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‘Different’ or students criticized online

Uczeń krytykowany w sieci

Słowa kluczowe

inny, krytyka nauczycieli w sieci, kontestowanie rzeczywistości

Streszczenie

Pojęcie „inny” ma szerokie znaczenie w naukach pedagogicznych. Zazwyczaj autorzy skupiają się w swoich badaniach na odstępstwach związanych z rozwojem intelektualnym, elementach zdrowia i w konsekwencji w szerokim rozumieniu na zespołach integracyjnych, sposobach radzenia sobie z tak pojętą „innością”. Mój artykuł opisuje ucznia, który swoją inność zaznacza w sieci, w komentarzach, daje sobie tym sposobem pewną furtkę. Czy jego spostrzeżenia są słuszne, czy tylko jest to mowa nienawiści? – warto się nad tym zastanowić, czytając ten tekst.

Key words

another criticism of teachers in the network, contesting reality

Summary

The term ‘other’ has a broad meaning in academia. Typically, the authors focus their research on the deviations related to the development of intellectual components of health and, consequently, in the broad sense on the integration teams, how to deal with ‘otherness’ thus understood. My article describes a student who marks his otherness online, in the comment sections, giving himself an outlet in this regard. Are his observations are justified or only hate speech – it is worth considering this while reading this text.

In our culture a term 'different' has various meanings. In everyday perception it defines someone who stands out of the rest and differs from others with a distinguishing feature. 'Different' may have a multicultural dimension, and in a broader meaning such term might be used to define a foreigner speaking a different language than Polish, or having black or yellow skin color. Even persons who are assimilated into our culture, but with a palpable accent that shows a different country of origins than Poland – will be considered as different. In a narrower meaning a Gipsy, tramp, specific quarter resident, sick person or the one having a sick child may be called 'different'.

A certain problem appears, because as a society we like two-extremes divisions. What does it mean? So, only that the idea of a disabled person, or in a colloquial language, 'healthy' person exists. But here also a 'between' category appears. Since someone is chronically ill, or has been injured so much that we can classify him/her as not belonging to any of the categories: neither to healthy persons nor to those who are unable to work because of disease – so how to know where the 'different' should be allocated. It presents some problems. For example, if I suffer from rheumatic disease or I am after heart bypass surgery – it only means that I cannot be recognized as unable to work, but at the same time I am not treated as healthy enough. For sound people I am a suspicious and unreliable individual because of my deficiency I might be on medical sick leave. For those who are ill, I am not qualified for benefits like: sanatorium treatment or staying in hospital – because 'they' i.e. 'the different' have greater right for hospital stay than me. To the full extent, those small nuances cause that such person is called 'different': neither healthy nor sick one. But it will not improve his/her mood.

A micro scale; social group – quite often indicates some difference among its members.

For example, at school 'the different' are the ones who have only one parent, who are bad students and must stay for equalizing classes, as well as gifted pupils who have certain talents and learn on individual courses.

School also means different emotions that need to be vented somewhere. But the question is 'Where?'. In family, on football pitch, in loneliness, among friends or rather before a computer screen?

Members of the family not always are able to discuss problems with children. There is a different attitude to problems connected with a child's emotions because parents not too much remember themselves from their

early years. Usually while giving advice to their child they create a strange construction because they refer to the problem from the point of view of their own age and experiences they have at present moment. Such advice is not accepted, whereas the attempt of intervention into a son's or daughter's issues at school may result in not informing parents about important things that happen at school. Parents who are patient listeners and together with their child are trying to work out a consensus in difficult school proceedings, and at the same time are not unceremoniously intrusive- win children's greater confidence and are more helpful.

School pitch as a place where pupils can relieve negative tensions and frustrations- is not so much crucial for them like it was, let's say 20-30 years ago. For a fit person who is accepted by a group it may be crucial, but for someone obese, shy, and not being chosen to the class teams or competitions – a football pitch or playground might be a traumatic choice, therefore such choice usually does not exist. Sometimes a loneliness or friends are helpful, but it is hard to have them aside all the time, willing to console or to listen. That is why a loneliness is most frequently an escape from problems, but it does not solve them. So, TV and computers are usually the best 'friends' of persons who have emotional problems at school.

