

**Economy, Family, Morality**

1/2014 (5)

# Journal of Preschool and Elementary School Education

Jesuit University Ignatianum in Krakow

Siedlce University of Natural Sciences and Humanities

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Plovdiv University Paisii Hilendarski





***Journal of Preschool and Elementary School Education***

(the international scientific journal edited by universities from Poland, Slovak Republic, Bulgaria, Hungary, Czech Republic)

**Publisher**

Jesuit University Ignatianum in Krakow  
Institute of Educational Sciences

**Editorial address**

ul. Kopernika 26, 31-501 Kraków, Poland

[www.ignatianum.edu.pl/journal](http://www.ignatianum.edu.pl/journal)

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**ISSN** 2084-7998

Edition 300 copies

Journal of Preschool and Elementary School Education will be published semi-annually.  
Original version is paper version.

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## Editorial

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A society's economic situation affects its educational and welfare decisions and the strategies of particular families and educational institutions. On account of economic changes, the status and standard of living of both individuals and their families sometimes changes completely from one day to the next. One of the challenges within the area of education which the family faces nowadays is shaping moral attitudes and preparing children for life in which the financial and economic situation changes from one day, or even one hour, to the next. As a result of the economic crisis that many European countries face, the phenomenon of euro-orphanhood emerges. It often changes children's lives and the lives of their families as well. Children's development and education in the era of the economic crisis invites unceasing reflection on the part of the parents as well as the teachers, and people responsible for educational programmes.

Ewa Jagiełło and Mária Vargová in their article *Economy as a crucial component of elementary education curriculum* examine issues concerning children's economic education. The transformations taking place in the contemporary world, such as globalization, technological progress, innovations, which are much quicker in numerous spheres of life, cause that the everyday budget is becoming difficult to foresee and plan. The authors encourage education within the area of economy and finance. According to them, it is undoubtedly necessary to learn how to save, plan expenses, and show the possibilities of obtaining money.

Anna Błasiak, in the article *Parents' professional activity and the shape of the contemporary family in the era of rapid social and economic transformations*, addresses issues concerning parents' gainful employment in the contemporary family. The author assumes that a professional career constitutes an essential element of the contemporary reality and a significant factor when it comes to interpreting and seeking solutions in numerous

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spheres of social life, including the economic crisis and family stability. Parents' careers and different attitudes to pursuing a career result in changes in the family structure, in the family social roles, as well as the positions of the particular members of the family. It does pose a challenge since in the contemporary reality, family stability, which should fulfil human needs, is subject to unceasing redefinitions in the new, frequently difficult, reality. Various kinds of analyses may prove useful for various kinds of educational activities supporting contemporary parenthood.

Maria Szymańska covers issues concerning children's moral education and teachers' knowledge within this area in the article *Teacher Knowledge Application in a Child's Moral Development. The Selected Aspects*. The author emphasizes teachers' responsibility and their ability to reflect upon various moral aspects in the process of education. Teachers' awareness and knowledge are primarily supposed to support children in their moral development. It is crucial in the contemporary world to make teachers more and more aware and capable of organizing the educational process to ensure that moral values are clearly distinct in the process of teaching and education. The article focuses first and foremost on early primary school education teachers who should become more and more skilful practitioners within the scope of including moral values in educational space. On the one hand, it is necessary to shape teachers' morality; and on the other, to highlight them in the process of education and to reveal them to the children.

In the conclusion, we offer book reviews which attempt to explore the topics dealt with in this issue of the Journal of Preschool and Elementary School Education.

The contemporary reality requires redefining the points of reference which seem fixed, something that is 'for sure' and allows for a sense of stability. Both family life and the process of education need reflection and new models of behaviour. The crisis understood as the need to change the fixed behaviour patterns is connected with the economic crisis on the one hand and the moral crisis on the other. The papers presented in the following issue of the Journal of Preschool and Elementary School Education invite reflection upon the dilemmas created in the changing



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reality within the area of economic education, parents' gainful employment and more conscious inclusion of moral values in educational processes.

Ewa Dybowska



# Articles

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**Anna Błasiak**

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## **Parent's Professional Activity and the Shape of the Contemporary Family in the Era of Rapid Social and Economic Transformation**

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### **Introduction**

The family, the commune of life, is created and functions in the social, economic and political reality of a given period, which shapes its form, structure and the quality of care, upbringing and socialization of children and adolescents. This reality poses specific challenges and threats. "Every generation must face 'its' reality and its particular challenges" (Wójcik, 2008, p. 7). The article attempts to arrive at a diagnosis of the shape of the contemporary family and the tendencies within the area of family life in a period of rapid economic, civilizational and cultural transformation of societies. The professional career of parents is an important element shaping this reality, and a significant factor that can be used to interpret and search for solutions within the area of numerous contemporary social issues, including the economic crisis and family stability, and its ability to perform care and rearing functions. From the methodological perspective, the article offers a synthetic review of the subject literature and engages in constructive criticism.

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### **The individual and family dimensions of the professional activity**

Work is an important phenomenon both in the history of mankind, as it covers all generations of all people in all times and on all levels of economic and cultural development, as well as in the history of individuals, as it is an indicator of human existence, a crucial element of everyday life and a source of dignity. Together with entertainment, curiosity and learning, it is a basic form of human activity and is a significant part of human existence. It is distinguished from other forms of activity by its results: the effect of work is a product (material or not) used by a worker or other people (Oleksi, Szabała-Walczyk, pp. 41–42). The agent of work is always a human being, who, in a planned and deliberate way, transforms the world in order to satisfy his needs and realize his humanity.

Human work is understood as a social and individual value. On the one hand, it is a social value because the worker contributes to the social and economic development of the world and “thanks to work and with its help a social bond between people is created” (Wyszyński, 1957, p. 35). On the other hand, it is an individual value, because it allows the worker to develop and excel by becoming more human (John Paul II, LE 9; Doniec, 2001, p. 103), and it also perfects things and surroundings. If work is to be perceived as a value in these dimensions, it cannot be enforced, but must be undertaken willingly. Coercion, in contrast, is a threat to human dignity and freedom (Błasiak, 2002, p. 91). Additionally, “human work cannot be treated only as an element necessary for production – the so called workforce. A person cannot be seen as a production tool. A person is the creator of work and its doer. Work should not lose its dignity. The central element within work – any work – is a human being. Thanks to work people should perfect and deepen their personality. We should not forget (...) that work is for people, and not that people are for work” (John Paul II, 1997, p. 55). This last statement is especially acute if we bear in mind current economic transformations. Moreover, the importance of “work as a value depends on the role and importance a person assigns to it. To a great extent it is conditioned by the personality type

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of a person, his socialization in family, his vocational training, his level of education, his social background and the type of work he does”(Doniec, 2001, p. 103).

In education, work is not treated as an instinctive behaviour or a source of pleasure. It is an activity which depends on the person’s capabilities, knowledge and willingness, which leads to the creation of objectively valuable works (Nowacki, 2008, p. 76).

On the one hand, work is a means to life; it is a source used to satisfy material needs. In this case, it is treated instrumentally, because it helps to achieve concrete life goals, including supporting the family, and hence widespread efforts to obtain well-paid jobs. From this perspective, this value is economic in nature. On the other hand, work can be treated as a means which leads to fulfilling one’s higher needs, such as self-realization, development, perfecting talents and interests, or serving others. In this case, a job leads to a career, power and social prestige. These criteria endow work with an autotelic sense (Doniec, 2001, p. 103).

A professional career and family are interconnected and influence each other. As far as family life is concerned, work can be viewed from two perspectives: as a phenomenon allowing people to live and support their family, and as a factor allowing them to fulfil family goals, including child-rearing. These two issues remain tightly correlated. However, work in the broader sense refers to the whole society and nation (John Paul II, LE 10). It is important for both sets of values – one connected with work and the other connected with family – “to be joined and to permeate each other in an appropriate way. In a way, work and the money it brings are conditions necessary to start and support a family. Work and diligence also influence the whole process of child-rearing in the family because ‘everyone becomes a human being’ also as a result of work, and the process of becoming a human being is the foremost aim of the process of bringing up children” (John Paul II, LE 10). That is why it can be stated that “a family is (...) a community which can exist thanks to work, and it is also the first internal school of work for everybody” (John Paul II, LE 10).

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### **Women's professional activity as a contemporary tendency**

Significant changes in the contemporary family are connected with the fact that women undertake professional careers. Their work is a basic feature and a stable tendency in family life. For many women work means more than just a source of money: it gives them satisfaction, allows them to develop themselves and influence their surrounding reality. Work contributes to the rising social position of women, as they now take active part in public and social life and become involved in various non-personal activities, which broadens their life perspectives and allows for self-realization. The consequences of professional work are also visible in the area of personal life. Women have gained financial independence from their husbands/partners, and can satisfy their needs by themselves; they can develop their interests and increase their self-esteem, responsibility and safety. As far as the family is concerned, women's work and salaries substantially contribute to family budgets. In many cases, it is a financial necessity. Additionally, women's professional activities have enforced changes in men's attitude towards them. Men have been forced to undertake various household chores and family duties which used to be undertaken by women. However, women's work also entails certain negative aspects, in most cases connected with the lack of proper care of children (nowadays various institutions took over many duties connected with child care and upbringing), faulty organization of family life, the lack of time, stress, emotional tensions, marital and family conflicts, and problems with maintaining a proper balance between work and family duties. It should be added that "at present work is highly intellectualized in nature and entails continuous learning, keeping up-to date and upgrading qualifications" (Biedroń, 2009, p. 44), which requires time and involvement from parents.

