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CHARACTERISTICS OF THE FAMILY ENVIRONMENT OF THE CHILDREN WITH DISABILITY

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***Abstract:** The paper presents the impacts on family functioning from the view of parents of a child born with a disability. Caring for a disabled child is a stressful situation for parents, with which they deal differently. The focus of the paper is on family preparedness and awareness, and the ability of parents to accept a child with a disability.*

***Keywords:** family, the family with a child with a disability, disability, awareness, quality of family life*

1 Introduction

The family and the comprehensive preparation for family life, represent a lifelong personalization and socialization of personal development. Within this activity, it is essential to coordinate the educational impact of the family, school and out-of-school organizations. The issues of marital, family and sexual life are part of pedagogical theory and practice.

We can compare the family to the mirror in which we can clearly see the impact of social changes and their impact on the life of an individual and the society. These changes, of course, are not reflected only in the structure of the family, but also in the relations between the individual members, the preferred and the given values, in the form of education or in the actual functioning of the family. In the past, the issues of families with the child with a disability were not the center of attention of specialists, as they focused more on the children with disability and their treatment and rehabilitation.

1.1 The family and its place in the social system and in science

The words “family” and “family education” are very concise and emotive used by each one of us and in our opinion, in these times it is important to pay attention to them. The family is the first social environment in which so-called “primary socialization” takes place, as well as the first education institution. According to Pupala (2004), education is a process of cultural transmission that ensures the transmission of values, norms, and customs of a given culture or communities, i.e. its continuity and specific features. We can conclude that the

influence of parenthood on the individual is a constant and lifelong effect on personality and its formation in all areas of development, through mutual interactions.

The role of the family in education to responsible parenthood is paramount, but practice and research show that now every family is sufficiently prepared for this function. We agree with several authors (Rozinajová, Tamášová, Hamarová, Kurincová, Helus, Potočárová, Prevedárová, Možný, Střelec and others) that the family has undoubtedly the greatest responsibility for the upbringing of the child. It follows not only from the society tradition but also from the legal forms set out in the Family Code, which perceives the family as the basic cell of the society that arises from the marriage foundation, and points to the fact that from a legal point of view, no alternative forms of partnership are allowed. The code further characterizes the family as an institution that builds a common history based on diverse and shared experiences and contributes to the sense of reciprocity between family members by their uniqueness and meaningfulness (The Family Code No 36/2005 Journal of laws).

In domestic and foreign scientific literature, there are many definitions of “the family”, from philosophical, pedagogical, sociological, but also a psychological point of view. From all of them, we choose those that the best match the given problem.

For a long time, the family has been considered stable and essentially unchanging morphotactic institution that, unlike the opaque and evolving public world, protects its members, does not alter its shape, internal organization or habitus, and changes in its surroundings balance quickly (Možný, 2006). Social expectations of family practices are changing, norms and ideas about what is and is not included in the female roles are changing and the views on the upbringing of children and its model are changing as well. In the 20th century, the institution of the family was challenged by its traditional form and undergone changes that redefined its basic characteristics.

Průcha (In Průcha, Walterová, Mareš, 2009), adds in the pedagogical encyclopedia that the family is the oldest social institution that performs socializing, economic, sexual-regulatory, reproductive and other functions. It creates a certain emotional atmosphere, shapes interpersonal relationships, values, and attitudes, the foundations of ethics and lifestyle.

We also find a similar definition of the family by Beňa et al (2006), that perceives the family as a basic social group linked by a bloodbath. The family thus provides its members with protection, community, security and correspondingly with specific patterns and traditions with socialization (Beňo, Šimčáková, Herich, 2006).

The sociological view of family and relationships between relatives is characterized as follows: *“a family is a form of long-term solidarity coexistence of persons who are connected by parentage, at least parents and children. Other family features are sociocultural. These include common housing, belonging to a common family line, joint production and consumption of the goods, etc.”* (Jandourek, 2002).

Family relationships are based on love and mutual care and are a basic criterion for the household's formation, and the task performance related to biological and social reproduction in everyday life. The family is never an isolated institution, rather it is a part of wider social processes, cultural patterns, and political systems.

Similarly, the psychologist Plaňava (1998), describes the family as a structured unit (system), whose purpose, ambition and content are to a relatively safe, stable place and environment for sharing, reproduction and production of people's lives. The author understands the family as a system that is much more plastic and flexible. It points to the dynamics of the family as a system that evolves, changes whose purpose, ambition and content is to form (not to create at once) a safe and stable space, it is, therefore, a process that is dynamic that develops over time and requires some effort for the system to work and fulfill its mission.

We can conclude that the wide variability of definitions of the defined term merely proves that it is almost impossible to do a uniform and universally acceptable definition of the term “family”. However, one fact is common to all; the family's mission is the most important institution for society and individuals. Opinions about family changed and shaped for many years but have remained unchanged in something. The recognition that the family is a very conservative social body remains stable. This is evidenced by the fact that, unlike the widespread perceptions of the disintegration and a crisis of the traditional family, they show that certain traditional norms, values, and principles of coexistence are preserved in present-day families and are guided by education (Potočárová, 2003).

