

## SPIS TREŚCI



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*Profanation, Dethronement, Reversal – Carnivalisation of Christian Sacrum in Contemporary Art (the Case of Dorota Nieznalska)* . . . . . 7

In its medieval version carnival appropriated some elements of official (Christian) culture which was its material. That transformed to sacrum which was exploited to show new, important matters. Also, in contemporary art we can see escalating tendencies to cross borders, which could be compared to carnival practices. Art repeatedly breaks the borders of Christian sacrum, which becomes, similarly as it does in carnival, a specific strategy. This is not only the case of crossing borders, but it concerns artists making use of “carnival poetics”. *Passion*, created by Dorota Nieznalska, is a suitable example to substantiate this thesis. That installation provoked a trial which initiated a series of discussions about artistic freedom. The opinions of the participants were extremely polarized: some of them considered *Passion* as a remarkable work, others refused to acknowledge its artistic value. They used different aesthetic categories to evaluate works, which excluded the possibility of any agreement. Therefore, it is worth looking at *Passion* from a different perspective. Mikhail Bakhtin’s theory of carnivalization could help. In this context *Passion* and other presentations of that type become a carnival parody of some rituals which have become part of official culture. They should be placed in the same line as medieval parodic forms: fool’s mass, a chamber pot imitating a plate or a young man disguised himself as a priest who baptizes a goat. These are the traces of carnival eccentricity which use some simplified elements of official culture – in this case Christian symbolism.

MAGDALENA ŚLUSARCZYK

*Socialisation. Chosen Problems on Forming Gender Roles in the Process of Education* . . . . . 19

How does the process of socialization to gender roles look like? Does the school respond to changes in society? An analysis of research on this subject rather indicates that the implementation of adaptive function of school seems to be adopting such schemes of gender roles and as a consequence it imposes an existing set of social and professional roles. The result of such socialization process, in which social reality is decomposed into a binary axis of masculinity and femininity, is quite comfortable. However, it is a limited world. The crucial point of socialization is not to provide ready answers and prescriptions, but to construct the starting points beyond the dominant interpretations of the world, to point out the locality and historicity of the seemingly universal judgements and to move away from the “safe knowledge” assumption.

WACŁAW BRANICKI, EWA AUGUSTYNIAK

*Communication Mediated by Technology and the Development of Interpersonal Relationships during Adolescence Crisis* . . . . . 39

The primary objective of the analysis is to answer the question, what is the impact of communication mediated by technology on the development of interpersonal relationships of teenagers. Developing the skills to build a mature relationship between people is an important goal of development of this period. Crisis of adolescence often involve high levels of social anxiety. Despite the possibility of voice communication and visual messaging adolescents often preferred text. This probably results from the fact that text messaging allows for greater control of content and form of communication, and hides the symptoms of social anxiety. Studies also indicate that the text may be a carrier of emotion. It is a condition of recognition that such communication can deepen interpersonal relationships. Indeed, most teens declare that through such a medium is in talks on personal matters. Communication mediated by technology can provide support for the development of interpersonal relationships particularly among teenagers who have relatively high social skills gained in reality. For adolescents with a higher level of anxiety virtuality can become a space to escape and the development syndrome of social maladjustment. For this reason, these people need more educational support. It may allow the formation of the ability to use communication technologies, which will serve personal development. The increase in time devoted to communication mediated by technology to impoverished relationships with parents of teenagers, which is one of the main negative consequences of development of the phenomenon.

JOANNA ORZEŁ

*Education of a Nobleman – Ideals and Postulates in Old Polish Pedagogical Literature* . . . . . 60

This article discusses the ideals and postulates in pedagogical literature of the 16th and 18th century. After the gentry came to power in the 16th century, many ideas reforming education of the future generations arose. Not only does the work of Andrzej Frycz-Modrzewski deserve our attention but also other works, like the one of Szymon Maryczusz. Political issues, economic impairment of Rzeczpospolita, the decline of executive party, the development and popularity of sarmatian ideology caused that, till the times of Stanisław August Poniatowski, education was conducted according to old rules, which did not compare to the ones in Western Europe.

