

Beata Kozaczuk

Fixation on the personal approach to child's education

Edukacja Elementarna w Teorii i Praktyce : kwartalnik dla nauczycieli nr 2-3, 92-96

2011

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.



Z ZAGRANICY...

mgr Beata Kozaczuk
Przedszkole nr 1 w Warszawie

FIXATION ON THE PERSONAL APPROACH TO CHILD'S EDUCATION

The development of a child often remains stable and rigid considering the current subjective approach to education. Development is identical to the expanding awareness of a child about itself. Self-consciousness of a child is very often a reflection of the proceedings of its relatives in the first years of life, and then identified with these actions in subsequent years. A fully developed human self-consciousness requires the ability to differentiate I from Others what happens in the further development. The child will have the opportunity to learn about its preferences and development, and thus about itself as unique individual, only if the child is proposed to organize various forms of activity, in line with the subjective approach to education. According to this approach, the child itself determines the preferred action. Generally it is not good to force a child to certain actions where it achieves no self-satisfaction. It is therefore initially necessary to familiarize the child with the greatest range of possible ways of action. This can be done through the well-planned actions of the child's work or play, keeping with its age. This situation often arises spontaneously from the occasional events. Finally, thinking about a child's growth, education should be understood as „the cumulative impact of all environmental factors that affect development and behavior”¹, directing the child's growth.

This is where the person having an impact on child development faces the challenge. Education is an adult-oriented action, initially directing the development of children. Human nature results from inherited traits. Hence, it can be developed under the influence of education only to certain extent². Therefore, development of all aspects of a child's ability at the same level is not compatible with its innate disposition. Some groups of skills will dominate over less developed ones. According to subjective approach to education a comprehensive human development is not necessary. It is natural for some types of capabilities to be significantly lower than others.

Thought-out educational activities, organized in the form of work and fun, should result from a child's interests. The desire to complete the proposed actions by a guardian is evidence of adaptation to a child's developmental capabilities. No such intentions are not necessary evident of a guardian's inappropriate activities.

¹ A. S. Reber i E. S. Reber, *Słownik psychologii*, Warsaw 2008, p. 883.

² *Ibid.*, p. 422-423.



Education consists of „crossing the existing skill level”, which often arouses feelings of discomfort. Thus, a child’s developed comprehension needs to be sometimes subject to approaches that intentionally motivate it to carry out specific activities. Changing forms of activity during the child’s learning makes this task easier. Table 1 shows the various forms of activity that can be used for this purpose.

Table 1. Characteristics of educational by fun and working

Type of child’s activity	Characteristics	Types
Fun	Its aim is to have a good time. It is allowed to stop at any time. A child is free to decide on the order of actions. There are no rules of play. It is not compulsory and there is no specific duration. Rules may change during its lifetime. The content of this play is imaginary. Items can be used in any way. Child decides what roles it takes.	<ol style="list-style-type: none"> 1) manipulative – dexterity exercises of hands and fingers. 2) construction – building or creating something. 3) theme – the result of experience and observation of the child’s environment. 4) teaching and learning – develop a child’s mind. 5) movement – supporting fitness of the child’s physical development.
Work	Work is preparing to take responsibility. It shows a child how to live in reality, where objects have a specific purpose. A child learns to perform tasks appropriate for a particular purpose. While working, a child takes a series of actions. Continues the work begun, until its completion. In the end, the child sees the effect of implementing something. It is required to specify an expected duration of work, before a child starts it.	<ol style="list-style-type: none"> 1) involves the handling of yourself – teaches a child self-service activities. 2) clean up – teaches a child to keep order and to be dutiful. 3) economic – to develop independent living in the environment of a child and to learn about duty. 4) benefiting others – teaches roles in family and social life.

(Source: compiled on the basis of B. Kozaczuk, *Mini poradnik rozwoju dziecka*, Warsaw 2009, p. 89–94)

Nature, however, can not be overcome. Although participation in these activities significantly shapes a child’s abilities, „about 50% of the variability of general cognitive ability explains the influence of genetics, where shared and specific environment³ – explains the remainder of the volatility”⁴. At the same

³ Specific environment – refers to the internal and external family environmental factors in differentiating households. Otherwise, these factors can be determined as a specific individual and the unique environmental experience of a person. The *life history* of an individual in that sense corresponds to this concept. Shared environment – is characterized in terms of all the factors describing the habitat of a specific family; the shared environment is composed of: material resources of the family and the type of relations (traditional or reciprocal) between family members (W. Oniszczenko and W. L. Dragan, *Genetyka zachowania w psychologii i psychiatrii*, Warsaw 2008, p. 13).