1.2 Lifecycle of a family with a disabled child

When defining the concept of “family”, we used the theoretical concept of the most comprehensive definition, which defines the family as a “natural (primary) social group composed of individuals of different gender and age, who are interdependent and are interconnected by relationships for satisfying basic biological, psychological and social needs” (Prevendárová, 1998). In the above-mentioned concept, we can conclude that the family is a dynamically formed body whose significant feature is the process of constant change, which

we can call the cycle of the family with different development stages. The lifecycle of a family with a disabled child has its life cycles, which are very specific in each stage. The scientific sources often mention six stages (Plaňava, Matoušek, Rozinajová, Seidler, Kurincová, Prevendárová, and others). In our view, it is not necessary to consider all the stages, but we want to highlight the particularity of one stage when the new child comes to the family. Expectations of the birth of a child are always a big family event. This event is preceded by preparation and adaptation to the child's presence. The responsibility of a child is a very intense feeling. The difficult situation is when a baby is born with serious health problems; the third stage of the family's cycle can be very influential. At present, medicine offers us a wide range of diagnostic prenatal techniques that allow detecting abnormalities from the child's development standards before the birth of a child. Based on various examinations (withdrawal of amniotic fluid, blood exams, sonography, morphological ultrasound, and others), doctors can often detect developmental abnormalities. The verdict of the diagnosis can be defined over a different period of time, the length of which also affects the parents' reaction and how this information is processed (Vágnerová, 2014). According to Vágnerová (2014), as mentioned above, the parent's reactions to the situation of the birth of a child with a disability, according to Seidler and Kurincová (2005), parents go through the following phases:

- The phase of shock and denial- The parents have lost their expectations of their child, they do not want to accept the situation. It is a time when the family learns the unpleasant fact that their child is disabled. Shock is a defensive mechanism which is manifested by an inappropriate response to the situation, feeling of confusion and chaos;
- The acceptable phase and coping with the problem- The family gradually try to cope with reality. Part of this phase is to blame each other and looking for a guilty person that is responsible for their difficult situation. Support from the family, friends, professionals, and doctors is necessary.
- The phase of reconciliation – The family becomes aware of reality and its acceptance, they begin to perceive the situation more realistically and they start to focus on their child, his prognosis and the possibilities for its further development. The family also needs to re-evaluate their values.

After going through these phases, it is important to be informed about the type, degree, and nature of the child's health disadvantage (Slowík, J., 2007). Parents also have other tasks, such as providing a child with a quality life, such as ensuring the child financially. The family of the child with a disability requires complex psychological, medical, social and pedagogical care. The family must

understand the situation they find themselves in as soon as possible and they must be familiar with the actual state of the child, its prognosis and the possibilities of its future development. After understanding all the information, it is necessary to evaluate them, and the role of the parents is to choose an appropriate but beneficial educational approach (Prevendárová, 1998). Fitznerová (2010) introduced educational models that are identical to the errors described by Seidler (2008), whose parents commit to bringing up their child. It is an anxious, perfectionist, hyper protective, and dismissive upbringing. Already in older literature, Fišer (1968) mentions that “parents who give birth to a child with a disability are required to spend twice as much energy to accompany the child’s development and education as when working with an intact child.” (Fiser, et al. 1968, In Prevedarova, 1998). The last phase of mature parenting is:

- accepting the child is disabled,
- accepting the child as he/she is,
- accepting yourself as a parent of a disabled child, as well as a person with all other life roles, personality traits, experiences, attitudes.

It is not easy to reach this phase. This fact is also shown by Turzák, Kurincová (2016) that the experience of parents confirms that it is crucial, especially in this period, to gradually accept the idea that their child is disabled. Acceptance of this fact by parents means for the child himself a huge contribution to his life, it is so-called “the test of unconditional parental love.” Few parents go through such a life spontaneously; many of them need support from professionals, psychological, medical, educational or social institutions and services. Frania (2010) which examined the level of parent’s education has an influence on forming the child’s attitude. The level of education is strictly connected with the social status and with knowledge values which are or are not respected by parents.

2 Preparedness and awareness of the family in in the context of research

2.1 Research problem, goals, questions and methods

In the context of the theoretical background, many research investigations are being carried out, addressing the problems of families with a child with a disability. Some of the researched are given as an example. Interesting is, for example, research by Václavíková (2012), which examined the families living with a disabled child and focused on economic- social sphere. It has also addressed the quality of life of these families as well as the ability of the parent to accept a disabled child like any other. She pointed out that this issue was also among the public in the period around the second half of the 20th century.

By examining this issue, she has found that the birth of a child with a disability is stressful for the family affecting wider social structures. Further, she has concluded that the relationship to a disabled child does not depend on the level of education of the parents, but on their values (<https://www.pulib.sk/web/kniznica/elpub/dokument/Balogova6/subor/Vaclavikova.pdf>).

Repková (2006) conducted a similarly oriented research focused on the social and economic area of the family with a disabled child. She examined the perception of the changes that occur in the families in the monitored areas (<http://www.ceit.sk/IVPR/images/IVPR/vyskum/2006/ZPRZPC.pdf>). We can confirm that several studies have been carried out on this issue not only in our country but also abroad.

The subject of our investigation is the preparedness and awareness of the family that expects the arrival of a disabled child. In the context of the research, the goals were set:

- Goal 1 – To find out if the parents have enough information about the situation they are in and whether it helped them to handle this situation.
- Goal 2 – To decide whether the family has a positive impact on the success of the social integration of a disabled child.