Women's economic autonomy has shifted the traditional position of men in the family and society. Gradually women are beginning to be perceived as equal and independent partners of their husbands in all areas of marital and family life. A husband-father has ceased to be the central figure in the family, and he has lost his authority. In the context of these



phenomena, a theory of competitiveness has been put forward, which indicates the existence of rivalry between spouses/partners over the position and authority in the family or in other social relations (Biedroń, 2009, p. 49). Women's economic autonomy has also led to changes in other areas of marital and family life. M. Biedroń points at the economic emancipation of various family members, including children, which is "visible not only in separate bank accounts, but also in not revealing how much money is deposited in them. Pre-nuptial contracts, prepared in case a marriage ends, are becoming increasingly common nowadays, as they allow partners to regain their investment. Consumerism prompts people to spend more and more time earning money at the expense of many traditional values" (Biedroń, 2009, p. 49).

Due to the phenomena and tendencies indicated above, household chores are now perceived as less valuable than a professional career. As a result, women who give up their jobs and stay at home taking care of children feel undervalued, and often experience frustration and a lack of satisfaction. Moreover, some people think they waste their lives and are unsuccessful.

To summarize, it should be stated that the most "widespread model of a wife and mother nowadays promotes combining family life and professional duties: being a co-bread winner, carer and the organizer of family life and, at the same time, performing social and professional duties, and enriching them with valuable female qualities, such as sensitivity, warmth, aestheticism, and intuition" (Doniec, 2001, p. 105).

### **Models of personal and family lives in the context of socio-economic transformations**

Family, which has existed from time immemorial, is a dynamic system, which undergoes continuous evolution. Its history indicates that its structure, function, and the roles of its members change over time. These alterations have been dictated mostly by economic and cultural changes and the advancement of technology. According to A. Toffler's theory

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(Toffler, 1985), the model of the nuclear family prevails nowadays, which is a direct result of the emergence of industrial society, defined by industrialization and urbanization. People migrated from villages to cities to look for jobs and upgrade their socio-economic situation. Consequently, a breakdown of the multi-generation family took place (Wawrzyniak-Kostrowicka, 2009, p. 59). The electronic era of today<sup>1</sup> has been shaped by the advancement of technology and professional requirements which impose limits on family life and impede the development of intimate bonds with others (Wawrzyniak-Kostrowicka, 2009, p. 59). Thus, a two-generation family dominates, which is a small and carefully planned family, consisting of a married couple and one or two children. It is a self-sufficient community, financially self-reliant, living in a flat belonging to them, and independent from neighbours and local communities. It is also characterized by a narrow circle of friends and acquaintances and blood relations restricted to the closest family.

In Poland, which is an urban-industrial society, the prevalent model is the so-called modified extended family. There are two variants of this model: the first one, in which the biological family and the reproductive family live together under one roof but are financially independent and have separate households; and the second one, in which both families live separately but maintain close and strong relations and help each other on regular basis (Doniec, 2001, pp. 15, 17, 30).

A dominating tendency to have a small family contributes to diminishing acceptance towards families with more than two children, which are stereotypically associated with poverty and pathology. This is an extremely harmful view of such families. Moreover, numerous advantages of being raised within a big family are hardly ever mentioned.

The transformations taking place nowadays in the economic and civilizational areas of life frequently make family life subordinate to professional life, which continuously places higher and higher demands on employees connected with their mobility, availability, and upgrading

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<sup>1</sup> This period is also described as *the third wave society* according to A. Toffler and *the postmodern era* according to Z. Bauman.

their qualifications. "Expectations regarding the quality of life and interpersonal relations change alongside upgraded qualifications, professional development, and the increase of the social position. An individual who wants to reach a standard of life adequate to his needs is forced to comply to his employer's requirements and adjust his personal life to suit his work. At the same time, he sacrifices his personal life and family bonds to the desire of professional development and social prestige. On the one hand, members of this information society are forced to conform to work requirements, and, on the other hand, they are unwilling to resign from the profits connected with the change of lifestyle, even at the expense of stabilizing their personal spheres" (Wawrzyniak-Kostrowicka, 2009, p. 60).

Placing a professional career over self-realization and comfort is a significant tendency in the life of a contemporary person. It is connected with widespread respect towards individualism. This is why an individual often faces a dilemma: self-realization versus life with others and for others. Unfortunately, the latter often loses. As a result, the number of divorces and separations, as well as the number of children born out of wedlock, are increasing, while the number of marriages and the fertility rate are decreasing, and the decision to have the first child is taken later in life than ever before. New models of life are emerging, such as: diasporic families, multifamily families, long-distance families (LAP or LAT), cohabiting, expats, or singles (Wawrzyniak-Kostrowicka, 2009, pp. 59–61; Błasiak, 2012, pp. 87–106).

A high number of divorces results in the development of other forms of family. Divorcees marry again. "A cluster of several families arising as a result of marriages and divorces is called a multifamily family. Spouses in this model must fulfil the roles earlier played by someone else. Children from former marriages find it especially hard to adapt to new conditions and new persons in the family" (Wawrzyniak-Kostrowicka, 2009, p. 61). This situation influences not only the functioning of the family but also the development and upbringing of children. Divorcing and re-marrying lead to a widening of the circle of adults who take part in the upbringing and socializing of children in various periods of their lives and to various extents.

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A high percentage of couples cohabit in different forms. One of them is called LAT (*Living Apart Together*) or LAP (*Lebensadschnittspartner*), which means being together but living apart (Wawrzyniak-Kostrowicka, 2009, p. 62). Another is called LIL (*Love in Lover*), which means being with someone you love but living apart (Jucewicz, 2010, p. 238). In such situations people treat each other as life partners, yet they live separately. This form is particularly popular among young people deeply involved in their professional careers, although such pattern is not unheard of among middle-aged or elderly couples. It can be found among couples in which both partners are financially independent, have their own flats and daily routines which they do not want to sacrifice, and that is why that cannot imagine sharing their space with someone else and giving up their daily habits (Wawrzyniak-Kostrowicka, 2009, p. 62). "There are also rare instances of marriages, sometimes even with children, who live in a big house (or flat) divided into sovereign zones and furnished according to the person's likes or dislikes. (...) This model of marriage can be called LTA; that is, *Living Together Apart*" (Biedroń, 2009, p. 50).

Nowadays, corporations shape family life to a great extent, enforcing a life model called *expats*. This term describes people who work in corporations and travel all over the world to expand their company (hence the name of this model) into new markets. The inconveniences associated with this kind of lifestyle are compensated by a very high standard of living. Such workers travel alone or with their families. If they travel with families, the negative consequences of the incessant changes of the place of living take their toll in the area of children's development. Specialists talk about the TCK syndrome (*Third Culture Kids*) found among those children, which manifests itself mostly by the lack of a sense of belonging and loneliness, high degrees of tolerance, flexibility and openness towards other people. When expats travel alone, their marriages often collapse, and children suffer the negative consequences (Wawrzyniak-Kostrowicka, 2009, p. 62) of living in an apparently full family, but, in fact, a single parent family.

As a result of widespread job migration, diasporic families/marriages are gaining in popularity. They are often called weekend families/marriages, because spouses /family members are physically separated as they

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work in another city or even another country. They are together only at weekends (Jucewicz, 2010, p. 239) or during the holidays.

The data available indicate that the number of childless marriages (Szumilas, 2008, pp. 91–100) is increasing. Such marriages can be divided into three groups: couples who do not want children yet and who postpone the decision of having children until later when it will be more convenient. It might be connected with their financial situation (the lack of money, the lack of a flat, a flat that is too small, a mortgage to pay off) or with their need for comfort, indecisiveness, a professional career or education. Such couples take the decision concerning procreation rationally and calculate the best moment for a child based on their financial situation. From this perspective, having a child is a conscious choice in the process of family planning (Przybył, 2000, pp. 83–95).

The second group consists of people who do not want to have children at all; that is, families who voluntarily resign from having children because of various reasons (Przybył, 2000, pp. 83–95). This group includes a contemporary family model called DINKS (*Double Income No Kids*) (Biedroń, 2009, p. 49). Such couples are mostly found among well-to-do inhabitants of big cities, and their decision not to have children is based on hedonism, individualism and egoism. Such marriages are focused on the couple's own development, careers and achieving high positions, which is connected with frequent changes in their place of work, and fulfilling their needs to maintain a high standard of life. Children are an obstacle when it comes to achieving these goals (Jucewicz, 2010, p. 238).

The last group includes marriages who do not have children because they cannot have them. They want to have children, try to have them, but, because of age and infertility, are unsuccessful in their attempts (Przybył, 2000, pp. 83–95).