time, the research conducted by E. G. Biskop *et al.* (2003) shows that changes in heritability and environmental impact depends on the age of a child, affecting the general abilities in children with variable intensity. A study involving children aged 1–12 years shows that an heritability factor explains the largest part of the diversity of talents (from 43% in three years old children to 74% in ten years olds). Subsequently, the influence of shared environment (from 3% in children aged 1, 7, 9, 10 to 30% in children of three years), while specific environment explains the smallest part of the talents (2%) in children of two years and the most in one year olds (41%). Based on obtained data the authors concluded that during middle childhood, genetic factors are responsible for the stability of general capacity, while the specific environment is the cause of change and constancy. It is consistent with other data on this subject⁵. Thus, the common environment is the least important in the development of general abilities in children. The status of the family, as well as the interactions between members of the household are significantly less important in shaping the general capabilities of an individual than genotype and subjective feelings. The concept of *general capabilities*, however, according to E. Nęcka, is identified with the measure of *intelligence*⁶. This contemporary understanding of human intelligence refers specifically to mental capacity or capability group taken in at least three aspects of an individual: potential capabilities, the expression of actual capabilities, and the level of implementation of specific actions or tasks.⁷ Supporting self-development through education must include all of the described categories. It is consistent with the definition of growth I (i.e. individual self) and synonymous with progress in cognitive and emotional maturity. Ultimately, self-development provides increased opportunities for self-realization⁸. In other words, self-development results from human self-consciousness. To make it happen it is necessary to take subject approach in raising a child. It should take place where there are leveled deficiencies in a specific group in a child's capability that is necessary to achieve capacity for self-awareness.

Subjectivity in education may facilitate this task by inducing subjective feelings of satisfaction thru the completion of activities. Here it is essential to follow the child's feelings, for example, motivating by applause or praise. After each task the child needs to be rewarded by recognizing and highlighting its strengths. Thereby, in the child is an enhanced willingness for the next activity. There self-development has a positive connotations resulting from participation in this process. Supporting a child's actions, especially in the younger ages are essential. Reward for positive behavior determines the value of action performed. Prizes can be:

⁴ Ibid., p. 49.

⁵ Ibid., p. 52.

⁶ Intelligence Quotient (abbreviated II or IQ) – is one of the markers of intelligence that is calculated by analyzing results of intelligence tests, enabling measurement II (D. Seligman, *O inteligencji prawie wszystko. Kontrowersje wokół ilorazu inteligencji*, Warsaw 1995, p. 8).

⁷ E. Nęcka, *Inteligencja. Genetyka, struktura, funkcje*, Gdańsk 2003, p. 21.

⁸ A. S. Reber i E. S. Reber, *Słownik psychologii*, Warsaw 2008, p. 686.



- social reward (such as verbal praise, thanks, handshakes, etc.),
- activity (for instance, invite other children home, special trips – going to the Zoo, buying something together – e.g. new pyjamas, etc.),
- specific items (such as small toy, sweets, fruit, collectables – e.g. stamps etc.)⁹.

The positive attitude of a guardian as the social reward has the strongest affect of all.

Organization in appropriate forms of activity should be combined with a positive attitude. That is equally important to a child and guardians ongoing activities, which is reflected in nonverbal communications. Through the *mirror neurons*, strongly linked with the ability of human perception, in an individual takes place the reflection process. They form part of the process of introspection and self-awareness of a child with collection and image analysis, in which it perceives itself in the same way as guardian sees the child¹⁰. In addition, mirror neurons in this process create the body's physiological reaction. Therefore, a child observing a guardian's reaction on its actions feels as if they are „walking in their shoes”¹¹. When learning takes place in a relaxed atmosphere, and their work is praised, self-development is stimulated. Deferring certain activities by a child may be the result of not feeling satisfied with their achievement. It is a masked form of evasion of activities and detachment from life¹². The attitude of the guardian is crucial in this sense, breaking down resistance to certain acts, or enhancing it.

But still, subject approach to the sustainability of development in the early years of childhood is the foreground of a child's subjective satisfaction. Then there is a possible constant and harmonious development of the child's capabilities, which in future can be measured by IQ tests. Also, the child is satisfied because of self-realization, resulting from its self-development.

