a reason to be proud, a kind of testimony of the strength of life and the will to fight. Such a tangible testimony can become a key element in “training the heart” of children and young people – the education to which Aristotle called in his famous words: “training the mind without training the heart is not education at all”.

Along with this motto, we invite you to read the latest issue of “Annales UMCS. Educatio Nova”, which is a mosaic of twenty-eight extremely valuable manuscripts about children and youth from the perspective of scientific discourse. The articles in this issue have been divided into three parts: “Children and Youth in the Polish Educational Perspective”, “Literary Landscapes – Childhood and Youth”, and “Children and Youth – International Perspective”.

The first part, entitled “Children and Youth in the Polish Educational Perspective”, contains eleven articles oscillating around the broadly understood methodology and teaching of children and adolescents. It begins with a truly interesting sketch by Aleksandra Araszkiewicz, in which the author very accurately analyzes the educational problems of teenagers during distance learning, which is a consequence of the pandemic. Araszkiewicz grouped the causes of these dilemmas and distinguished three main categories: (1) learning conditions, (2) students’ ability to manage their own time, and (3) social and health aspects of remote education. The author of the article concludes that the distance learning situation has exacerbated the already existing educational dilemmas and showed that one of the important tasks of the school is teaching the cognitive attitude and selection of information, using active methods, because such a teaching style can effectively prepare students to function in an increasingly unpredictable world.

Zofia Pomirska also refers to the experiences of the pandemic, raising the extremely important issue of the inclusive approach in teaching students with special educational needs. Describing the idea and assumptions of inclusive education, the author pays special attention to the situation of students with special educational needs, for whom inclusive education is an opportunity to optimize the teaching process.

Barbara Sapała and Małgorzata Sławińska in the article *Olsztyn as a Little Homeland in Board Games for Children – the Example of the Historical German Game and Polish Contemporary Games* carefully analyzed the content of regional board games for children from the perspective of shaping attachment to a small homeland. The analysis carried out in the context of regional education showed that in the pre-war game, the German character and monoculturalism of the city are emphasized, and Polish games present Olsztyn as the capital of Warmia with a multicultural heritage.

In another work, *Ecological Humanities in Polish Studies, or about Green Reading of the Legends about Lake Gopło*, Bernadeta Niesporek-Szamburska takes up a very interesting research question: How could Polish studies meet the obligations of ecological humanities? The author, referring to the idea of Kenneth White’s geopoetics, proposes the use of the green reading method in Polish lessons, which could arouse the ecological sensitivity of the pupils and thus raise their ecological awareness.

The subject of didactics related to the natural environment is perfectly clarified by Ireneusz Gielata in his article *Literature as an Auxiliary Science in Teaching Geography*, in which he considers the role and status of literature in teaching geography. Developing the analogy between literature and cartography, the author emphasizes the special importance of maps and literary names in the

didactic process of teaching geography – they can influence the sensitization and activation of the pupils' eyesight.

Next work by Marta Kasprzak – *Paris Was Not Built in a Day... Three-Dimensional Puzzles and Architectural Blocks as a Universal Tool Supporting the Process of Aesthetic Education* – refers to a very important dimension of education, which is educating the pupils' aesthetic sensitivity and spatial imagination. The author rightly notices that the elements of architectural education can be a substitute for the subject of knowledge about space, which is missing in the curriculum of Polish schools.

Justyna Hanna Budzik in her essay *METAFotogRaphy: Reflections on the Connections of Thoughts and Photos* refers to the relationship between metaphor and photography. This discourse is not only part of the sphere of aesthetic education, but a very valuable contribution to the broadly understood humanistic education. In the context of the proposals by Bernd Stiegler and Hannah Arendt, the author analyzes the photos as a thought and notes that in such an interpretation, photography is capable of producing metaphors and can play an extremely important educational role, namely it can support the development of thinking skills.