On the basis of the above considerations, it can be concluded that socio-economic transformations have resulted in significant changes in the internal and external structure of the family. As far as the external structure is concerned, the family is smaller now than in the past, the intergeneration dependence has disappeared, while the autonomy and

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independence of the family has increased. It is a closed group, hardly linked with external structures, but strongly protecting its intimacy and independence. As far as the internal structure is concerned, it is internally coherent and strongly oriented towards expressing its members' personalities. The changes also cover the relations between family members, which are now of a more democratic nature; personal bonds dominate over material ones, and the emotional function prevails (Doniec, 2001, pp. 16–19). This is especially true of a marriage, which now has an egalitarian nature resulting from the unification of male and female roles, and the principle of equality between them. Marital and parental duties are divided between spouses on the basis of partnership, and this partnership is based on patterns of behaviour mutually worked out and on a strong emotional bond built on respect and responsibility (Błasiak, [no year], p. 327). Getting married is mostly motivated by love, which is an important objective and value, and the foundation of marital success. Love usually originates in infatuation “which is (...) a passing emotion. That is why, to take good care of their relationship, spouses should work on themselves to transform infatuation into love – the attitude which is conducive to building common ‘us’ and leads to genuine friendship between spouses, which can be displayed by permission to be oneself, kindness, openness, and willingness to stick to each other no matter what happens. (...) Love between spouses is active and dynamic, and it undergoes constant changes. That is why its quality depends on spouses' personal maturity and sensitivity to each other and to oneself” (Błasiak, [no year], p. 328). Consequently, nowadays a marital bond (Błasiak, 2010, pp. 129–142) is based on personal values, mainly love. It has become deformalized. Authority in the family (Błasiak, 2010, pp. 89–96) is also shaped on the basis of love and the principle of love and concern. The power depends on the predispositions and abilities of family members. These changes triggered the metamorphosis of the nature and extent of parental roles. Clear-cut norms and rigid family roles no longer exist, as they can be negotiated, and there is no division into male and female duties. Both parents are actively engaged in the upbringing of their children, and seek to satisfy not only their children's biological needs but also

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psychosocial ones. Parents pay great attention to the comprehensive development of their children, and the aim of upbringing is the child's happiness. It is connected with the fact that the position of a child in the family has changed. It is now higher than ever before. A child is treated as an autotelic value, not an instrumental one. The lack of distance between parents and children is clearly visible, and their relations are based upon partnership and friendship. Children have been freed from arbitrary parental rule. Autonomization of family members is another change in the internal structure of the family. It has taken place as a result of the dominance of individualism in a postmodern society, and that is why family members are first of all directed towards satisfying their own needs and the realization of their personal goals. Autonomization of an individual and the individualization of the person's mentality have resulted in the emergence of a new way of thinking about the reality and the family. These tendencies have been triggered by the professional activation of a wife-mother and the increase of her social position (Doniec, 2001, pp. 30–31).

Parents' professional activity and the economic situation of a contemporary family are connected with one more phenomenon: children's late financial independence. The bases of this phenomenon are a lengthened period of education, the economic crisis (problems with finding a satisfying job), and a liberal style of child-rearing, which discourages young people from an independent life. They do not want to live on their own because they are 'served' by caring and overprotective parents, and are not obliged to do any household chores, nor to comply with any directives or prohibitions. They live in the "Mommy Hotel", as if they were princes in royal courts. In such circumstances they have neither reason nor motivation to begin and continue self-supporting lives (Biedroń, 2009, p. 49).

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### **Problems in the family in the context of parents' professional activity**

The negative civilizational changes connected with the parents' professional activities which influence family life include unemployment, work migration and Euro-orphanhood.

Nowadays the economic situation of the family is not stable, and depends on parents' professional activity carried out in institutions outside families. The lack of stability is deepened by the economic crisis, entailing problems in the area of employment. Having no job or working part-time results in financial problems, which enforce changes in the lifestyle of a family affected by them. It is necessary to limit spending and reduce material needs, even the most basic ones. There must be cuts on leisure activities, cultural life, social life and extracurricular activities for children. The nature of contacts inside the family changes. As a result, the family loses its caring and educational agency and experiences devastating effects in the emotional, expressive and social areas (Najder, 2009, pp. 241, 242).

Unemployment data indicate that the situation in Poland is difficult<sup>2</sup>. This problem affects the whole world, including countries belonging to the European Union. Unemployment is accompanied by parents' job migration, as problems with finding employment or meagre earnings force many people to leave their country and live abroad, which takes its toll on the permanence of the family and the quality of its caring, educational and socializing interactions.

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<sup>2</sup> "In January 2012 the number of the registered unemployed exceeded 2 million. The number increased by almost 140,000 in comparison to December 2011. The unemployment rate in January 2012 equalled 13.3% and was higher by 0.8 percent than in December 2011. The increase of the unemployment rate was observed in all voivodeships". J. Mazur, *Praca kluczem polityki rodzinnej*, in: *Dokąd zmierzasz, współczesna rodzino?* Ed. M. Duda, A. Świerczek, Wydawnictwo św. Stanisława BM Archidiecezji Krakowskiej, Kraków, (no year), p. 355.



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## **Conclusions**

To conclude, it can be claimed that the family unceasingly remains a valid research issue and is thus analysed from various perspectives. It is the natural and the most significant environment for the development of new generations. It is affected by numerous positive and negative changes resulting from global transformations. The family exerts its influence on a child no matter whether it is a valuable or dysfunctional environment. That is why it is vital to identify factors leading to dysfunctions within the family in order to take preventive and corrective measures when needed. In this context, a diagnosis of changes in the area of parents' professional activity seems significant. Such changes are connected with civilizational and economic transformations and, to a great extent, influence the shape of marital and family life, and the functioning of a family as a caring and rearing environment. The conversion of the family covers structural changes, functions in the family, and the roles and positions of family members. As a result, various mosaic and often disintegrated forms of personal and family life can be found in contemporary societies. Thus professional educational activities, based on a reliable diagnosis, ought to aim to maintain the stability of the family, which should satisfy common human needs and correctly fulfil its functions, as well as aiding parents, who should be able to function effectively in this new, often difficult, reality.

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### **Summary**

The socio-economic transformations taking place in the contemporary world condition the shape of the family and the quality of the process of the development, upbringing and socialization of the youngest generation. Family life has become subordinate to a professional career, which is an important factor in these transformations. The assumption that a properly functioning family is the best environment for child-rearing, as it provides stimuli necessary for children's harmonious and comprehensive development, leads to the diagnosis of the changes affecting the family. Such a diagnosis should serve as the basis for educational activities supporting contemporary parenthood.

**Keywords:** professional activity, models of personal and family life, socio-economic transformations

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## **Economy as a Crucial Component of Elementary Education Curriculum**

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### **Introduction**

The aim of the article is to demonstrate how important it is to teach children a way of economic thinking from an early age. Children become acquainted with the real context of their existence; they develop their skills of planning, arranging, and managing activities connected with economy on the micro-scale. This results in the building of a research approach to life which can help children make good decisions when considering either their choice of items to be bought, or the purpose of saving money. Nowadays having such a skill seems very rare, particularly because there is a wide tendency to promote a commercial style of living which may cause real danger in bringing up children who, if they lack this knowledge, may purchase goods which are not worth very much as their quality may be low. This reveals the necessity to deal with many “rubbish” things that deceive particularly young customers.

### **Wide perspective justification for economy implementation in elementary education curriculum**

Analyzing the pros and cons of implementing the basics of economy in the elementary education curriculum as novelty following the latest tendencies, a constructive solution appeared. Some arguments indicate

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the need to start with this problem. The fundamental one turned out that economic education has always been the subject of debate all over the world, the evidence for which can be found in the following documents:

- The white book entitled “Policy in a Branch of Financial Service in 2005–2010s”, published in May 2007.
- The green book concerning retail financial services on an equal market.
- The resolution of the European Parliament concerning policy in the financial services area, accepted in July 2007.
- The Ecofin<sup>3</sup> Council (**Economic and Financial Affairs Council**), established on 8 May 2007. It appealed to Members of the European Community to hasten to undertake activities to increase awareness of citizens concerning the necessity to acquire knowledge within the financial sector, with simultaneous preservation of the proper investor’s protection.
- The European Commonwealth Commission, in the report concerning equal European market of the 21<sup>st</sup> century, defined financial education as the basic element of its efforts aiming at assuring that the common market will bring immediate profits to European citizens, enabling them not only to choose the best financial services offered on the European market, but also to acquire the basic knowledge on personal finances (KOM (2007) 724).

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<sup>3</sup> The Ecofin Council (Economic and Financial Affairs Council) belongs to one of the European Community institutions. The Ministers for Economic Affairs and Ministers for Finance of the European Community Member Countries are included in Ecofin. Together with the Common Affairs Council and the Agricultural Affairs Council, it is one of the oldest configurations of this organ. The Ecofin Council deals with formulating and accepting the establishment of the economic policy, which is a major instrument for achieving financial cohesion among the member countries of EU. Moreover, it supervises the member states in relation to progress on the way towards Economic and Currency Union.

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However, it is clear that technical progress, globalization and innovations induce a level of complications which are becoming more salient. For many people it is difficult to predict when and whether at all financial offers shall change. Some research (Financial Knowledge of the Poles, 2009) has been undertaken and indicates that the level of knowledge of finances and the economic basis among consumers is rather low. "The main problem of the society is not only a low level of knowledge, but also lack of motivation to change this situation. The majority of those surveyed consider economic knowledge to be boring, however useful in life. According to them, it should be transmitted in an easy and pleasant way, e.g. on the radio or television" (Kaczmar, 2013, p. 2). After considering the respondents' opinions, Polish Television together with the National Bank of Poland made a TV series entitled "Take it easy, It's only Economics", which aimed to increase the economic competence of the Polish people in an accessible and clear way.

The section "Animations" from the website NBPortal.pl is worth recommending because of a series of multimedia presentations and animated films about economic subjects, as well as the central bank, marketing and advertisement.

The European Commonwealth Commission, in an announcement entitled "Financial Education" of 18 December 2007, mentioned some problems which are faced by consumers of financial products. They are as follows:

- Many people cannot plan their financial future; they are concerned or they choose the products which do not fulfil their needs. Therefore, the probability that these people will fall into a trap of debts or will have other problems is increasing, particularly when their personal situation changes, e.g. because of a loss of relatives, divorce or losing a job;
- People often overestimate their knowledge concerning financial services;
- For many people, the world of finances is too complicated to understand: they realize more and more often that they lack the basic

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skills necessary to understand and make financial operations. This can have important consequences when it comes to the ability to negotiate with the individuals or firms offering suitable services or to receive from them the best offer (KOM ( 2007) 724T).