Based on the theoretical background and research goals we have set the following research questions:

1. Do the parents at the birth of their disabled child have enough information as some time after?
2. Do the parents who have not been prepared in advance for this situation acquire enough information about disability and its consequences during the social integration?

The choice of the research group was deliberate. The sample was made up of 81 respondents, parents of a disabled child. Out of all the respondents, 24 were parents of a child with a physical disability, accounting for 29.6%. The second largest group consists of parents with a child with a hearing impairment, and it consists of 23 respondents, i.e. 28.4%.

The third largest group with 22 responses was with a child with a mental disability (the borderline of mental disability), i.e. 27.2%. The “Other” includes responses of 10 respondents, which is 12.3 %, with a child with a combination of physical and visual impairment, a child with Asperger syndrome, a child with physical impairment and a child with metabolic disorders. The smallest group was made of parents with a visually impaired child, only in two cases, i.e. 2.5% of the respondents.

The aim of the research was to find out the status of the families with a disabled child. We examined whether they have enough information to help them cope with their situation.

The following research methods were used for the research:

- literary- historical method,
- questionnaire,
- the method of statistic data analysis.

The term *literary- historical method* means to understand the issues of the subjects. By studying the literature, we have gained a more comprehensive view of the problem. Literature helped us to carry out research and based on that we could get, process and evaluate the data.

Another method that we used for data collection, is a method of exploratory nature, and that is a *questionnaire*. According to Švec (1998), a questionnaire is a research, development and evaluations tool for relatively rapid and massive way of data collections on knowledge, attitudes, and opinions of people interviewed. In our case, it was essential to find out the opinions and attitudes of the interviewed families. The type of research we have carried out is a natural part of data processing using quantitative and qualitative methods. We used standard mathematical and statistical methods for the evolution of the research.

The questionnaire had several constructs and in the context of the topic of our paper, we focused only on those parts that are relevant to the issue. We chose only the part that helped us to decide whether parents had enough information and how this information influenced them in the situation of having a disabled child. We also wondered whether parents think that a positive and stimulating environment affects the social integration of the child.

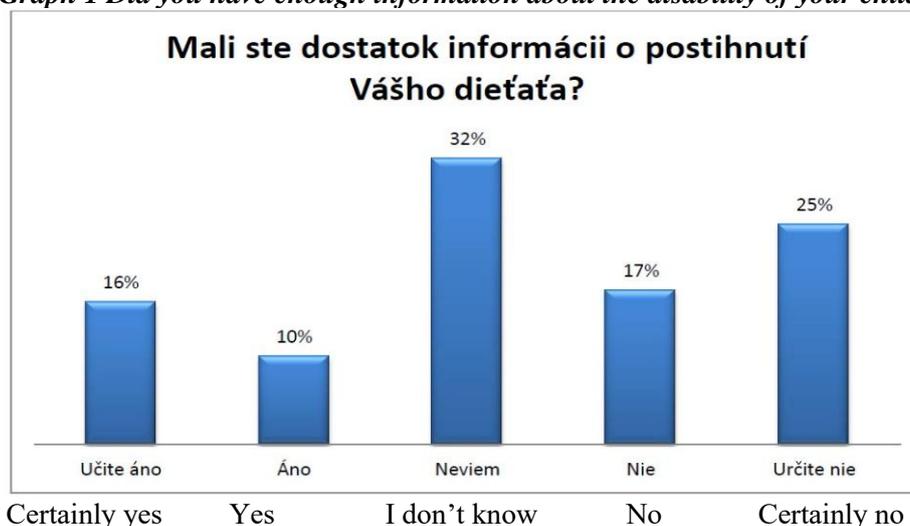
1.2 Interpretation of research results

1) *Did you have enough information about the child's disability?*

On this issue, parents can express whether they had enough information about their child's disability, using the scale. Most of them, 26 respondents, representing 32,1%, were unable to comment whether they had, or they did not have enough information, therefore their statement was neutral. 13 respondents, i.e. 16% of a total number of respondents, answered: "Certainly yes." Up to 20 respondents, i.e. 24,7% answered that they certainly did not have enough information.

Eight respondents replied that they had enough information, which is 9,9% of the respondents. On the other side, 17,3 %, corresponding with 14 respondents, said they had a little information.

Graph 1 Did you have enough information about the disability of your child?

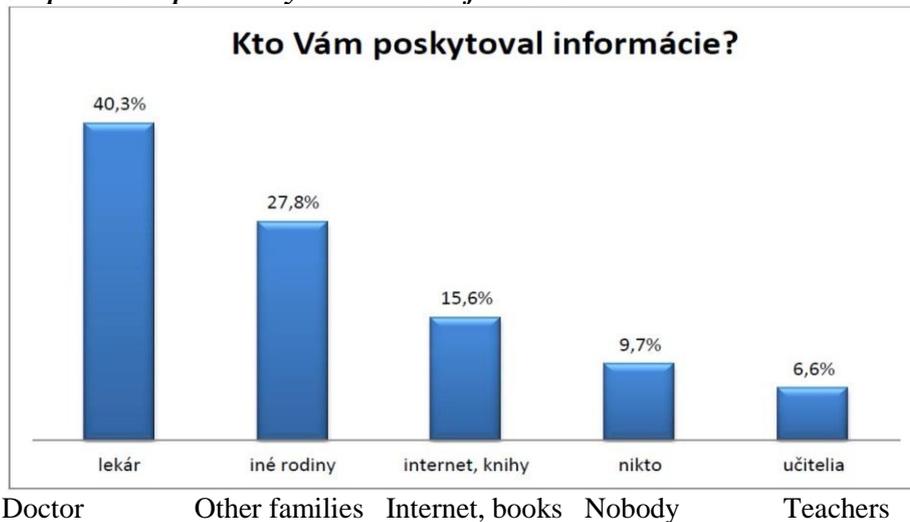


2) Who provided you with the information?