I would like to focus on that kind of 'otherness' when a student or pupil gives vent to what happened at school (university) on a particular or undefined teacher, mostly by anonymous posts on various mailing lists.

What are his most frequent motivations?

Action motivations

Thanks to a brain structure engaged into a motivation (corpus amygdaloideum), it is possible to separate from a million information the most essential and valuable one for an individual. It allows to be directed towards important actions (subjectively) and to save unnecessary disbursement of energy on actions not being in a sphere of interests.

Persons with high-leveled motivation are characterized by possessing following motivation components:

- aiming at some goals,
- self- commitment,
- initiative and optimism.¹

¹ D. Goleman, *Inteligencja emocjonalna w praktyce*, Poznań 1999.

First of them concerns aiming at difficult goals, according to one's abilities. Here, a good solution seems to be raising the bar, but led in a gradual and systematic way. Moreover, a person concerned is also prepared for success. Therefore, he/she is seeking new effective methods to rise to the challenge. It means both increasing the level of task difficulty and effectiveness of work. Need for achievements is one of the main features describing esteemed employees, who are not satisfied with one achievement, but keep moving forward. It is important that the above goals are not only individual, but also identified with the group, and reaching them means some advantages for both, an individual and the community within the individual exists. That is what Daniel Goleman defines as: engagement.²

Engagement also means a readiness to make additional actions and to devote more time in order to perform the task. Somehow, it may follow from belief in rightness of what is being done.³ It is also a tendency of putting aside one's own affairs for some time, and taking up personal renunciations in an emergency situation that the group met. What is more important, the engagement does not mean acting on someone else's cost (family, friends). One should not build relations while destroying others, thus it is of great importance to create in oneself a balance between various levels of life.⁴ It is beyond any doubt that the task is not easy, but it is possible to work out. Undoubtedly, a lots of praising is also important for a good motivation e.g. praising for attained successes strengthens one's self-esteem. Ignoring that by caretakers may cause that a child will try to draw others' attention in different way, e.g. bad behavior, sometimes aggression.

In spite of that, a criticism may also become an effective instrument in mobilization to work, but under some conditions:

- concreteness – criticizing a certain situation, case, or repeated imperfection, but concerning the same; lack of accuracy does not operate constructively just like speaking in general terms, and at the same time, pronouncing negative judgment on other aspects, because it confuses a child and blurs the real problem;
- suggestion of solution – remarks should at least suggest a direction for wanted changes, an alternative, otherwise they might bring discouragement;

² Ibidem, p. 173.

³ R. Wood, H. Tolley, *Jak obliczyć i podwyższyć iloraz inteligencji emocjonalnej*, Warszawa 2003, p. 79.

⁴ Ibidem, p. 80.

- attendance – critique and praise are most effective only when are discussed tete-a-tete, because it shows some respect; what is more, criticism should not take place in the presence of third party, because it depreciates a young man's value in the eyes of peers;
- sensitivity – following empathy prevents using a crushing criticism with its highly destructive features.⁵

Jerzy Mellibruda draws a conclusion that people hardly ever consciously take actions aimed at improving quality of contacts with the others, although they stress how important for them is their positive course.⁶ Individual predispositions or some personality traits are often recognized as the factor that determines level of bonds, and thus suggesting constancy of state of affairs and a slight possibility of intended modifications. But the author engages in polemics with those opinions and claims that even if human nature is undoubtedly so meaningful in that area, it still depends on circumstances in which a single human lives, and they are not constant.

Parents often forget that not only little children need positive strengthening. A teenager also needs them, even if he keeps on saying that he does not care about them, and is trying to prove it in every possible way. Although teens quite often seem to be unapproachable, we should remember that under a mask of nonchalance and bravado, emotionally hurt children are hidden. Every teenager, regardless of his/her threatening or shocking image, or behavior, still needs an acceptance and love. That affects a further development, when child becomes a student.