There is a need to improve the level of economic awareness in the society. Everyone should know the rules of the mechanisms on the economic market. Knowledge on the way the market functions allows us to reasonably manage our own financial funds. The above analysis implies that the ability to plan expenses and predict the consequences of making economic decisions is the most essential aspect of avoiding failure on the financial market.

### **Planning skills grounded in economic education**

The means of payments are understood as limited funds which are used to fulfil economic needs. Another notion is associated with this. It is the category of **unlimited funds**. Here the problem appears: how to fulfil unlimited human needs with limited funds? The economy is the answer to this question; it examines the ways of making decisions concerning the use of limited funds in order to achieve as many benefits as is possible, and to fulfil all the needs.

In this context one can pose a question: Does the economy have only a financial aspect? To answer this question, one may apply definitions included in the literature on the subject.

Etymologically, the word **“economy”** originates from combining two Greek words: *oikos* (*oikos*) – house and *νομος* (*nomos*) – rule. According to historical resources, this term was used for the first time by the Greek philosopher Ksenofont to define household management. The ancient people associated this word with the rules of running the house. Another version coming into existence is the word “economy” which comprises the integration of such words: *oikos* – house, household and *nomeus* – man managing, directing.



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In foreign language dictionaries we can recognize five meanings of the word:

1. To study the law that rules production, exchange and division of the goods in society;
2. To study the rational management of home funds;
3. To study the management of people living within mutual social bonds;
4. The ability to use something rationally in the economic area, in short economy;
5. In the past, the royal estate the profit from which was assigned for the needs of a court in Poland (Kopaliński, 1983, p. 114; Wiśniowska, 2009, p. 239).

It is essential to take effective action to achieve the desired effects. Limited funds force us to take decisions and simultaneously make choices. A child also faces making a choice: for example, he or she considers whether to buy a lollipop or candies, because a parent allows the child to choose only one thing. When choosing something, we bear certain consequences, including financial ones. For instance, if the the above mentioned child decides against the lollipop in favour of candies, the lollipop becomes an alternative cost. This demonstrates that the need to shape the economic attitude among children manifests itself naturally. When a child makes a choice, he or she is unintentionally affected by the criteria of rational economy; these include:

1. Consideration of what is the most important
2. Search for alternative solutions
3. Careful analysis of every presented possibility.

Following this way of analysing decisions, step by step, teaches respect for money, economical management, and the rules in the world of finances. It also influences children's attitude to finances, although, first of all, children learn simple economic aspects from their parents. From the earliest

age they accompany parents during shopping, and this provides a good opportunity to learn. A child observes how parents plan the shopping. Parents sometimes read a shopping list that has been prepared earlier, and put the products into the shopping basket. For a child, at this stage of life, it can be too complicated because of many reasons. First, the child may have a problem with reading; second, there are the same things on the shelves, but they come from different companies. What distinguishes them is: the brand, packaging and price. Adults tend to analyse, considering a few different aspects, and then finally make a choice, trying to save some money. For the child this is also inevitably an excellent lesson – how to save money, for its value is estimated by the limited funds in a budget.

In the EU countries, there are a lot of initiatives in order to help teachers teach a proper approach to finances. Numerous programs, realized by different institutions, are directed towards both the adults, young people, and children. There are various forms for transmitting economic knowledge in the educational context. They depend on the consumer. For younger clients, children's economic universities are organized, board and computer games are created, animated films are made, fairytales and stories are written or financial education programs are promoted, for example, "From a Penny to Pound" or the programme "A Pile of Pence". For slightly older children, contests, competitions and conferences are organized. Moreover, there are magazines that introduce selected aspect of the world of finance to young people, for example a magazine for the young manager "Ekonopedia" (accessible on the website [www.ekonopedia.pl](http://www.ekonopedia.pl)). In Poland, the National Bank of Poland supports most of these undertakings, when promoting economic knowledge to be transmitted to private and institutional receivers. However, pre-school education is not taken into consideration.

Based on its analysis of the programmes which have already come into effect in the EU, the Commission formulated some essential rules to be elaborated within effective economic educational programs; these include:

**Rule No. 1:** Financial education should be actively supported and it ought to be constantly accessible at all stages of life.

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**Rule No. 2:** Economic education programmes should be carefully adapted to the particular needs of people who apply them. A prerequisite for the achievement of this goal is the undertaking of research concerning the present state of knowledge to ensure that it is possible to identify those issues in which the lack of knowledge is the most conspicuous.

**Rule No. 3:** Consumers should gain knowledge relating to economic and financial matters as early as possible. The proper national organs ought to consider including knowledge within this sphere as a compulsory subject in educational programmes.

**Rule No. 4:** Economic education programmes should include the universal tools to inform the participants about the necessity of broadening knowledge concerning financial matters, and developing the ability to estimate financial risks.

**Rule No. 5:** Knowledge concerning finance, transmitted by companies offering financial services, should be open to the public in an honest, clear and fair way. It is necessary to care about the consumer's interests in order to eliminate the opportunities of cheating them.

**Rule No. 6:** People who directly implement the economic education programme should receive some sufficient funds and proper training in order to follow the instruction efficiently with faith in their skills.

**Rule No. 7:** It is necessary to support the coordination among the founders at the national level, to achieve a clear division of duties, exchange experiences more easily, as well as use accessible resources in a rational and proper way, according to priorities. It is also necessary to improve international cooperation between the institutions offering economic educational programmes, to exchange the best training practices more easily.

**Rule No. 8:** Authors offering economic educational programmes should seasonally assess and update the implemented programs when necessary, so that they could always respond to the best applied solutions.

According to the first and the third rule, the basic economy should be introduced from an early age. The authors of the pre-school curriculum share the view that the aim of pre-school education is the development of social skills among children because they are crucial in an adult life. The

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child, before he or she enters the school, is able to behave in different everyday situations and tries to predict the results of his or her behaviour. A child can make a choice between good and evil. While building the system of values, a small child can see the difference between the poor and the rich. Moreover, he or she is preoccupied with a sense of respect towards them (Annex No. 1 to the order of the Minister of National Education of 23<sup>rd</sup> December 2008). Pre-school age is a time when some habits are consolidated, the patterns of behaviour are coded, and, moreover, self-confidence and financial confidence are developed. One cannot forget that the child learns very efficiently through games, in the world of dreams and illusion. Fairy tales, stories and legends enable the arrangement of this space. Through them, it is possible to introduce a child into the sphere of economic matters, in an easy and pleasant way. Some elements of economic education can be found in numerous fairy tales, literary or television stories.

Acquainting preschool children with economic culture should undoubtedly take place at the proper level in order to ensure that they can understand such basic principles in a context that will allow them to develop to their full potential. The key observation of the report "A Small Consumer and Finances" reveals that adults are not prepared to teach economics to children in kindergartens, schools and families. There is a lack of methods, programs, conceptions and very often knowledge. To make the situation better and solve such problems, the program "Propaedeutics of Economic Understanding" has been implemented in the Siedlce University of Natural Sciences and Humanities. It includes the following issues:

- The function and role of money in people's lives.
- The purchaser's value of coins and banknotes, goods equivalent.
- The ability to use money in buying and selling transactions.
- Teaching how to manage pocket money and savings. Planning expenses.
- The influence of advertisement on economic ways of thinking among children.
- Institutions in which the economic mechanism works: the shop, store, bank, cashier's office.

- The acquirement of management skills with tricks and marketing traps (e.g. in a shop).
- The creation of skills to make money.
- Charity work (Gneezy U., Meier S., Rey-Biel P. 2011, p. 199).
- Social and economic status: the poor and the rich.
- Basic economic notions like: a coin, trade, cash, banknote, price, consumer, client, selling, buying, change, shop assistant, payment card, credit card, bank account, virtual money, saving, loan, credit, debt, promotion, discount, payment.

Finally, it is worth becoming acquainted with the list of benefits of financial education promotion prepared by the European Commonwealth Commission; it is classified in the three areas:

**List No. 1: Classification of economic knowledge popularization benefits**

| Individual   | Economic   | Social  |
|--|--|---|
| – It will help children to understand the value of money and the rules of management in relation to the funds and the rules of saving<br>– It will assure the necessary skills of living on one's own among the young people<br>– It will help adults to plan their home budget<br>– It will teach how to prepare people for unexpected situations in life<br>– It will teach people how to invest and save money for retirement<br>– It will prepare people to avoid being victims of payment fraud<br>– It will allow people to understand conceptions and financial products better<br>– It will teach people how to make better choices in the case of financial service, therefore it can decrease the risk of being trapped in financial trouble | – It will contribute to the stabilization of the financial system<br>– Decrease the number of citizens who do not pay off financial debts (loans, credits)<br>– Increase diversity <sup>4</sup> , and the safety of economic and investment products<br>– Increase the efficiency of the financial sector<br>– Rising prosperity | – Problem of financial exclusion (rejecting higher-cost and higher-risk offers)<br>– Everybody saves money, even people with low income |

Source: elaboration based on the European Commonwealth Commission Bulletin, Brussels 18<sup>th</sup> December 2007 entitled "Financial Education", KOM (2007) 808

<sup>4</sup> Diversification – making different products or getting involved in new areas of business in order to decrease the risk of running economic work. Through diversification not only the probability of loss is decreased, but the possibility of gaining the highest profit is also reduced.

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Everyone can spend money without any education but it is necessary to learn how to save, invest, plan expenses and apply the ability to make money. It is better to start teaching some economic aspects at an early age, by engaging parents and teachers. It is essential to include small children in the financial management sphere, which will raise the level of economic knowledge within the society. A child who becomes interested in finances from an early age will manage to cope with many problems in the future. Therefore, our thesis is that it is a myth that introducing the knowledge on spending and saving money at a very early stage shall result in the development of their materialistic attitude to life.