There are different answers to this question. The question was open, parents had to express their opinion on who provided them with the information. Most of the parents answered that doctors provided them with information, then the Internet or they studied books or asking for help the families with a similar problem. The most common answer was the internet, including the advice between mothers. Many parents report that they obtained information from a physiotherapist. One answer is information obtained from the Internet, self-studies, and help from the doctors from the USA, because they could not get help from doctors in Slovakia. Others obtained information from specialists in Bratislava.

To summarize that, according to many answers, parents were given the first information from the doctor. Others were either from the specialists of the ENT (Examination and treatment unit), the neurologist, specialist teacher for hearing problem, the speech therapist, the physiotherapist, the social organizations, the various foundation and then they sought the other information that was emerging either by doctors, but most often through books, the Internet, various organizations, that deal with specific issues, and mothers and families who were in a similar situation, helping and supporting each other.

Graph 2 Who provided you with the information?

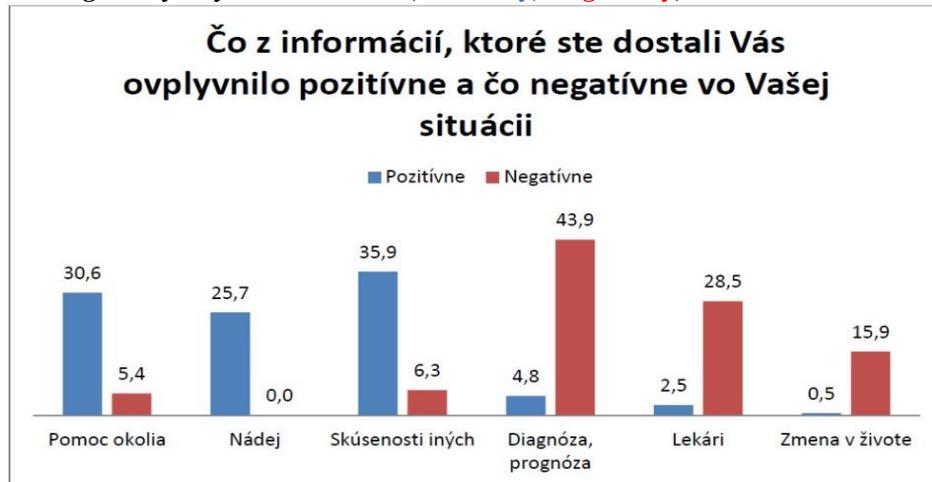


3) *What information have you received has influenced you positively and negatively in your situation?*

We found out the views and attitudes of the parents answering the open question: What information you have received has influenced you positively and negatively in your situation? Graph 4 draws attention to the negatives and positive sides of problematic situations that parents must face. We have summed up the answers to key areas that were most frequently encountered. Here are some examples:

- ✓ “Many things were negative because I learned this information too late but after it became positive, when I learned to appreciate other values in life and to enjoy the trifles and the fact that I must take care of my son is like a mission to help others.”
- ✓ “The positive side for me was meeting with other families, who have already undergone a given situation and were able to give me hope.”
- ✓ “It negatively affected us when they told us that our son would never be able to sit. We have been positively affected when our son started to sit and integrate after years of exercising and rehabilitation.”
- ✓ “I was negatively affected by the fact that I received the information too late and I thought my child would no longer be able to integrate, but we were able to do it with the help of doctors in Brno.”
- ✓ “Negative thinking is inadmissible.”
- ✓ “Everything affects us positively because our child is alive.”

Graph 3 What information you have received has influenced you positively and negatively in your situation? (Positively, Negatively)



Help from the others Hope Experience Diagnosis Doctors Changes in life

Conclusion

The goal of the aliquot part of our research was to find out how parents cope with their situation. By research questions, we have concluded that parents do not have enough information about disability during treatment and rehabilitation of their child. We can evaluate that, despite the early diagnosis, the access of doctors and specialists is very important during the treatment and rehabilitation of a disabled child.

Parents would appreciate accurate and clear information about their child's health. To express themselves in a professional but also human way depending on the situation which is a shock to the parent. It is important for parents to have unrestricted access to information about their child's disability, different ways of help and support. There should be more laical literature for parents. It would be appropriate to promote different organizations that exist and often parents do not know about them and those might be able to help them.

Another issue is that parents often do not have enough information, and that is why they begin to explore the opportunities for a child to be able to continue to exist in society. There is no possibility to receive such a fact with no emotions, without the shock phase, rejection, because every parent would like his/her child to be born healthy and to stay healthy. Unfortunately, such situations as not to be influenced or planned and, therefore, a person is basically never quite ready and informed that the situation in which he finds

himself in, can be overcome in an easier way. It depends on the personality of each parent, his resilience and psyche, how they can accept the situation, how fast they cope with this situation, starting to search for information on how to help a child and be a child's lifelong support.