Meanwhile, life shows that adolescents more often hear criticism than accolades. Adults do not take into account the fact that children are in the period of immense sensitivity and emotional instability. They are not aware of the risks connected with permanent providing teenagers with negative strengthening. Although, a young man many times demonstrates recklessness, he/she has a weak psychological structure, and his/her self-confidence which at school seemed to be firm, may be ripped like a gossamer.⁷

Criticism in that period has a very negative influence on self-assessment of adolescent, and may cause he/she perceives surrounding world as hostile, and family members are treated as enemies. Then, how pupils

⁵ D. Goleman, *Inteligencja emocjonalna*, op. cit., p. 242-244.

⁶ J. Mellibruda, *Ja, ty, my: psychologiczne możliwości ulepszania kontaktów międzyludzkich*, Warszawa 1986, p. 131-134.

⁷ D.B. Pruitt, *Twój nastolatek: zachowanie, rozwój emocjonalny i poznawczy*, Poznań 2002, p. 6.

criticize when nobody sees them in the Net, at least they think they are invisible. I have looked through a dozen and so different forums and social networks, where people write about schools and teachers, and where they can exchange their opinions. I was looking for the latest information, from few last months. Of course, that fine sample is not representative, and cannot be treated seriously as the source of information and knowledge. For me, the emotions included in the entries had importance. Let's take a look at some of them. I have not changed anything in spelling or word formation. Those thoughts, feelings and emotions are exactly the same as expressed by forum writers. Let's see the opinions by elementary and junior high school pupils. Here come some questions:

I have a question, my math teacher very often suggests that we're losers and will gain nothing in our lives. she often swanks when we don't get something.

That question was not answered. Another reflection:

And you mustn't lie. In family there's love, at school – respect, 'cause I don't believe the teacher who says – I love all the children.

A pupil probably grasped the merits. We often communicate with the class, but we have no idea that our opinions are not always perceived as we would like it. Below, the answer given by teacher I guess:

Why pupil who writes on a school wall abusive slogans about a teacher is under care of a school psychologist, not to become a victim of persecution? And the teacher can't even hear a word 'sorry'?

Here a frustration connected with assessment appears:

Why most of the teachers act on the opinion that pupils build up in the first month, and then they're moving on it and are in better situation than those, who 'started learning' with worse grades?

Below there is a kind of a justification of teachers:

I'm not the one who excuses pupils, though I'm a pupil myself, I'm fifteen and I know how it is. Teachers are humiliated by some pupils, but they really do their best.

And another portion of 'different' information that for young people seem to be a big problem they cannot solve. Where could they get answers those questions from?

Probably you’ve heard about eleven-year-old teen who committed suicide because of a teacher’s cruelty. So called “teachers’ revenge” takes place almost at every Polish school. Shouldn’t teachers undergo psychological tests before every school year?

There’s a lack of professionalism, only feelings, and therefore it’s hard to notice real talents. There should exist clear rules of pupil assessment, not only teachers’ feelings.

Every pupil has right to five-minute break. So, why many times isn’t it respected by teachers and they don’t take any consequences for that? Teachers say that break is for a teacher.

Is the whole class to suffer for an individual?

Are parents able to answer such questions when their child comes to them with doubts as presented above? Here is a very broad spectrum of issues, and it is hard to give a child one clear answer. That what is for him/her unfair or wrong- is only in a domain of feelings and emotions. It may have not an actual translation into reality, what is more, when the emotions fade away, the problem is seen in its true colors.

Parents’ constant negative comments may cause, teenagers will stand out from their families and prefer staying among their friends or in their own rooms’ retreat. The vision of being permanently warned and reminded will surely repel them.⁸ Thus, before we start criticizing, we should think if it is necessary, and whether we could replace it with more constructive communication which will not damage teen’s self-assessment, cause rebellion and in the end, worsen our joint relationships?

Now let’s skip to students’ opinions. What do they think about their lecturers and university staff? Here are some examples.

In my opinion that lecturer spoils students’ lives. Due to his poor miserable life he tries to bolster up his ego with unfair and permanent failing during the exams. His methods are not proved and I think he’s the worst lecturer at the university. In a word, he’s just a big...!). Besides, the subject taught by Julian is useless! That’s all.