### **Conclusion**

Children are vividly interested in a wide variety of things happening in the world and they ask adult lots of questions. Children at the pre-school age ask a lot of questions; they are curious where money comes from, why parents go to work, why poor people exist, what someone who works in a bank does, what may be found in a cash desk, why it is not possible to buy everything, etc. Every question should be listened to and answered; they cannot be ignored. This is an adult's duty to elaborate a program involving a series of classes concerning economic issues. One has to be aware of the fact that among children at the pre-school age "some attitudes showing management appear only at a very low level. Only some of them are able to show ingeniousness and independence when searching for solutions in situations regarding what to do in a case where a lack of money is observed. Most children at such an age show strong dependence on the adult's decisions and relatively low creativity. This can be fully accepted at the level of pre-school education, although it seems useful to talk about the value of money, saving, rational planning of expenses, making decisions. Moreover, it is necessary to know in life, what we can choose not to purchase, what we can wait for, what is more beneficial and what will turn out to be a loss (Dąbrowska, 2013, p.19).

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In summary, those who undertake the task of introducing small children into the world of finances and business should remember about a very important side of life in a nursery school– parents. They are the first crucial source of any kind of knowledge to be transmitted into child’s education. This fact cannot be neglected. Nobody else, only parents, seem to be a “bank” for their child for a long period of time (A. MacEwan, 2013, s. 16–18). Parents perform the roles of financial advisors while children are making the first financial decisions.

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**Abstract**

Business, economy and finance are very popular subject-matters in the contemporary world. This is why it is important to introduce them, step by step, from an early age. "Pocket money", as well as allowing a child to be involved in the family's financial affairs, seems to be necessary for preparing children to develop their management skills which will be useful in their future, adult life. A child ought to know the value of money and possess some ability to apply it. Children gain such rudimentary knowledge on the basis of interaction with the social environment and everyday experience, through participating in economic exchange purchase-sale, witnessing the withdrawal of money from a cash ma-



chine by relatives, using the post office, etc. However, it is a teacher's duty to help children increase and systematize this knowledge in a process of early childhood education. The skills gained by children during the schooling will help them in the future. They will become responsible participants in economic life, making both rational choices and decisions which will affect positively their chance to gain success in personal and professional life.

**Keywords:** economic, education, child, consumer, finance, money.

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## **Teacher Knowledge Application in a Child's Moral Development. The Selected Aspects**

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### **Introduction**

The aim of the article is to show the significance of a teacher's knowledge in supporting a child's moral development. The contents of this article is oriented towards raising teachers' awareness while organizing and managing the educational process, which requires the skills of selecting morally valuable material for children to learn. It requires a mature approach rooted in moral judgment that determines the quality of teachers' practice, and is aligned with the process of reflection formation, openness to become a moral reflective practitioner, which elicits a challenge to disclose its own moral self-identity when performing tasks belonging to a particular subject area. Reflection, here, should indicate the importance of responsibility while organizing and realizing that early childhood education has a tremendous impact on both the quality of further educational stages, and children's motivation to work.

When discussing the aforementioned subject, it is necessary to focus on the following aspects: moral development, moral autonomy, moral imagination, teacher knowledge, content knowledge, pedagogic content knowledge, curriculum knowledge, reflective practice. They are going to be aligned in the context of supporting the children's moral development determined by teachers who perform roles as moral models for them. Finally, an analysis of the material using the hermeneutic method will lead to some implications that can be useful when arranging pedagogical and didactic work with children.

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### Teachers' roles as moral models in children's moral development

When defining pedagogy as an art comprising both theoretical and practical dimensions, one should refer this term to the personal and social context being in constant mutual interaction. Pedagogy with its anthropological, axiological and philosophical background belongs not only to the formal sciences, but to those that are informal as well. Its deductive and inductive character elicits reflection upon the contents to be taught and learned through a transformation process going from moral heteronomy to autonomy, which is reflected in building both teachers and pupils' moral attitudes. Moral autonomy is connected with the person's skills of creating social interactions based on mutual respect between people, equality, and justice. Teachers possessing their own autonomous system and hierarchy of values, moral principles, should behave morally, being open and ready to recognize consciously their self-sense of moral duty and willingness to fulfill moral standards (Gałkowski, 2003, p. 114). It especially refers to working with children, as teachers' moral development has an impact on children's moral development. Moral development means developing in a way in which (Szymańska, 2013, pp. 219–221) a person develops "in such a way that each moral state in turn becomes more perfect than the former one" (Kunowski, 2000, p. 182). The maturity of the complete state requires moral autonomy.

In this context, the morality of teachers performs a significant role when it comes to conducting the educational process. That is why, discussing issues of teachers' knowledge requires some form of reference to the moral field. Then, after specifying its components we are able to see the quality of teachers' influence on pupils' moral development, particularly that teachers are regarded as moral models by young students. Being conscious of this fact obliges teachers to care about their own moral development work that should be transferred into the pedagogic and didactic fields showing the components of teachers' knowledge; this is what is going to be presented below.

Thus, teachers who are expected to be moral models for children, ought to behave in a virtuous way. The following virtues can be enumer-

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ated: honesty, trust, fairness and responsibility. Such values are very precious for the pupils. "Teachers display honesty by telling the truth and acting in an honorable way (...); honesty includes fulfilling promises and commitments, such as maintaining the confidentiality of student records. Honesty also includes not lying, cheating or stealing as teachers fulfill their professional responsibilities" (Lumpkin, 2008, p. 47).

There are many occasions every day to teach pupils honesty. Making them conscious that, for example, copying another pupil's paper is dishonest, or that an attempt to conceal the fact that a pupil's hand has touched the ball during a football match is also dishonest, fosters their honesty attitudes. Moreover, eliciting and emphasizing the meaning of virtue "honesty" while analyzing and interpreting the approaches of the main characters in fairy tales can be useful as well. Teachers possessing the axiological knowledge are able to explain professionally what honesty is. Being honest to students becomes the "personal source" of this virtue. Honest teachers build trust and become trustworthy at the same time. One must know that "the emergence of mutual trust is a vanguard of education. Trust replaces apprehension or fear with confidence and openness. When students trust their teachers, an inevitable mistake is transformed from being a fear of failure into an opportunity to learn" (Lumpkin, 2008, p. 47). Particularly, young children need to trust their teachers who perform the role of moral models for them. Trust helps to create a warm pedagogic atmosphere (Szymańska, 2013, p. 18–20) influencing positively the trajectory of educational process. Feeling safe, children can sincerely open their hearts and minds during various activities designed for them. Trust also releases their creative potentiality connected with the propensities for compassion and appreciation of others, which influences moral development. According to Narvaez, "three general ethical motivations arise from neurobiological substrates of human evolution and are influenced by early experience: Security, Engagement and Imagination" (Narvaez, Lapsley, 2009, p. 262) and these shape moral life. These propensities and substrates appear to be crucial when discussing the process of moral development. Teachers cannot neglect moral knowledge when planning and realizing the pedagogic and subject content within the school curriculum. They are

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obliged morally to make some interventions which "should include the full range of moral skill development, from moral perception and sensitivity to moral action skills" (Narvaez, Lapsley, 2009, p. 265). V. Guroian states: "only a pedagogy that awakens and enlivens the moral imagination will persuade the child or the student that courage is the ultimate test for good character, that honesty is essential for trust and harmony among persons, and that humility and a magnanimous spirit are goods greater than the prizes won by selfishness, pride, or the unscrupulous exercise of position and power" (Guroian, 1996, p. 6). Thus, teachers should pay greater attention to shaping children's moral imagination; this can be described as a dynamic and active process employing metaphors of their own experience image (Guroian, 1996, p. 6). A responsible choice of literature for working with children; their competent analyses and interpretation of contents conducted in an appropriate, professional way, enriched by their own positive experience image, can be particularly fruitful. "Fairy tales and fantasy stories transport the reader into other worlds that are fresh with wonder, surprise, and danger. They challenge the reader to make sense out of those other worlds, to navigate his way through them, and to imagine himself in the place of the heroes and heroines who populate those worlds" (Guroian, 1996, p. 7). It may be worth mentioning that many present tendencies in culture try to "sell" rubbish naming it valuable, original. The word "rubbish" refers to many popularly launched products: for example, ugly toys, violent games, stories, fairy tales, or films full of expressive, sophisticated, brutal, even immoral (deeply concealed) and caricature contents, often illustrated in a very simple, colourful, thoughtless way, which do not inspire moral curiosity. All these things are coded in children's minds. Furthermore, the language is often very poor, short of quality metaphors, which results in difficulties that children may have while describing and analyzing the events in a given context. Therefore, such products are supposed to affect children's perception and imagination which are very active and dynamic. This becomes worse when parents do not have the knowledge of the potential negative consequences when buying the products their children want to have. V. Guroian writes: "Our society is failing to cultivate the moral imagination in part at least because very often the stories we live by – the

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stories we read ourselves or read to our children, the stories we watch on television or at the movies – are not stories that grow the moral imagination, but stories that crowd it out” (Guroian, 2005, p. 34). Many people naively see virtues in them, while these products have nothing in common with them. Teachers who should be moral experts in this area often get lost because they do not possess effective knowledge in this regard. They may not have an idea that some forms and ways of raising imagination are not educational. It is important to mention that we can distinguish different forms of imagination such as: the idyllic – utopian, idolatrous, diabolic and enriched – which can stimulate moral attitudes to life (Guroian, 2005, pp. 39–45). Teachers, if they are honest with their students, cannot avoid showing the truth hidden in the pieces of literature which are being discussed in the lesson, for they are trusted.