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Since 2012, Vladimíra Beliková has taught at the Department of Pedagogy as a lecturer, teaching subjects related to Dramatic education, special pedagogy, etc. As part of her scientific research activity, her focus is mainly on the integration of students with special needs, the social climate in the integrated classroom. At the same time, she runs the Center for the Support of Students with specific needs and she addresses the issues of inclusion and attitude during the adaptation of students with disabilities at the university.

Hana Zelená has worked at the Department of Pedagogy at the Faculty of Education in Nitra since 2012. As part of her scientific research, she focuses mainly on marriage education, partnership, and responsible parenthood. She teaches the theoretical foundations of pedagogy, family education and out-of-school education. She is primarily concerned with family education and the process of a lifelong process of improvement on the preparation and realization of a marital, partnership and parental role.

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PRO SOCIAL TENDENCY AMONG ADOLESCENTS: AN EXPLORATORY STUDY

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Abstract: *Prior researches on pro social behaviour have usually tried to assess pro social behaviour on two major contexts viz. pro social behaviour shown globally and situation specific pro social behaviour. On the basis of literature review, it is also seen that researchers have identified four types of pro social behaviour: altruistic pro social behaviour, compliant pro social behaviour, emotional pro social behaviour and public pro social behaviour. Whether concerned with types or with pro sociality, studies have shown individual differences in the pro social behaviour of adolescents. This paper attempts to find out if gender, religion or locality has any influence on the pro social tendency among adolescent students. Results of the study reveal that gender and locality significantly influence the pro social behaviour of adolescents whereas religiosity has influence on their pro sociality. Adolescents irrespective of their religion show prosociality.*

Key words: *Pro social, Adolescents, Altruism, Empathy, Volunteering*

Introduction

Prosocial behavior is defined as actions that benefit other people or society as a whole (Twenge, Ciarocco, Baumeister, & Bartels, 2007, p. 895). It refers to "voluntary actions that are intended to help or benefits another individual or group of individuals" (Eisenberg and Mussen, 1989, p. 56). While the recipient is benefited by one's prosocial actions, these actions may also be costly to the doer (Benabou, 2005, p. 1). Intension to act prosocially may lead one to help others at the cost of his own self (Simpson, 2008, p. 37).

Prosociality or voluntary actions that help others are rooted in human behaviour. Examples of prosocial traditions were found in ancient Indian culture where life attitudes such as treating guests as God (*atithi devo bhava*), service to humanity, sympathy, empathy, giving donations (*dana*) to the needy, treating the whole world as one family (*vasudhaiva kutumbakam*) etc. had been valued with high esteem. Recorded history and prehistory of man also show the examples of humans engaging in prosocial behavior throughout the world. The native peoples of North America had a very strong communal culture associated with the practice of helping and giving others. In the Hopi culture, helpfulness and cooperation have been regarded as good practices for the

household and individual (Knickerbocker, 2003, p. 1). Prosocial behavior or prosociality is regarded as central to the well being of social groups across a range of scales (Helliwell and Putnam, 2004, p. 1435).

Though pro social behaviour and altruism are the terms which are used interchangeably, these are two different concepts. Prosocial behaviour is taken as a pattern of activity, whereas altruism is taken as the motivation to help others without thinking of one's own benefit ((Knickerbocker, 2003,p. 1). However, the description of the term altruism as an action driven by other-oriented actions are questioned by researchers like (Batson, Ahmad and Tsang, 2002, p. 429), who made a distinction between self-oriented and other-oriented motivations or by (Clary et al,1986,p. 283), who pointed out that people have both self-oriented and other-oriented motivations. Keeping these findings in mind, the researcher has preferred the term pro social behaviour instead of altruism to describe pro social actions like charity, volunteering, donating etc. Ethical approval for conducting this study was taken from the institution.

Significance of the study

Although the term "prosocial behavior" is often associated with developing desirable traits in children, the literature on the topic has grown since the late 1980s to include adult behaviors as well (Eisenberg and Mussen, 1989, p. 56). Prosocial behavior is crucial to the well being of adolescents. Acting in a prosocial manner not only help individuals to reinforce and maintain their positive self image or personal ideals, it also helps to fulfill their own personal needs (Omoto and Snyder, 1995, p. 471).

Prosocial behaviour helps in developing positive mood. The positive effects of volunteering and other prosocial behaviors on life satisfaction, self esteem and overall mental health have also been found out by several researchers (Schwartz, et al. 2003; p. 778, Rietschlin, 1998; p. 348, Wilson and Musick, 1999, p. 141). Individuals, who exhibit prosocial behavior, are conferred with advantages by the members within a society, and the benefactors are reciprocated indirectly (Simpson, 2008, p.37). Prosocial behavior as an important form of social capital for major national and international events, is also emphasized by Penner (2004, p. 645 and Lo and Jiang, 2009, p. 251).

However, there are evidences which show that there is a decline in the helping attitude during adolescent period (Lindeman, Harakka, & Keltikangas-Jarvinen, 1997, p. 339). Goeree et al (2010, p. 183, Hoffman, McCabe and Vernon, 1996, p. 653), found out that individuals are more likely to share their goods and resources with those whom they feel closer. Therefore, efforts should be made to develop programme which could develop these skills in adolescents so that children can be benefited from them. Explorations in this area can contribute to find out the possible physical and mental benefits of

prosocial actions and the ongoing contribution of prosocial behavior to interpersonal and intergroup relations (Penner, 2005, p. 645).