Sense of grievance experienced by the student is dominant. He expressed his opinion, but also warned the others. Below there is a similar comment, but it also includes statistics showing how many students had problems with passing.

⁸ R. McIntire, *Nastolatki i rodzice: 10 kroków ku lepszym relacjom*, Warszawa 2004, p. 14.

Very poor lecturer, his classes are so chaotic and it's hard to understand his speech. He requires from his students completely useless things, e.g. structural formulas for chemical compounds. I'm asking 'What do future physicians need such formulas for?'. His system of collecting points during the academic year is at least strange, and very often leads to the situation that so many students unfortunately 'fail' the course. This year over 40 students weren't allowed to pass the exam.

Complete lack of sense of fairness – what day, what mood, the same series... or its lack, because someone forgot the exam... And student. Yes! Looks like a scarecrow.

There is also a reference to student sex and to specific behavior during exams.

Students of female sex – better forget shampoo and make-up. We looked like incarnations of Jurand of Spychowo, not to irritate Terenia. She doesn't like students and – I don't know, how it is nowadays – but in the exam she asks questions from history:/ I had for three questions, two concerning history-ukases and enfranchisement in any annexed territory:/ PARANOIA! In addition, I remember till now, how I was cramming regulation concerning seed science and something about breeding stud-bulls;) That's enough to decide if that course is useful for anything:)

Issue connected with grades is touchy enough, because good grades mean scholarships.

I say, Woman is flighty, but professor xxxxxx totally is: first, at the beginning of the semester she sets the rules for passing, and next, during the semester, rules are suddenly destroyed. The way in which she assesses tests and gives marks is a great secret – probably professor xxxxxx herself hasn't discovered it yet. The most interesting is: people at the fifth grade who have already passed most of much more difficult subjects still are toiling with professor xxxxxx. It's possible professor xxxxxx in this way shows her 'love' to students keeping them by herself for ages, but for heaven's sake... Those guys would like to graduate from university at last. But seriously... professor xxxxxx may be an ambitious scholar, but as a teacher she's hopeless.

And again, we go back to the problem of gender in the context of exams and beyond them.

That guy is a PSYCHO, and it's not about passing, its easiness or difficulty, but about treating people with respect. That professor must have some problems with women, because he focuses his anger just on them, and the persons (cute...) who call us dumbasses probably still are tied to mothers' aprons and never said a word during the classes. Because some know you can't take with professor a cultural, 'up to standard', conversation. Well, that's the life.

Here are the opinions about scientists at technical universities. It is common knowledge that at polytechnic, studies last five years without a pause, and some courses are sometimes being passed for several times, and in exceptional cases, even during some years. One can pass the first-year subject in the fifth year, what sometimes is quite a normal procedure.

I had also three courses with Mr. Z, but unfortunately two of them are still not passed... Why?? Because I hadn't new manuals of his authorship that actually differed from the 'old' ones only with the cover. Besides, how can one do a test which is not based on students' knowledge, but on handbook's? There occurred questions like: 'finish sentences. Two of them are nuggets' (nuggets from the handbook... and in my opinion not 'nuggets' at all.

She's a real star at the polytechnic. Typical example that connections are more important than knowledge. I don't know any single person who could say, that she knows something. They probably keep her only to immunize students against stress. I wish there was 0 in score.

The woman is so nuts and relentless, you can't describe her more leniently, many of my friends have to repeat a year because of her, I fortunately passed her exam at the first take, maybe only because I went through her only lecture, I didn't want to waste my time on other ones, 'cause the way she explains is not communicative. I hope they're going to give her a note at last.

Here, a reference to a lecturer's appearance which in the opinion of the student justifies ignorance.

That woman. No one in his/her seventies can have any idea about such a development field like informatics, which is best proven by that Hacker-Granny.

She's arrogant, each thing, every behavior is scandalous for her, even dropping a pen on the floor. She's got no idea what she talks about, she copies programs from a slip of paper on the board, she makes a lots of mistakes – it's never happened so far, any of her programs started working without students' intervention.

She's very unpleasant while conversation, cheeky, fills with disgust the subject and the whole programming which still can be fun!

At least it's time for retirement!