Trust “is most effectively taught when it is lived. When students trust their teachers, they do not worry about being embarrassed during class, since they know that misbehaviour will be addressed individually and privately. Trust is natural when students turn to their teachers because they feel they will be listened to, when they are struggling with interpersonal relationships, academic issues, or personal problems” (Lumpkin, 2008, p. 47). Children need to be attentively listened to, especially when teachers teach them listening skills that can be applied in communication with others. It seems that the use of this skill is very complicated nowadays. Easy access to many non-limited moral sources of information can bring chaos when making the appropriate choice, decisions affecting clarity, logic, and dialectic of thinking which afflicts the moral communication process. Pupils are exposed to a pervasive moral relativism. If they trust teachers, they seek their help when discussing matters that worry them. When discussing these issues, teachers “should emphasize the importance of exercising self-control and restraint when challenged and responding appropriately” (Lumpkin, 2008, p. 47), showing their own limitations and humility, which is fair. Even if pupils treat them as moral models, teachers who are aware of this fact, will admit that they are not the only source of wisdom. Fairness displayed in such a way induces feelings of justice, respect and responsibility. Fairness makes teachers demon-

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strate respect for all people, regardless of their origins, gender, race, social status, or individuality.

Honesty, fairness, sensitivity, compassion, care of students are built on a good personal relationships based on respect and openness. Respect encourages respect from others. "Real respect requires that teachers care for those students toward whom they might not have a positive feeling. Teachers who model respect will always appreciate each individual student, even when the behavior of some may be less than worthy of this respect" (Lumpkin, 2008, p. 48). Respect recognizes the dignity of a person, and self – moral identity, possessed by someone "when moral categories are essential, central, and important to one's self-understanding" (Narvaez, Lapsley, 2009, p. 246).

Teachers have a variety of tools for fostering the process of interiorizing the values mentioned above, in order that dignity can appear as the fundamental virtue to be emphasized in any educational undertakings. To do it appropriately, they are obliged to "demonstrate responsibility by being morally accountable for their action and fulfilling their duties" (Lumpkin, 2008, p. 48). Responsibility belongs to vital virtues of moral character, as well. K. Ostrowska presents some dispositions of responsibility. She defines them accordingly: "I have dispositions of influencing the surrounding reality; I am a member of a community; I am the maker, creator of events; the external criteria for our own activities assessment is accepted; I should be prepared to take responsibility for the activity results; motivation and willingness have an impact on reality and its shape; motivation and willingness to develop the capacity of getting to know our own possibilities and means that will lead to the goal" (Ostrowska, 1998, p. 25). Being responsible indicates a mature approach to self, others, the world, and to God. Being responsible means a readiness to bear the consequences of the results of our own actions which affect not only our own life perspective but others as well. Thus, being responsible is tightly linked with reasoning, sensibility and wisdom.

A readiness to take responsibility for the results of our own actions, to bear the consequences, to change the way of doing things, shows the quality of critical thinking in action. D. T. Willingham states: "Critical think-



ing is not a set of skills that can be deployed at any time, in any context. It is a type of thought that even 3-year olds can engage in – and even a trained scientist can fail in. And it is very much dependent on domain knowledge and practice” (Willingham, 2007, p. 10). Teachers showing critical thinking behave like researchers and historians. They constantly desire to broaden and deepen the constructive knowledge of pedagogy, subject content knowledge tied up together in teachers’ knowledge. This enhances reflection upon our own specific work style, and raises the question – *How to become a reflective practitioner transferring the fruits of own reflective knowledgeable practice into building children’s reflective responsibility?* M. Carter, W. Cividanes, D. Curtis, D. Lebo claim that a reflective teacher „examines his or her reactions to children or their action to understand their source; is curious about children’s play and watches it closely; documents details of children’s conversation and activities; takes time to study notes and photos to work out what is significant; eagerly shares stories about children’s learning with families and co-workers; asks co-workers and children’s families for their insights; reads professional literature to learn more; shows children photos and stories of themselves to hear their views; changes the environment and materials to encourage new play and learning possibilities” (Carter, Cividanes, Curtis, Lebo, 2010, p. 1). Teachers as reflective practitioners assist students – learners in their process of building reflective attitudes to life, rooted in moral virtues. This assistance must be real, true, subtle, delicate, not self-imposing, although very concrete and visible when the educational situation requires it, when the pupils’ safety is at risk (Szymańska, 2013, pp. 14–17). Such a pedagogic readiness fosters the children’s process of moral, autonomous development, for which teachers are also responsible.

### **Categories of knowledge a teacher is supposed to possess**

Children – young learners and teachers, performing their own roles, participate jointly in organized educational activities directed at concrete practical tasks. J. Cogill claims: “Practice may be affected, for example by

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the school environment, a teacher's position in the school, previous teaching experience, teacher training and a teacher's own experience of learning (...). Meanwhile, there is a consensus from those working in the field that "teacher knowledge' is fundamental to pedagogy" (Cogill, 2008, p. 1). To depict the meaning of pedagogic content knowledge it is necessary to mention seven categories of knowledge: content knowledge, general pedagogic knowledge, pedagogic content knowledge, curriculum knowledge, knowledge of learners, educational contexts, and educational ends, purposes, and values (Shulman, 1987, pp. 61–77). Teacher pedagogic content knowledge seems to be crucial in building moral character, moral imagination, and moral development. That is why some of its components need to be presented below.

Content knowledge covers all substantive domains that teachers teach in a didactic approach. This kind of knowledge obliges them to choose appropriate materials, books, devices, methods, techniques, and strategies to produce positive effects in learners (McNamara, 1991, pp. 113–127). This makes teachers search new areas of deepening, widening, and updating subjects' references. They become scientific explorers of a newly discovered land inhabited by their students. Teachers who possess a wider knowledge, embracing the moral development domain, have the chance to teach in a more interesting, dynamic way; they show the content knowledge from a different perspective and a meta-side point of view inducing meta-cognitive analysis of teachable aspects designated for their pupils at the appropriate age. They become more objective showing critical and divergent ways of thinking with reference to the topic taught by them. The subject content knowledge helps teachers to arrange, in an adequate developmental way, their professional interests. It also helps them to resolve moral dilemmas if they appear during their interactions with students. Teachers who have an awareness of the fact that each choice is somehow biased and subjective, try to be objective when students' moral goodness is considered. As mentioned above, what appears to be crucial in this respect is responsibility.

An additional positive influence on learning effects is the amount of relevant knowledge to that of the content that teachers possess. Under-

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standing the problem to be solved from different perspectives helps them find the key to children's minds and their hearts, awaking their moral imagination in searching for the true beauty in the activities that they plan to undertake.

Another form of knowledge – that which is pedagogic – constitutes what is generally understood to be teacher knowledge as well. There are some attempts to define it. Shulman treats it as “the broad principles and strategies of classroom management and organization that appear to transcend subject matter” (Cogill, 2008, p. 2). This indicates the meaning of a teacher's personal talent, which can be described as a scheme of virtues that are combined as follows: mature creativity; ability to control and discipline students in the classroom; clear, resourceful, and a didactic way of subject fulfilment; skills motivating students to work and good behavior; support and help; ability to build good relations with other teachers, students and their environment; and creating a positive atmosphere of trust, safety, engagement and sincerity. Thus, teachers' talents impact children's abilities to fully exploit their talents and their moral development. It should be remembered that there are “four dominant models of learners' minds that need to be understood: children as initiative learners, children as learning from didactic exposure, viewing children as thinkers and children as managers of their own knowledge” (Cogill, 2008, p. 2). This should foster a trajectory of didactic and pedagogical process aligned with possessing pedagogical content knowledge. It indicates that teachers' responsibility must be considered in terms of being treated as models of virtues by their students.

The awareness of who the teachers are, leads to a deeper, reflective understanding of the fact that, since they perform an “influential role in the lives of young people, the public still expects teachers to display behaviors reflective of moral virtues, such as fairness and honesty, and adhere to professional codes of conduct (...); school and teachers should educate for character, especially through teaching respect and responsibility. As teachers interact with students, it is vital for them to serve as role models of character by making professional judgments and decisions based on society and moral virtues” (Lumpkin, 2008, p. 45). This re-

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quires hard work to achieve the moral development of self – integrity that shows moral character. Moral character is revealed in the act of undertaking variable tasks in variable circumstances. Forthrightly, it reflects a person's morality as the result of their integrity tailored with self-identity. A person "who has a moral character or identity, is one for whom moral constructs are chronically (moral chronicity), where accessibility and availability are dimensions of individual differences" (Narvaez, Lapsley, 2009, p. 246). Teachers as moral persons with professional competences must pay attention to possessing a high level of pedagogic knowledge content which enables them to predict and build a perspective for their school undertakings. Shulman indicates that "Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1987, p. 4). This demands creative skills from teachers who should teach creatively and for creativity. Teaching creatively determines the quality of the educational effects reflected in the trajectory of an integrated, creative development process that comprises biological, psychological, sociological, cultural and spiritual alignment. The creative aspect of personal development includes: "imagination; originality (the ability to come up with ideas and products that are new and unusual; productivity (the ability to generate a variety of different ideas through divergent thinking); problem solving (application of knowledge and imagination to a given situation); the ability to produce an outcome of value and worth" (Sharp, 2004, p. 5).

To achieve harmony and integrity it is necessary to design professionally the process of an integrated upbringing that supports and enhances pupils in the realization of their potentiality (Chalas, 2007, p. 11) to enable them to form better personal relationships with others, society, the world, based on freedom and responsibility (Gadacz, 2005, p. 219).