Objectives of the Study

The objectives of the study include the following:

1. To find out the pro social tendency of secondary school students.
2. To find out whether there exists any significant difference in the pro social tendency of secondary school students on the basis of their gender.
3. To find out whether there exists any significant difference in the pro social tendency of secondary school students on the basis of their locality.
4. To find out whether there exists any significant difference in the pro social tendency of secondary school students based on the basis of their religion.

Hypotheses of the Study

The following hypotheses were framed to achieve the above objective:

5. There is no significant difference in the pro social tendency of students studying in secondary schools.
6. There is no significance difference in the pro social tendency of students with respect to gender.
7. There is no significance difference in the pro social tendency of students with respect to locality.
8. There is no significant difference in the pro social tendency of secondary school students based on their religion.

Research design

Participants

The participants of this study consisted of 200 students selected from six schools of Agra, Uttar Pradesh on the basis of simple random sampling. They were further categorized on the basis of their gender, locality and religion. The table 1 shown below represents the sample group along with their different characteristics:

Table 1: Socio demographic attributes of the sample

Variables	Category	Frequency	Percentage
School type	Rural	100	50
	Urban	100	50
	Total	200	100
Gender	Male	103	51.5
	Female	97	49.5
	Total	200	100
Religion	Hinduism	136	68
	Christianity	64	32
	Total	200	100

Tools

The Revised Prosocial Tendencies Measure (PTM-R) developed by Carlo and Randall (2002, p. 107), was adopted in the Indian context to measure the existence of six different types of pro social tendencies among students. The types of pro sociality in the scale include public, anonymous, compliant, altruism, emotional and dire. The scale had 21 items and the participants were required to respond on a five point Likert scale starting from “doesn’t describe me at all” to “describe me greatly”.

Statistical Techniques

1. Basic statistical techniques such as mean, standard deviation and percentage were used to check the distribution of score.
2. χ^2 to find out the level of pro sociality among students.
3. t-value was calculated to find the significant difference between various groups.
4. One way ANOVA was employed to find the significant difference among various groups on the score of pro social behaviour.

Analysis and interpretation of data

The investigator categorized the whole sample into five groups consisting of very low pro social tendency, low pro social tendency, average pro social

tendency, high pro social and very high pro social tendency on the basis of the scores they obtained in pro social tendency. Percentile of P 20, P 40, P 60 and P 80 were calculated for such categorization. Students who scored less than P 20 were kept under very low group, students who score between P 20 and P 40 were categorized as low, between P 40 and P 60 as average, between P 60 and P 80 as high and greater than P80 were labeled as students with high pro social tendency. Tabular representation of the students' pro sociality is shown in table 2.

Table 2: Level of pro social tendency among adolescents

Group	Frequency	Percentage	χ^2
Very low	36	18	1.76
Low	40	20	
Average	54	27	
High	38	19	
Very high	32	16	

From table 2 it is evident that the χ^2 is not significant at 0.05 level. This led to accept the hypothesis stating that there is no significant difference in the pro social behaviour of adolescent students. In other words, it can be stated that pro sociality is identically distributed among adolescent students. However, the table also makes it clear that number of students in the average group is the highest.

Table 3: Pro social tendency of adolescent students on the basis of gender

Gender	N	Mean	SD	t-value
Boys	103	20.87	2.08	4.29*
Girls	97	24.2	2.87	

*significant at 0.05 level

Table e reveals that mean score of boys for pro social tendency is 20.87 and of girls is 24.2. The t value 4.29 for the difference between two means is significant at 0.05 level of significance. It indicates that both the mean values differ significantly from each other i.e. girls are more tend towards pro sociality than boys.

The result reinforces previous findings which suggested that female adolescents possess more pro social values and engage themselves in more pro social activities than male adolescents (Bartel and Barnett, 2009). Previous

studies also reveal that peer influence on female adolescents strongly contribute towards their pro social behaviour in comparison to their male counterparts (Aronson, Wilson and Akert, 2004). Studies have also shown that women are more towards giving charity than men (Jas, 1999, p. 349). A meta analytic review conducted by Eagly and Crowley, 1986, p. 283), also revealed a significant gender difference in their helping attitude. They stated that helping that was more heroic or more chivalrous was more often demonstrated by young men than young women whereas helping associated with relational context was more exhibited by young women.

Table 4: Pro social tendency of adolescent students on the basis of locale

Locale	N	Mean	SD	t-value
Rural	100	18.98	2.98	2.86*
Urban	100	17.25	1.12	

*significant at 0.05 level

The result obtained from table 4 shows that the rural and urban students' mean scores are 18.98 and 17.25 respectively. The t value of 2.86 reveals a significant difference in the pro social tendency of rural and urban students. Thus, the hypothesis stating that there is no significance difference in the pro social behaviour of students with respect to locality is summarily rejected. Rural students are more prone towards pro sociality than their urban counterparts.

This study is in line with that of Ma, Pei and Jin (2015), which also states that rural people display more sharing and generosity than urban people. Referring to China, the investigator also pointed out that the urban culture in China are more lean towards individualism in contrast to the rural culture which is more inclined towards collectivism. The individualistic characteristics of more economically developed regions i.e. urban ones in comparison to the collectivistic nature of rural regions are also demonstrated by Geert (1995, p. 130, Koch, 2009, p. 207). However, the result of the present study is in sharp contrast to that of Albert and Thilagavathy (2013, p. 261), which shows non-significant difference between in pro social behaviour on the basis of locality.