Emotions can find escape in literary-and-film references, like in following opinion.

Sturmbannfubrer in skirt. Generally I have unpleasant memories of classes of foundations of computer science led by that lady. Because of her I got discoura-

ged about programming, and before I had that 'pleasure' of being grilled I had to go back to programming ABC although I had already done more ambitious things. During the tests she kept truly military discipline. Tests took place in a large room for about 300 students. Apart from Ms Kazimiera there was another thin lady there, she was even more unpleasant, and also a guy who looked like that actor Emil Karewicz – Bruner. Of course if someone wanted to take the final test then had to show ID, index and student's card. If someone hadn't taken one of those documents was immediately expelled from the room and had to write the exam one more time. What's more, those persons who were dressed up inappropriately to those three guards' taste also were expelled from the room, e.g. if they forgot a tie.

The same person in another assessment.

Atmosphere was like in Gestapo what rather wasn't helpful in doing enough difficult exercises. Students who had got better score during the classes were exempted from that humiliating experience.

Moreover, I don't recommend the foundations of IT with that lady. It only retards in self-development. That's why I lost all enthusiasm to programming for many years. I felt disgust at what gave pleasure to me.

Everything is allowed to sting a lecturer.

Nasty woman. She is probably in menopause because I haven't seen such mood swings at anybody else.

Here is another attempt of 'comprehensive' enumerating of professorial faults. It is too bad there is no reference to oneself in the context.

I don't like wasting my time, but on someone like Mr. mikolaj xxxxxx (one must deserve capital letters in one's name and surname) I will spend a minute. Although I've passed the course, I'm not going to leave it without a comment. First, he doesn't respect students; AT ALL!!!! Secondly, he thinks he's a guru in his field, but he CAN'T pass on the simplest issues. He speaks chaotically during the lectures, and in practice to himself (I wonder if he even can understand it himself). Since nearly 70% of students don't pass the exam (not to mention the repeats), it means something, and surely not that those persons know nothing. Thirdly, he must've been not loved, complex-ridden, and beaten as a child, and know he's manifesting himself in oppressing students and showing his superiority complex (what is just his illusion). For the fourth BORING. For the fifth HOPELESS. So, at the end I should write something positive. The only plus is, the classes with him are coming to an end, and it will never be worse, BECAUSE IT CAN BE WORSE NO LONGER!!!!

Sometimes one can write it in short and without a deeper essence.

P.S. Feel sorry for his wife and mother...:/

There is also an assessment of Master of Science working at the university— but it does not differ too much from comments that concern Ph.D.s and professors. Here the emotions are controlled.

Hm... So to say: I attended his lectures but I completely couldn't get what the MSc was talking about! Till now I could've only remembered a story about aliens, he told us:) Student who doesn't come to the lectures, knows the same as the one who used to attend them! So, it's better to stay at home and to have a proper sleep:) For the first time, on 150 students the 'zero' term passed only, wait... 12 of them!!! That says something. How was I able to pass it?! Simply— I chose at random — like everybody!

Multi-stage opinion referring to some 'features' of assessed lecturer.

That's the worst lecturer I've ever met. During the lectures he didn't show on the board (or in any other form) how to solve even a single exercise. He 'told' everything. And in addition terribly carelessly (nothing was worth noting). It was the same during his classes. If one asked a question, he always gave the same answer: 'You should've attended the lectures...'. I did and I think it was very much wasting of time.

He speaks in such a way, as little as possible persons can understand it. Obviously he finds it enjoyable when he torments students (sneer smile).

He confuses the contents of tasks as much as possible.

His jokes are pathetic; reflex and pace — shame!

We have also an attempt of making a ranking, probably based on evaluation of staff.

Only to congratulate the tenth place in the ranking of lecturers (of course from the ends on over 340 persons:)). In general, nothing good Mr. elderly man represents himself. He does explanations as if each student came only to repeat things that he/she one day mastered in 100%, he explains the bases like to a fool and then speeds up and demands things nobody knows. He loves proving his students they are foolish then one can see a real triumph on his face, he does strange come-ons and complicates questions and tasks that hardly anybody can get it. I myself very conscientiously approached to Econometrics, but when he noticed I could understand something in that area he did everything to prove that I was wrong. Credit is just a total defeat, I assume there're some mistakes

in the tests because most of people I know and who used to pass his tests had problems till they started a random choice (or have worked out his answer pattern). Besides, how long can someone be MA? unless PhD degree is to big challenge...