The next important component of teacher knowledge is curriculum knowledge. "Curriculum knowledge is knowledge of what should be taught to a particular group of pupils. It requires an understanding of

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children's learning potential, national syllabuses, school planning documents and year group plans. In addition, any examination or testing syllabuses must be taken into account and any local or contextual requirements considered" (Cogill, 2008, p. 4). In this way, curriculum knowledge has the chance to be implemented successfully into practice. Furthermore, it directs teachers' targets to raise their qualifications areas comprising of reflection and practice. To be a reflective practitioner it is necessary to have the skills of a reflective practitioner. There are five principal skills such as: "being, speaking, disclosing, testing, and probing" (Reaelin, 2002, p.69) settled in moral virtues.

The skill "being" is reflected in building an educational and reflective climate through the provision of realistic expectations, tolerance, attentive listening and engaged responses. Its components are: "inviting questions and comments, considering one's positions as hypotheses to be tested, acknowledging expressions of vulnerability by others" (Reaelin, 2002, p.72). Such a climate helps both teachers and students externalize their thoughts whilst feeling secure. The skill "speaking" displays: a logical sense and quality of language to express their own thoughts, "articulate voice from within ourselves. In speaking, we attempt to characterize the state of the group or its meaning at a given time" (Reaelin, 2002, p.73) while discussing issues. It shows respect for every speaker, an equal opportunity to use the time devoted to discussing matters, sticking to problems, avoiding garrulousness, and developing reflective negotiation. The skill "disclosing" is depicted in the externalization of one's own point of view, trying to make it transparent to others, in accordance with the following statement: "As people disclose more about themselves, the group learns more about its membership" (Reaelin, 2002, p. 73). The skill "testing" "is an open-ended query directed toward the group as a whole that attempts to uncover new ways of thinking and behaving (...). In testing, we are trying to promote a process of collective inquiry" (Reaelin, 2002, p. 73). A testing skill requires courage, and, at the same time, humility in openness which is opposite to argumentation. The skill "probing" indicates the importance of conducting one's own mature insight dialogue with ourselves that results in a reflective, patient, understanding attitude

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to others. It needs to be explored in a state of meditation, "being engaged in relations with others" (Reaelin, 2002, p. 71). Such a relationship discloses the state of commitment, trust, balanced affirmation and investigation, secure judgment based on careful observation, pause and reflection, shared paralleled thinking, attaining more freed-up roles (Reaelin, 2002, p. 72). These roles reveal the need for constant moral development in order to find self-identity integrated with society.

Having the reflective skills supports the moral development of all educational subjects which, in a peculiar, individual way, try to disclose the deeper sense of substance of our own vocation. Teachers' knowledge comprising the components mentioned above, reflected in practice, and the true moral approaches, can be treated as the key factors in our own way of attempting this.

### **Conclusion**

Analyses of the aspects comprising teachers' moral formation with reference to children's moral education, which elicits the process of awakening their moral positive imagination, shows the necessity of carrying out scientific research within the theme undertaken above. Presenting these issues, while treating pedagogy as a theoretical and a practical art, personal moral autonomy, the teacher's role as a moral model for children in the context of values, such as honesty, fairness, responsibility, trust, seem very important, especially for early child education. It should induce reflection upon the teachers' workshop arrangement. Teachers cannot be indifferent to the material content to be taught and learned, the methodological tools, etc. Teacher knowledge should be understood reflectively, critically in the light of moral pedagogy, as it always affects the attitudes to self, others, the world and God. Deepening and broadening its meaning leads to their reflective skills application. The skills of being, speaking (discussing), disclosing, probing and testing, when ethically implemented in a pedagogic and didactic way, foster the integration process trajectory. This must be reflected in practice with a high degree of attention to the children's moral imagination, which is formed, espe-

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cially, in contact with the teacher's personality and the sources of knowledge applied by them. The formation of personality cannot develop properly without creativity in the process of moral development.

To conclude, moral reflective awareness in teachers' approaches to their professional, subject, and pedagogic content knowledge appears to be very precious, as it may support the quality of children's moral development that is going to shape the morality of future generations. Thus, the following research questions need to be addressed: *What do teachers know about moral shape of teachers' knowledge components? Does the teachers' knowledge of moral pedagogy find its implementation in their didactic practice? To what extent does it take place? How do teachers document the process of their continuing professional development grounded in moral reflective practice? What do teachers do to foster children's moral imagination? What moral criteria are used by teachers for selecting teachable materials?* The aspects shown above can help scientists pose such research problems, which can then be investigated. Their results might be used for halting the relativist stream hidden under the surface of contemporary needs in the range of moral development interpretations.

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### **Abstract**

The article aims at deepening teachers' responsibility and raising their awareness while organizing and managing the educational process, covering the reflective skills whose quality is reflected in teachers' moral approaches. Morality performs a significant role when it comes to conducting the educational process. That is why discussion of issues of teachers' knowledge seems to be important. Specifying its components means that we can see teachers' influence on pupils' moral development, particularly when teachers are regarded as moral models by young students. Being conscious of this fact obliges teachers to perform self-moral developmental work which is then transferred into the pedagogic and didactic fields. The components of teachers' knowledge understood in a perspective of creative, effective, reflective and practical implementation become meaningful.

**Keywords:** moral development, moral imagination, moral model, reflection, reflective skills, teacher knowledge, content knowledge, pedagogical content knowledge, curriculum knowledge.

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# REPORTS & REVIEWS

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**Aneta Kamińska** (reviewer)

Jesuit University Ignatianum in Krakow

## Review of the publication: Maria Montessori “Odkrycie dziecka” [The Discovery of the Child]

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*Education is an intrinsic part of human life.*

*Its function is to offer external support for the evolution of the soul.*

(Maria Montessori)

*Odkrycie dziecka* is an original work that has been written by Maria Montessori. First that book was published in Italian language and then translated into many languages including English – *The Discovery of the Child* – and German. The Polish version was published in 2014, thanks to the involvement and knowledge of dr Barbara Surma, who is a specialist and a practitioner of Maria Montessori’s pedagogy, and a translator and a journalist, mgr Aleksandra Pluta, who studied in Rome and knows that culture particularly well. The *Palatum* Publisher has obtained the permission to place the sign of *Association Montessori Internationale* AMI to confirm the reliability and compatibility of translations of this book.

The publication shows the results of long-lasting and interdisciplinary pedagogic research (the theoretical research and observations) of Maria Montessori who was a medical doctor (the first woman physician and surgeon in Italy). She also studied philosophy and psychology. Maria Montessori derived some inspiration and information from the work of E.M. Weber, G. T. Fechner, W.M. Wundt, A. Binet and E. Seguin. Her magnificent books that are popular in Europe (especially in the UK, the Netherlands, Spain), the US and even in Asia (India) fascinate many researchers.

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At the beginning of the book there is an interview (carried out 22 March 2014 in Łódź) with the Chairperson of the *Association Montessori*, on Dr M. Miksza, who expressed her gratitude for publishing the book and emphasized the meaning of the Polish version of *The Discovery of the Child* for Polish readers, including teachers and practitioners of Maria Montessori's pedagogy. She also asked two important questions: *Are the thoughts of Maria Montessori relevant nowadays? And: How can we teach children about love and peace?* She did not leave any answers for the readers after they had read the book.

That book consists of twenty-four chapters that present all the contents of the Maria Montessori method and pedagogy, from its historical development to some useful guides connected to the holistic development of a child. The author emphasized that the role teachers play should be understood in an exact and proper way. She claimed that the teacher ought to help the child to develop without any rewards and punishments that she called "slavery for the soul". According to her thoughts, educators are obliged to awake the intrinsic motivation of the child; this can be achieved as a result of the attractive devices and an appropriate approach towards children that she proposed in her books.

The most interesting and useful chapter might be the third one – *The Methods of Teaching*. There are some methodological guides about the observation of the child, keeping discipline during school activities, and his or her self-reliance.. In the fourth chapter, the author described the life of a "wild child" from Aveyron and underlined the role of natural education in raising the interest in nature. The fifth chapter, *Motor Development*, was written in an original way, from both a doctor and a teacher point of view. The author also explains the significance of body movement and actively using anatomy descriptions that become vivid and convincing.

The publication is unique – the reader feels as though they are conversing with the author – Maria Montessori. It includes her own thoughts, "written in the way she used to share with others". It is quite dense and full of knowledge, so it can be treated as an encyclopedia of method and pedagogy. In my opinion, it is necessary to read that book a few times to

understand and remember the content, and to be able to use it during teaching and bringing up a child. The book inspires reflection about the role of the teacher and child in the process of teaching and learning, and their right places in the social world as well. After reading one may want to check out some methods in practice or/and visit some kindergartens and schools that are run according to Maria Montessori's method/pedagogy. The language is understandable for the ordinary reader.

To conclude, I as the compassionate reader of that book can answer the question posed at the beginning of it. I think that Maria Montessori's approach is still vivid and useful. *How can we teach about love and peace?* (this is the the second question); we can find guidelines in *Odkrycie dziecka – The Discovery of the Child*.

**Reviewed publication:**

Maria Montessori

„Odkrycie dziecka” [The Discovery of the Child]

Scientific editor – dr Barbara Surma, translated by Aleksandra Pluta

Palatium, Łódź 2014, p. 287

ISBN 978-83-935122-9-4

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## **Review of the publication: Ivana Rochovská, “Natural Science Education of Preschool and Primary School Teachers in V4 Countries”**

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The publishing house of Szent Istvan University in Szarvas has published a scientific monograph devoted to natural science education within the field of study at the preschool and elementary levels. The author, Dr. Ivana Rochovská, has produced several publications and studies related to this issue.