Next, Martyna Dziubałtowska-Woźniak in the essay *The School Education Scene: Dead Archive or Embodied Memory?* basing on the performative concept of the archive and repertoire formulated by Diana Taylor, raises the important issue of humanistic education as a process of transmitting values, memories and history. The author proposes an innovative vision of theater education, in which students assume the role of creators, performatively “revive the archive” of the past and are actively involved in the didactic process.

The aim of Anna Mlekodaj's work is to present the subject of a rural child in the background of the Polish educational discourse of the interwar period. The researcher rightly notices that taking up this subject contributed to the program change of the school's attitude towards the rural environment and to the introduction of regionalism to schools. School in a rural environment is an extremely important place that contributes to the local identity, as the author of the article aptly emphasizes.

Anna Wileczek focuses the radius of research intention on the subject of contemporary young speech. The author precisely analyzes the research problem from the linguistic perspective, then cites media enunciations referring to the Contest of the Youth Word of the Year, and then proceeds to the presentation of the opinions of natural users. The analyzes presented by the researcher prove the expansion and evolution of the youth sociolect from the environmental variety to the communicative style.

The first part ends with a very important and necessary work by Danuta Krzyżyk, which deals with the knowledge of selected spelling rules of religious vocabulary among students of pastoral theology and students of Polish philology. The author's goal was to test the spelling skills of the above-mentioned groups in the spelling of religious vocabulary. The researcher concludes that the linguistic knowledge and skills of the respondents turned out to be lower than expected, and in the spelling they were guided by intuition rather than well-established knowledge. The author emphasizes that this state of affairs is caused, *inter alia*, by the "civilization of the screen", focused mainly on watching and listening, not reading texts. The article emphasizes the fact that language is a value not only in use, but also in itself (autotelic), and it is – as the researcher rightly concludes – that future teachers of the Polish language and spiritual guides bear particular responsibility for the appropriate attitude towards this value – for using correct, beautiful, spoken and written language. Therefore, at the end of the work, Krzyżyk proposes that exercises in the culture of the Polish language should be included in the classes of theological seminaries and that more hours should be allocated to language culture classes in Polish philology.

The second part of the Annales, entitled "Literary Landscapes – Childhood and Youth", contains seven articles. It begins with a work by Maciej Skowera entitled *Classics of Children's Literature: Definitions – Ideologies – Theoretical Concepts*. Skowera systematically presents a discussion on the issue of classicism in the context of children's literature and attempts to formulate a definition of literary classics based on socio-cultural criteria. The researcher proposes that the definition of classics of children's literature should apply to works that, despite the passage of time, are still "readily alive", are subject to various forms of reflection and function in the collective consciousness as an element of the "cultural imaginary".

Another work in this part is an intriguing essay by Krzysztof Rybak, entitled *To Traumatize or to Put under a Taboo? Holocaust Narratives in Children's Literature*. The author aims to reflect on the ways of presenting the Holocaust in selected works of children's literature published in Poland in the 21st century. Rybak analyzes literature in the context of tabooing (avoiding the presentation of certain phenomena, such as anti-Semitism or the death of heroes) and "traumatizing" a young audience. In conclusion, the author notes that many detailed topics related to the Holocaust are still omitted. At the same time, Rybak expresses the opinion that Holocaust narratives may sensitize a young reader to the harm of another person and constitute a lesson in tolerance and understanding.

Magdalena Kuczaba-Flisak deals with the problem of constructs of freedom in children's literature with insightful precision, analyzing the work of Tina

Oziewicz. The author scrupulously researches the theoretical framework of the contemporary understanding of freedom in children's literature, referring to the analyzes of Janusz Korczak and confronts them with the tendency to treat literature for the youngest as a social construct of adults. The author notes that in Polish children's literature at the beginning of the 21st century there are relatively fewer philosophical books about freedom and about the moral dilemmas of a child. In this context, the work of Tina Oziewicz – according to the author's assessment – deserves special attention, as it prompts us to pose basic questions and shows various dimensions of the constructs of freedom.