Classical example of emotional vent, best by 'film-like' definitions containing some negative connotations.

Amazing figure with a glorious past, though he fully deserves on his nick 'The Butcher from Toruń'. He's unfair, reads tests at random. His exams are lottery and it's better to have luck in it...

Here is an after-years opinion.

Nightmare! I had a doubtful pleasure with Mr. Marian about 10 years ago and even nowadays a cold shiver runs down my spine... marks by 'any mini...' rhyme, boring lectures, tragedy... Unfair, unfriendly... save your breath...

The following opinion shows satisfaction from fact the oppressor 'at last' will be fired. There is a plenty of delight in the statement, just because of that reason.

He's late for the classes. Doesn't like when someone is sitting in two last rows of assembly hall. Entries at that gentleman last even up to 8 hrs. That's strange, because it's not paid... Last year lucky fellows had occasion to see Mr. Marian with a suitcase under his arm, with bent head he was abandoning WSHIP building... what a scandal. Apparently Mr. Marian gave marks by drawing of lots. And what's more, he didn't want to show exam reports to Mr. Dean. May the force be with you Mr. Marian!

The emotional comment below concerns an important matter for a student: giving marks and situations in which they were noted down.

Guys a tragedy on every level! Maybe I should say at the beginning that only about 10% of people pass by the first approach, later it's only worse- students go for 9-13 times and the only way is to repeat the course... I passed for the first time, although I wasn't writing on a subject... S_o, passing at him is a pure lottery... He sent his wife and any guy- no sense of duty, no rules, no honesty...

When there are no any concrete arguments, let's use subjective and malicious ones.

First she should go and see a speech therapist. she claims her lectures are authorial then she gives a reading list where you can read word by word the same what she dictates. When somebody writes too much - she doesn't read

assuming that it's wrong. so you mustn't know more and at least more than she does – it's best to be an average.

And here is a longer argument supported with suggestions of 'repair' of the situation and student lot improvement.

In my opinion the professor is an antisocial person. A brilliant mind, but as one could say, also conceited. He's probably got his visions of world, but it's a pity each of them rolls into a weevil's beak. Yes... possibly one could write a thesis on teaching biology via weevils but what's the reason to impose that on somebody? Each of us came here with a vision (at least it should be like that), with an interest, and if not, so during a few years something undoubtedly came into..Professor Mazur is the one who successful is grubbing out those ideas, visions and dreams. He can't arouse interest not to mention that he hasn't a grain of didactic abilities. How can one possess them if one can't cooperate and thinks he's someone better? Lectures suck...seminars led in 'devil-may-care' and completely not thought-out way what causes that students attend them reluctantly and with disgust. It is subject that as one of not many is teaching natural living on every of ecological levels. It's only sad the academy authorities instead of considering the usefulness of their staff in respect of teaching hire some people only because they have a title before surname. It's not enough to be skilled at using a magnifying glass, yet one should be a human...

And reference to both knowledge and fairy tales.

That man descended from dark abysses of The Department of Plant Breeding and Genetics uses almost medieval teaching methods! He's a typical formalist with many mistakes of DNA polymerase in his genetic code. He possesses a mysterious omniscience about mapping chromosomes. He knows magic formulas to change a student into nothingness. Some say he probably flies on a broom...

Those several cited assessments, often emotional ones, might cause that judged persons would feel embarrassed or even hurt. But people writing such opinions have no inhibitions in judging others, especially, when they do that anonymously. The question is: can't those emotions find any escape in daily home-and-family situations? Do not students tell their parents about what happens in academy, and which course gives them trouble? Must always emotions be directed to a person– and not for example, to one's own faults?

In the critique situation not only adolescents feel discomfort. For parents it is not a pleasant experience neither. Since pointing mistakes and finding slips has becoming a routine, parents get unpleasant manners and dislike themselves during performing their parent- educational duties.⁹

⁹ Ibidem, p. 15.