Her monograph *Natural Science Education of Preschool and Primary School Teachers in V4 Countries* focuses on natural science education in V4 countries and the achievements of the V4 countries in terms of international measurements of scientific literacy. The starting point for the monograph was the idea that students of various types and levels at school do not have a sufficient amount of natural-science knowledge. International studies such as PISA and TIMSS present findings that the level of scientific literacy of pupils in V4 countries is about average. The author believes that it is important improve this situation by strengthening the quality of natural science education within the university preparation of students, who are preparing for the profession of preschool and primary school teachers.

The goals of the publication were to define the concept scientific literacy and to characterize the science education in V4 countries. At a methodical level, the goal was to propose the developmental programme for natural science education of students within the study field Preschool and Elementary School Pedagogy.

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The achievement of the above mentioned goals is presented in three chapters. In the first chapter, the author deals with the issue of natural science education as the process of the formation of scientific literacy. She also analyzes the achievements of the V4 countries in terms of the international measurements of scientific literacy – PISA and TIMSS – and depicts science education in V4 countries.

The second chapter focuses on the characteristics of natural science education of preschool and primary school teachers in V4 countries. On the basis of the accessible information on the web pages of pedagogical faculties and the information acquired from university/college teachers, the author processed the overview of courses oriented towards natural sciences which are included in the curriculum at the Preschool and Elementary School levels in V4 countries – the Czech Republic, Hungary, Poland and Slovakia. She characterized the objectives, contents and teaching resources of natural science education in the field of study of Preschool and Elementary School Pedagogy as well as interpreting the opinions of university/college teachers of natural science-related courses on the implementation of these courses in the mentioned field of study.

In the third chapter of the publication a proposal for a developmental programme for students is presented. The developmental programme focuses on the development of scientific literacy of students preparing for the professions of preschool and primary school teachers. The developmental programme consists of four parts: 1) Introduction to natural science education in pre-primary and primary education, 2) Teaching methods of natural science education, 3) Experiment as a method of cognition with pre-school and primary school children, 4) Illustration of the experiment in primary education during a natural science lesson.

The author presents the theoretical background of the problem under discussion and analyzes various approaches for a practical solution of the problem under consideration. The results obtained make it possible to assert that the used methods help students best in their zone of proximal development.

The author has used 27 sources to prove her points of view concerning the problems which are the subject-matter of the article. Among

the above mentioned sources there are the works by world-class scholars (Davis B., Glasser V., Sousa D. A., Their M., Wassermann S., etc.). The sources and reference are presented in conformity with the rules established and serve to prove the discussing points.

According to the author, science education in the field of study of Preschool and Elementary School Pedagogy is closely linked with the investigative methods and activities that are interconnected with the epistemology of constructivism. She believes that applying investigative methods is a verified way of developing innovations in the educational process, which is reliable to use, leading not only towards the development of the learner's scientific literacy, but also towards the development of others' key competences.

**Reviewed publication:**

Ivana Rochovská

"Natural Science Education of Preschol and Primary School Teachers in V4 Countries" [Óvópedagógusok és általános iskolai tanárok természettudományos képzése a V4 országokban]

Szent István University, Faculty of Applied Arts and Education, 2014, 81 pp.  
ISBN 978-963-269-419-1

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**Review of the publication:  
E. Gurba, "Nieporozumienia z dorastającymi  
dziećmi w rodzinie. Uwarunkowania  
i wspomaganie." [Misunderstandings with  
Adolescent Children in the Family.  
Determinants and Support]**

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*Youth are heated by nature, as drunken men are by wine.*

(Aristotle)

The period of adolescence is a difficult and complex time in a young person's development. It is also a stage in the recreation of relations with the immediate environment. Referred to in Latin as *adolescere*, which means "growing", it constitutes a bridge between childhood and adulthood. As with any transition period, it entails numerous changes, as a result of which teenagers structure their identity and independence. This change in young people's way of functioning affects not only them, but also their relations with their closest relatives. The parents, who until then, have been perceived as the fundamental source of knowledge, lose their authority. Teenagers begin to think that mum and dad are ordinary people who make mistakes just like the majority of society. The parents, so far unquestioningly imitated and accepted, begin to be subject to heavy criticism coming from their own children. However, it is not only the closest relatives who are subject to harsh and ruthless judgement, but the entire reality that adolescents live in. This way of perceiving the environment triggers numerous conflicts and tensions, emerging in social interactions, mainly with the parents. This raises a few questions: does the period of adolescence have to be accompanied by disorders referring to

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the quality of interpersonal relations with important people? Do young people who go through the identity crisis have to destroy “the old” and build “the new world”? The publication under review will not provide us with any definite answers to these questions. However, becoming acquainted with its contents may prompt a change in the perception of adolescents, understanding their behaviours and modification of mutual relations.

The monograph presented explores the problem of relations between adolescents and their parents extensively and in detail. Five chapters are devoted to the characterization of the misunderstandings between the parents and teenagers from the perspective of both parties. The last chapter, which appears to deserve the greatest attention, contains a description of the model of intervention actions and an analysis of the effectiveness of the stimulation of young people’s cognitive skills. The stimulation actions not only aimed at the adolescents’ cognitive development, but first and foremost at reducing the level of adolescent rebellion, and thereby the level of conflict between the teenagers and their parents. The classes supporting young people in solving social and everyday problems were conducted during ten meetings. Each lasted 45 minutes and was undertaken in groups of 6–8 persons. Moreover, the groups were diversified in terms of the training provided. The first was directed mainly towards solving logical problems, the second concentrated on the analysis of social problems, and the third comprised both forms of training described above. Furthermore, a control group was singled out – no stimulation actions were conducted within this group. Although the results of the research did not prove as spectacular as assumed, they can still serve as a basis for deeper reflection. On one hand, major modification of the mental structures of students taking part in the training was not achieved. On the other hand, it was proved that the number of conflicts (especially with the mother) in the groups with stimulation dropped significantly, which was not observed in the control group. The results obtained confirm the thesis that conducting classes stimulating the cognitive processes of the adolescents is justified and reasonable. In addition, they may become an inspiration for teachers working with young

people to formulate their own original educational programmes supporting the formal-operational reasoning.

The publication presented is worth reading for another reason as well. It appears to deny numerous myths concerning the process of adolescence. For instance, the author reveals that there is no explicit correlation between the growth in the number of hormones in adolescence and the escalation of conflicts with parents. She also emphasizes that the scientific and popular literature used to disseminate information about the period of adolescence presents it from the perspective of "storm and stress". The media contributed to this picture by making numerous programmes popularizing the image of rebellious youth. Such information is easily assimilated by recipients, including parents and teachers, which may affect their expectations concerning the approaching stage of adolescence and their children's activity. As a result, adults tend to expect that young people during adolescence will begin to cause numerous problems of an educational nature, which may lead to them provoking this kind of behaviour.

Undoubtedly, the period of puberty is a difficult time both for adolescents and their closest relatives. However, it cannot be perceived from the angle of one major reason, which underlies young people's rebellious behaviours. Ewa Gurba in her monograph presents their diversity and mutual connections. Each chapter provides solid theoretical knowledge, but also presents the results of the author's own research. The theoretical part was based on the experiences of Polish and foreign authors on the subject of the relations between the parents and their adolescent children. They are mainly titles in English correlated with the reports of Polish researchers of the subject. The author's own research was carried out on a population of 664 adolescents and 399 parents, which may form the basis for drawing certain, though tentative, conclusions. The subsequent chapters of the book contain information within the area of the change in the mutual perceptions and expectations connected with the period of adolescence both among teenagers and their parents: we find out the most frequent spheres of misunderstandings and their dynamics, and to what extent biological growing and the characteristics of

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temperament may disturb relations with the environment. Furthermore, it was highlighted that the sources of misunderstandings with parents may be found in the development of young people's cognitive processes, especially formal-operational thinking, and also in building one's own identity, which appears to be the fundamental task in the period of adolescence. In one of the chapters, the author makes a particularly interesting attempt to answer the question: can we call the conflict between the parents and their adolescent children the conflict of generations?

In her monograph, Ewa Gurba draws attention not only to the changes that adolescents undergo, which certainly is the leitmotif of the book, but also presents the transformations which affect the parents throughout this period. She particularly emphasizes the difficulties connected with the development of one's own professional career, achieving plans, and also making first life assessments. During the period when children enter the first phase of adolescence, their parents are most often affected by "the experience of the turning point". Therefore, the period of adolescence coincides with a clash of two crises: identity crisis among young people and their parents' "mid-life" crisis.

The book is written in academic language, contains psychological terminology, which is skilfully explained by the author. Valuable information can be found here both by parents, whom the publication may help to understand at least some aspects of the rebellious behaviour that their children exhibit, and the teachers who work with adolescents on an everyday basis. We believe that the kinds and the extent of the escalation of conflicts with parents may prove of interest to adolescents themselves, as well as the students of teacher training programmes. The publication teaches sensitivity, empathy towards the young generation, refreshes and reminds us of the times of building our own identity, attempts to explain and encourages us to understand certain behaviour. Thus, it is worth reading in order to understand that the tensions and conflicts in children-parents relations which accompany the period of adolescence do not have to destroy the bonds between the two groups, but can serve as a modifier and stimulator for the development of both teenagers and adults.



E. Gurba,

*"Nieporozumienia z dorastającymi dziećmi w rodzinie. Uwarunkowania i wspomaganie."*  
*[Misunderstandings with Adolescent Children in the Family. Determinants and Support]*

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**Reviewed publication:**

Ewa Gurba "Nieporozumienia z dorastającymi dziećmi w rodzinie. Uwarunkowania i wspomaganie" [Misunderstandings with Adolescent Children in the Family. Determinants and Support]

Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2013, pp. 385.

ISBN: 978-83-233-3493-4

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