Barbara Myrdzik attempts to interpret the novel *The Unconsoled* by Kazuo Ishiguro, a British writer of Japanese origin, with great sensitivity. In her inquisitive analysis, the researcher focuses on the concept of "toxic parents" and highlights the theme of the paternity crisis. She interprets this crisis as a result of the pursuit of professional success, where the role of emotional ties is relegated to the background. The Polish author emphasizes that Ishiguro's novel is a narrative showing the human world as a looped labyrinth in which the characters find it difficult to find the meaning of their own existence. The characters of the Nobel Laureate's novels wander like a *Homo viator* in the world of artificial desires and apparent values, which ultimately leads existential wanderers to a deep sense of loneliness and excruciating emptiness.

In the article *Poetry after 1989 and Its Contexts in Polish Language Education* Elżbieta Mazur tries to situate contemporary poetry in Polish language education in secondary schools. The researcher carefully analyzes cultural contexts, including aesthetics (beauty or ugliness) in the poetry of Marcin Świetlicki, Eugeniusz Tkaczyszyn-Dycki, Tomasz Różycki, and Tadeusz Dąbrowski. She carefully examines poetic dialogues, games with tradition, intertextual treatments and kinship by choice. The author postulates that contemporary poetry, created after 1989, deserves a separate chapter in school textbooks, as well as a separate series of lessons about contemporary authors of the young generation and new trends in Polish poetry.

Edyta Manasterska-Wiącek in the text *On the Emotional and Emotive Power of Translation: Translation Experiment*, using two translations of Sergey Mikhalkov's poem, makes an interesting translation experiment in which she looks for an answer to the question where the power of a literary work comes from and whether emotions can be transmitted through non-lexical elements of the text. The author distinguishes between two concepts: the emotive strength of the text and the emotional strength of reception, and concludes that the translator's efforts are able to introduce or reduce the emotional strength of the reception by modifying the emotive strength of the text.

In her research, Dorota Karkut explores the issue of therapeutic possibilities of literature for children and adolescents in work with students with special educational needs. The author addresses her text to teaching staff, librarians, psychologists and all those who want to implement the ideas of bibliotherapy among students with dyslexia, ADHD and people with chronic disabilities. She reminds the truth that literature can have a cleansing (catharsis) and soothing effect on readers, however, reading alone is not a sufficient factor, a well-planned therapeutic process, prepared on the basis of therapeutic reading, is necessary.

The final part, entitled “Children and Youth – International Perspective”, contains eight works. It starts with an article by Iryna Omelchenko, who analyzes the detailed features of the semantic component of communication activities in preschoolers with mental retardation. The author aptly notices that these children have problems with predicting and understanding the causes of their own and others’ behavior, why they often make conflict situations. The researcher concludes that the theory of mind and the identified mechanisms of mentalization (explicit as well as implicit) will constitute the basis for the development of technology for shaping conscious communication activities, especially the semantic component in the aforementioned group of children.

Nataliia Babych and Kateryna Tychyna, in their work set themselves the goal of analyzing the basic parameters of the syllaborhythmic structure of speech and determining the state of its formation in preschool children with complex disorders. After a meticulous analysis, the researchers noticed an insufficient level of shaping the parameters of movement-rhythm-space in the study group. The results of the research showed that the units “rhythmic movement”, “rhythmic space”, “rhythmic pronunciation” are inextricably linked, and their correct shaping determines the formation of the “complex rhythm of speech”. The authors postulate the need to purposefully shape the parameters of the syllaborhythmic speech structure and recommend the use of these parameters during speech therapy.

The topic of supporting children with special needs is also dealt with by Svitlana Khomenko in her article *Development of the Early Support System for Young Children in Ukraine: The Periods of System Formation*. It defines early childhood support as a comprehensive and interdisciplinary system focused on the family, aimed at improving child development and improving the quality of life of families. The author holds the opinion that the research will contribute to the reform of special education and the modernization of the entire education system in Ukraine.

Andrianasy Angelo Djistera in his essay also deals with the subject of early childhood education, detailing the situation in Madagascar. The article draws

attention to the unequal access to early childhood education, which may be a kind of brake blocking the full development of a child's potential. The author suspects that strengthening the sphere of preschool education may contribute, in the long term, to the general development and transformation of the Red Island.