Research by I. Przybył shows that adolescents who unconditionally accept their relatives (46,4%) have higher self-esteem. Similarly, the ones not accepting their family members (31,3%) gave themselves a very low self-assessment. Approval for the family is the result of earlier support to a child, what proves a feedback loop in parent – child relations.¹⁰

In order to make every teenager and almost grown-up feels accepted, parents must take into account that every child is different and each of them has some individual features and capacities. One should not compare a child with others. While preparing an adolescent to further life, adults should remember about his/her needs and predispositions. If they compare their offspring to a brother, neighbor or imaginary ideal, they will not see what is unusual about their own child.¹¹

W. Eichelberger's long-term practice shows that being compared undermines one's self-confidence and in the future teaches comparing oneself with the others by way of better-worse. The psychotherapist warns that life of such a person will not be then satisfying, but full of frustration.¹²

Frequent mistake done by parents is assigning their own unrealized aspirations on children. But if they want to be on their child's side and love it for being like he/she is, they must not submit their offspring to pressure like that. First of all, parents should concentrate on things which absorb a child, and in the future would give crops, and not on own expectations. One should not wait until a young man fulfills somebody's hopes, but trust that one day a son or daughter will realize their dreams.¹³ Young person's comment on one of popular social networks demonstrates that clearly:

*Do you sometimes feel that you differ from the other members of your family?
I always do. No one is of my age, and that is why, at every party I sit alone.
Because I neither intend to entertain children nor stay with adults. It ticks me
off when everybody wants to mach me.*

*All want to know my boyfriend's name, and some guys are simply angry at me
I don't have one. Such moments start quarrels. Also my grandma and auntie's
comments irritate me... lately in front of the whole family I've been asked:*

¹⁰ W. Wrzesień, *Rodzice i ich dzieci w tańcu pokoleń*, Poznań 2005, p. 35.

¹¹ D. Law Nolte, R. Harris, *Nastolatki patrzą na nas*, Warszawa 2005, p. 44.

¹² W. Eichelberger, A. Samson, *Dobre rozmowy, które powinny odbyć się w każdym domu*, Warszawa 2003, p. 38.

¹³ Ibidem, p. 35.

– *Have you kissed yet?*

– *When is Your next period falling on?*

*In such situations I feel embarrassed and I hate my family.*¹⁴

Positive intensifying must be real and adequate. Vague and often repeated compliments are ignored by a young man or make him more egocentric than it lies in the nature of an average teenager. Better effects are brought by praising for certain behavior or acting. For an adolescent it is a communication that parents notice what he/she has done and that they like it.¹⁵

We grow-up within family, acquiring its habits, traditions, and constant rituals. But we also have own emotions which openly expressed at home – may cause certain repercussions from its side. Therefore, not to be treated like 'different', we often try to suppress our worries and problems, but void must be filled, and that is why anonymous Internet forums are becoming so popular. We can vent our emotions there, and want to reach catharsis. Is it happening so?

There we are 'different' than in our everyday lives. If at home they knew our acts they surely would look at us as...'different' than they had imagined us: polite, obedient and well-mannered. Neither in the Web nor at home we are 'between'. None of those attitudes is satisfying us, or gives feeling of joy and fulfillment.

Only growing-up and gaining certain experiences causes we become 'domesticated different' i.e. normal ones. But there is also an opinion that without rebellion and being 'different' there is no self-development, no progress. So, what to choose: stagnation or 'otherness'? Is ordered world better or worse than chaos? It is very hard to give answer. But I know that family should tolerate the 'otherness' and reinforce aspirations. Should it be at cost of an opinion in the Web? May be even at cost of such opinions. Accumulated emotional pressure needs a vent, and of many possibilities, the one seems to be the least severe and unjust.

¹⁴ http://zapytaj.com.pl/Category/008,001/2,4388442,Czy_czasami_czujesz_ze_jestes_inny_niz_reszta_czlonkow_Twojej_rodziny.html

¹⁵ D. Law Nolte, R. Harris, *Nastolatki patrzq na nas*, op. cit.

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