## STATMENTS–REPORTS

MAGDALENA DYBAŚ

*Quality Assurance System in Bulgarian Higher Education – Development or Stagnation?* . . . . . 76

This paper reports from a study on formal and informal implementation of quality assurance system – the main instrument of Bologna Process – In Bulgarian higher education. Usually studies on the reform do not develop simultaneous top-down and bottom-up perspective

and do not contain *rank and file* academic staff opinions. Whereas quality can not be improved without academics involvement into this process and policy. At the beginning of the paper two ideas of quality in higher education were described. Then we can find brief characteristic of the contemporary Bulgarian higher education, institutional change theory and methodological frameworks. The last sections present two parts of the research. 1) Analyses of formal frameworks of Bulgarian quality assurance were based on the document: "The European Standards and Guidelines for Quality Assurance in European Higher Education Area" and the model "Phases in quality assurance system". 2) The second part of the study refers to Bulgarian academics expectations toward QA. Refer to above mentioned model, QA system should solve key problems of higher education. Therefore respondents were to point out and describe crucial weaknesses of Bulgarian universities during in-depth interviews. According to the study, Bulgarian quality assurance system has been operating at the basic technical levels for several years. It has not managed yet to resolve fundamental problems of Bulgarian higher education. Its main task is to control Bulgarian universities and legitimize them as European higher education organizations. Moreover, Bulgarian academics have little knowledge about QA and Bologna Process. They are not interested in these issues because they do not really affect and change Bulgarian higher education.

MARTA KOTARBA - KAŃCZUGOWSKA

*Difficulties in Early Foreign Language Learning – Based on the Observation of the Organization of Language Education of Arab Children in Israel* . . . . . 103

Developing speaking skills plays an important role in language learning. At the same time it is a very complex process. This is due to several factors: methodological, cultural and psychological. Recently I visited the Kaye Academic College of Education, Beer-Sheva, Israel, and I had the opportunity to observe the organization of language education for Arab children in Israel. This experience inspired me to reflections on the difficulties linked with early language teaching, often accompanied by many concerns and misunderstandings. The results of these considerations were presented in the article.

ANNA BRZEZIŃSKA

*Amateur Artistic Movement in a Small Town. Reflections on Educational Potential of Popular Culture* . . . . . 114

The article presents the results of research, which was carried out in 2009 among the members of the band from Wołów, called Blue Raincoat. The aim was to prove that the musical activity of an amateur artistic movement in a small town has also educational dimension. The research proved that during over a ten-year activity of the band its musicians discovered a huge creative potential in themselves. The activity of Blue Raincoat group allowed them to develop both their passions and music skills. Playing together, which at the same time was a kind of artistic meeting, created new knowledge, stimulating their awareness, released previously far unrecognized feelings and continually motivated to further work, thus leading to development of the artists' personalities. Communication by means of music enabled the young people to experience the world and themselves. On the basis of informal education also the exchange of experience took place, managerial competences developed, the musicians learned how to work systematically and be enterprising. The small group acquired an educational force thanks to, among other things, the conception of lifelong learning.

ANNA TUROWSKA

*Personal Dispositions and Coping with Stress on the Example of Graduate Students  
from Warsaw School of Economics* . . . . . 133

The purpose of the study was to present coping strategies among last year students in latter days of the system transition in Poland. The participants were the students of five-years master's studies in SGH (Warsaw School of Economics).

Three strategies of coping: task-oriented (planful problem-solving), emotion-oriented and escape-avoidance oriented were explored. It was examined whether the adopted type of coping is related to personality features – self-esteem, need for achievement and locus of control.

The results indicated that task-oriented, active strategy of coping with stress is chosen by the overwhelming majority of students (nearly 80%). Emotion and avoidance-oriented coping with stress was chosen by 11% and 9% respectively.

Results of regression analyses showed significant relations for: task-oriented coping and need for achievement; emotion-oriented coping and self-esteem, avoidance-oriented coping and self-esteem. No significant relation between locus of control and coping strategies was found.

MAREK MARIUSZ TYTKO

*Children's and Youth Theatre in the Concept of Stefan Szuman* . . . . . 144

Stefan Bolesław Teodor Szuman (born 1889 in Toruń, died 1972 in Warsaw) was a Polish professor of pedagogical psychology at the Jagiellonian University in Cracow (1928–1960). He also wrote some texts on a theatre for children. In his conception of special theatre for children, he divided theatres into the life actor theatre and the puppet theatre. The author of this article presents Szuman's conception of a theatre for young spectator (viewer) and its educational contexts in culture. Citations of Szuman's sentences (speech) are based on original Polish texts, the first editions of Szuman's works. Described types of the theatre for children and youth, which are especially important in education, are as follows: 1) a puppet theatre, 2) a theatre of life word, 3) a traditional theatre of an actor.

## **SPECIAL STATEMENTS**

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