Pierre Suzanne Eyenga Onana from the Department of African Literature and African Civilizations at Yaoundé I University in Cameroon presents an extremely interesting work entitled *The Ethics of Child Resocialization in Uwineza G. Sabano's "Family Conflict": From the Urgent Need for Exorcisms to the Imperative of Behavior Renewal*, in which he reflects on family relationships between parents and adult children. For his analysis of theatrical plays, he applies the theoretical framework set by the theatrical semiotics and semiology of Anne Ubersfeld and Patrice Pavis. The author concludes that in order to develop better in his life, a child needs constant family supervision.

In the article entitled *Stereotypical Features of the "Model" Pole and the "Model" Ukrainian in the Sphere of Values of Contemporary Youth in Poland*, Olga Fyłypec from the Ivan Franko National University of Lviv closely observes the topic of the contemporary youth stereotype of the "model" Pole and Ukrainian. Based on the empirical research, the author outlines two main spheres in which there are differences in the perception of a Pole and a Ukrainian, and these are the cultural and the political dimensions. The results of the analyzes show that the auto-stereotypical image of the "model" Pole is an image of a more conscious citizen of his own country, while the heterostereotypical image of the "model" Ukrainian is a person more familiar with Polish culture.

Another article referring to stereotypes and comparing the two nations is the text by Maria Waclawek and Maria Wtorkowska entitled *With the Family, Good Not Only in the Picture? About the Polish Attitude Towards the Family in the Opinion of the Surveyed Poles and Slovenes*. Researchers, systematically analyzing the perception and linguistic characteristics of Poles' attitudes towards the family, conclude that the stereotypical Pole is characterized by, among others, close relations, attachment to the family, to tradition, solidarity with its members and the cult of Catholic values. Waclawek and Wtorkowska conclude that on the basis of the conducted empirical research it can be stated that the family is positively assessed by Poles, both from their own and foreign (Slovenian) perspective.

Jagna Malejka in her work *The Intercultural Approach in Teaching Polish as a Foreign Language in China* describes the situation related to teaching Polish sociolinguistic and sociocultural customs in China. The author points out that the work of teaching Polish requires knowledge of the culture of a given country. Malejka carefully analyzes theoretical works in the field of teaching Polish culture in Europe, but postulates that teaching the Polish language and culture

in China requires other solutions, adapted to the culture and customs of the Middle Kingdom.

The volume also includes an in-depth review of Hanna Dymel-Trzebiatowska's book *Philosophical and Translational Migrations in the Moomin Valley*, presented by Dorota Michułka. The reviewer emphasizes the interdisciplinarity, inquisitiveness, diligence and clarity of the arguments analyzing the issue of the multi-address nature of works intentionally intended for a child reader. The review highlights the broad interpretative contexts, unique scientific and practical values of the monograph – the position of Dymel-Trzebiatowska can be appreciated by experienced literary researchers and translation theorists, as well as by practitioners – translators and teachers of the Polish language.

This annals closes with a moving memoir presented by Pau Freixa Terradas entitled *Remembering Rosa María and Alejandro Rússovich, or How Gombrowicz's Potty Travelled from Argentina to Poland*. The author, researcher of the reception of Witold Gombrowicz in Argentina, fondly recalls the marriage of Rosa María and Alejandro Rússovich, Argentine friends of the Polish writer from the 1940s and 1950s. He strongly emphasizes the special importance of their eye testimony and carefully preserved items (such as typescripts, letters, photos and the famous potty illustrated with motifs from Gombrowicz's works) for the reconstruction of the Argentine period of the work of the author of *Ferdydurke*.

The articles are diverged into three sections. However, all works integrate into one entity with the aim of improving educational environment with aspiring research. Such a research attitude is sure to become a main driving force to overcome our current hardships in the educational field under COVID-19. All profound and meticulous research findings will definitely satisfy your intellectual curiosity, provide fresh inspirations and will stimulate your further research journeys.

On behalf of the Editorial Board, we wish you a fruitful reading.

Keiji Sato
Sylwia Olejarz