Table 5: Pro social tendency of adolescent students on the basis of religion

Religion	N	Mean	SD	t-value
Hinduism	136	23.56	0.25	0.93
Christianity	64	23.89	0.77	

The table shown above depicts a clear picture that the mean values for pro social tendency among Hindu and Christian students do not differ significantly. The non significance of t value at both the level of significance reveals that religion is not a significant factor in determining the pro social behavior of students. This led to the acceptance of the hypothesis stating that religion wise there is no significant difference in the pro social tendency of secondary students.

However, studies conducted earlier demonstrate a close correlation between religiosity and pro social behaviour. Wuthnow (1991), found that people who regularly attend church are influenced by the love of the divine and more inclined to exhibit volunteer work. Religion or spirituality as a reason for prosocial behaviour is also confirmed by Colby and Damon (1992, Perry et al, 2008, p. 445). The association of religiosity with pro social behaviour is again reported by Saroglo;(2013,p. 439, Park & Smith, 2000, p. 272, and Myers, 2012, p. 913).

Educational implications

Children also learn functional life skills through their observation of the adults. Therefore, adults must learn to behave in a socially accepted manner. However, they do not develop social values in a vacuum. In recent times, the development of prosocial skills in adolescents has been emphasized by educators, policymakers, and researchers. Researches on child development suggests that one of the most effective ways in which schools can encourage prosocial behavior is the development of school wide programs designed to teach and model social skills (Kidron and Fleischman, 2006, p. 90). Therefore, schools should come out with various training programme to inculcate pro sociality in their students.

Further, the importance of personal and group relationship in student's life suggests that educators can significantly influence student's social growth by creating a school wide culture in which each student will have the opportunity to observe the prosocial behavior modeled by other students and by adults as well (Lickona, 1997,p.63). *Again, prosocial behavior, along with altruism and empathy, are considered to play a central role in the good functioning of a society (Mi Jur and Rushton, 2007,p.664). Therefore, our education system should be oriented to inculcate these skills in children and adults.*

The National Association for the Education of Young Children (NAEYC), pointed out that human relationships are learnt in the classroom. Therefore, enough scope should be provided to children to play and work with others, negotiate social skills with language, develop other social skills that characterize socially competent human beings (cited in Bredekamp and Copple, 1997, p. 117). Studies conducted by Johnson and colleagues (1998, p. 309),

also indicated that volunteering increases the academic achievement of adolescents. Volunteering adolescents have high intrinsic motivation towards their school work and have higher grade point average.

Activities must be provided by the teacher to help children identify various social skills and to understand the need of those skills. He stated that it is the role of the teacher to facilitate and encourage prosocial behavior in children by rendering support and assistance to children to develop appropriate social skills.

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SOCIAL EDUCATORS AND THEIR LIFE STORIES AS MOTIVATION TO REALIZE THEIR OWN, PEDAGOGICAL PROFESSIONAL CAREER

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***Abstract:** The contribution is based on a critical view of verbal approaches to the theoretical interpretations of social pedagogy and andragogy at universities, which often do not take into account the "human face" of a particular pedagogical personality with which students are often only formally acquainted. In the essay, we try to emphasize the need to penetrate deeper into the actual life "struggle" of pedagogical personalities and to show the methodical possibilities that we try to apply in this respect when teaching students of social pedagogy and andragogy at the Institute of Pedagogical Sciences of the Faculty of Humanities of Tomas Bata University. To this not only serves the literature and the experience of the long-term realization of the given approach, but also the research of the students' views on two important Czech teachers and their professional, philosophical-educative and human profile, which in good supervision can become an important source of motivation of students for their professional activity in today's conditions.*

***Key words:** Social pedagogy, life stories of social educators, motivation of social pedagogy and andragogy students.*

Introduction

In today's school, there is a painful abundance of verbal interpretation even about personalities that, symbolically, changed our world for the better. For each professional focus it is possible to get acquainted with personalities who have had great importance and benefit for the development of a particular field. Verbalism is evident in experience of schoolchildren and students, as well as teachers themselves, because that they are acquainted with the personality of the studied disciplines in a certain encyclopedic way. Teachers present them mostly only with dates of birth or death, roles in life, ranks and results achieved by these people. The negative consequence of such an approach is an uninterested and superficial familiarization with personalities that are of unique relevance for the development of the field studied. The inner impression of a

schoolchild or a student is therefore a certain superficiality of the relationship with living people, our predecessors, a certain duty only to "recite" something in class without real interest and connection.