Intentional organization of a child's activities demonstrates the proper procedure. Perpetuated educational attitude determines the style of raising children. Parents are the first guardians of the child and so through disclosure parental styles significantly differentiate its continued success in life¹³. So for the good of the child it is worth first taking the subject approach, then subjectively showing feelings of parental love and support. Subjectivity in education can also be expressed by allowing the child to teach the adult. Then, at the time a task is performed by the child, an adult shows „unawareness” about the proper performance of the task. The adult by targeted questions addressed to the child directs its actions, as if being taught by a child at the time when the child explains the implemented actions to the adult. Then the ability to remember things by

⁹ C. Sutton, *Książeczka 7: Szersze zastosowanie metody*, [in:] *Jak radzić sobie z trudnymi zachowaniami u dzieci* (cykl 8 książeczek), Warsaw 2000, p. 7–8.

¹⁰ Vilayanur S. Ramachandran i Lindsay M. Oberman, *Broken Mirrors: A Theory of Autism*, „Scientific American”, 295 (2006)5, p. 38–45.

¹¹ P. Przybysz, *Inni w naszych głowach*, „Charaktery”, 2(2008), p. 66–71.

¹² B. R. Barber, *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole*, New York 2008, p. 109–110.

¹³ T. Szlendak, *Zamiedbana piaskownica. Style wychowania małych dzieci a problem nierówności szans edukacyjnych*, Warsaw 2003, p. 10.



a child can reach 60%¹⁴. Additionally, a smile on an adult face is an incentive for further action.

Beata Kozaczuk

Bibliography:

- Barber, B. R., *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole*, New York 2008, p. 109-110, W. W. NORTON & COMPANY.
- Butz M., Faltus R. i Cohen E., *Praca w grupach. Wybór artykułów*, Warsaw 1996, Fundacja Edukacji dla Demokracji.
- Dudzińska I., *Wychowanie i nauczanie w przedszkolu*, Warsaw 1983, Wydawnictwa Szkolne i Pedagogiczne.
- Kozaczuk B., *Mini poradnik rozwoju dziecka*, Warsaw 2009, Wydawnictwo M.M.
- Necka E., *Inteligencja. Geneza, struktura, funkcje*, Gdańsk 2003, GWP.
- Oniszczenko W. i Dragan W. L., *Genetyka zachowania w psychologii i psychiatrii*, Warsaw 2008, Wydawnictwo Naukowe „Scholar”.
- Przybysz P., *Inni w naszych głowach*, „Charaktery”, 2(2008).
- Ramachandran, Vilayanur S. i Oberman, Lindsay M., *Broken Mirrors: A Theory of Autism*, „Scientific American”, 295(2006)5.
- Reber A. S. i Reber E. S., *Słownik psychologii*, Warsaw 2008, Wydawnictwo Naukowe „Scholar”.
- Seligman D., *O inteligencji prawie wszystko. Kontrowersje wokół ilorazu inteligencji*, Warsaw 1995, Wydawnictwo Naukowe PWN.
- Sutton C., *Książeczka 7: Szersze zastosowanie metody*, [in:] *Jak radzić sobie z trudnymi zachowaniami u dzieci* (cykl 8 książeczek), Warsaw, 2000, Fundacja „Synapsis”.
- Szlendak T., *Zaniedbana piaskownica. Style wychowania małych dzieci a problem nierówności szans edukacyjnych*, Warsaw 2003, Instytut Spraw Publicznych.

SUMMARY:**Fixation on the personal approach to child's education**

Learning is not a random process, but a scheduled operation. Then a child can achieve certain skills. Therefore it is needed to take the subject approach towards the taught person and then subjectively encouraged that person to learn. Child's activities take the form of positive meaning through repayable peers attitudes and significant others. The younger the child, the more important this is.

Key words: Key words: subjectivity of education, objectivity education, children's activities, environment-specific, shared environment, genotype, intelligence, mirror neurons.

STRESZCZENIE:**Fiksacja na podmiotowym podejściu do wychowania dziecka**

Nauka nie jest przypadkowym procesem, lecz zaplanowanym działaniem. Dziecko może osiągnąć określone umiejętności. W tym celu należy przedmiotowo podejść do nauczanej osoby, by następnie podmiotowo ją zachęcić do nauki. Dziecięce formy aktywności nabierają pozytywnego znaczenia za pośrednictwem zwrotnych postaw rówieśników oraz innych osób znaczących. Jest to tym ważniejsze, im młodsze jest dziecko.

Słowa kluczowe: podmiotowość wychowania, przedmiotowość wychowania, aktywność dziecięca, środowisko specyficzne, środowisko wspólne, genotyp, inteligencja, neurony lustrzane.

¹⁴ M. Butz, R. Faltus i E. Cohen, *Praca w grupach. Wybór artykułów*, Warsaw 1996, p. 2.