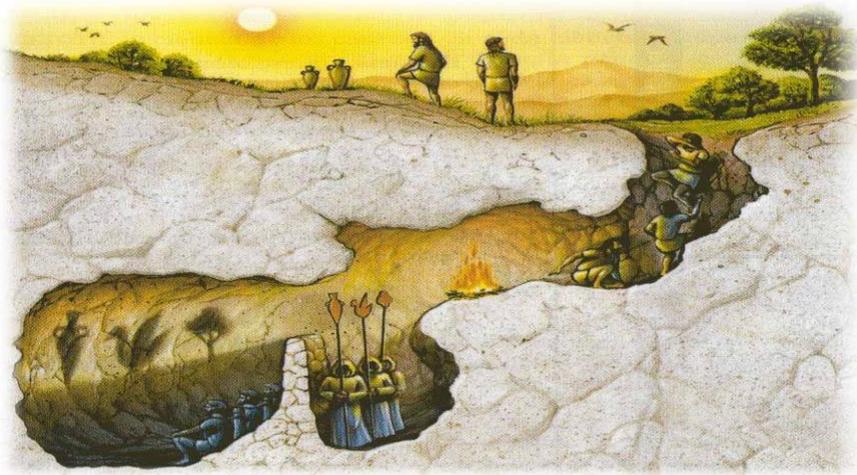
Because of the fact that curiosity is natural to children, but also students and of course to adult people, they should be encouraged to learn about the real stories of personalities, their struggle for implementing the new and beneficial to society and to them also. An important aspect of this teacher's focus (often they are innovators and advocators of the non-verbal approach) is that by deeper acquaintance with the life of the personality, the interest in lives of other personalities and history itself appears.

Motivation to familiarize with personalities based on their life story is also important and especially in pedagogy. Especially because people are being prepared by studies of pedagogical laws; people who, though education, realize their own professional life story and educate others who make their life-style and professional story. The aim of such a theoretical training should be a broad and deep penetration into the life fates of social educators, pedagogues, andragogues as educating personalities, as models, inspirations and leading of a student-professional in solving his/her own situations in life and in the profession.

In our text, we are trying to present a model of familiarization with history, personalities especially of social educators, here especially with the Czech social educators Přemysl Pittr and Miroslav Dědič (see e.g. Balvín, 2015) and with the methods we use in teaching social pedagogy and andragogy at the Institute Pedagogical Sciences of the Faculty of Humanities, Tomas Bata University in Zlín.

1 The Essence of the Educational Process in Understanding the Stories of Educators as a Motivation for Social Educators and Andragogues

The educators were and are imperfect, non-ideal, education will always have to do with a certain proportion of age, functional and formal authority. And here is the place for humble obedience and a generous overlook of human inadequacy: listening and listening to what to address alone, even though through an imperfect educator, perhaps through his good characteristics or his happy moments. It is not about obedience as subjectivity - we mean authentic participation. It is obedience to upbringing, to the upbeat of what is inaccessible without higher contributions. Radim Palouš, 2007, s. 13.



In the process of acquaintance with the personalities of social pedagogy, we try to learn from the philosophical systems of ancient philosophy in the teaching at the Institute of Pedagogical Sciences at the FHS TBU in Zlín, which the philosophers Sokrates and Platon have left us for permanent study and use for educational practice. Based on the so-called Platon Cave, the Platonian Triangle, and Sokrates's upheaval educational process, we try to show students how the educational efforts of teachers and educators who have become educators with real results and can be motivated by students as well as patterns to pursue their own professional activities are implemented.

The image of Plato's cave as a symbol of the essence of education
„Whoever Saves a Life Saves the World“ Talmud

In life of a man, according to psychologists, there are 1 800 typical situations that people have to deal with every day: in different territories of the world, in different cultural, ethnic, national groups, within the global and purely individual world. The parable of the cave in which the human struggle takes place in order to acquire an education can also be used to interpret the specific life stories of the educators who have gone through this way.

The philosophical approach portrayed in the Sokrates dialogue with the Glaukon in the Plato's Book of the Constitution (Platon, 1996, pp. 213-244) is such that, based on these situations, it reveals their essence, valid for all cases and for the whole of human history. This is also the case of Plato's a cave that is the symbol of a man's journey from the "bondage" of non-freedom to the world of freedom and autonomy, of real humanity. It is a symbolic image of a person going from ignorance to education. In each professional area, this process is different in different contours, but the basis and nature are common. As Blanka Kudláčová writes, "Plato here considers the nature of education". (Kudláčová, 2007, p. 47). In order to raise students' interest, it is possible to raise some controversy about whether some who escape from the cave of the shadows go to bonded slaves to free them as well, if they do so because of prosocialism. Kudláčová says that Sokrates does not mention the reason for this turnover in the dialogue. Rather, it turns out that "the myth of the cave ends

with the return of the "converted", brought-up, back to the original situation. This image is often explained by the fact that it is the mission to "open eyes" to others, to raise others. But this is not entirely clear from Plato's text. It's shrouded in silence. The educated simply returns... The return is more likely to resemble a return to the ordinary life, from which we have not even walked away. However, it is not the return of the same person. The cave myth, however, was in a sense of pilgrimage, which included turnover, it was an upbringing. " (Kudláčová, 2007, p. 49) It is necessary to say that even such fine interpretations for students are sources for creative understandings of the sense of education and its promotion by specific educators and educated during assessing the life paths of pedagogical personalities.

Thus, the meaning of the knowledge of philosophy in relation to the pedagogical and andragogical profession is clear: when studying a particular subject, it is necessary to still see and realize that philosophical basis that the philosophic philosophers have gained and on which each of us can now participate in finding meaning and the importance of their future profession.

The image of the Plato triangle as a symbol for solving the situation of the educator in solving educational and life situations in the process of education

„True knowledge is thus possible by the fact that the soul and the true being of things are related to the idea (or ideas). The soul is associated with ideas in the sense of anamnesis (remembrance), natural things are involved in ideas in the sense of methex (share, participation). Sensual perception is only an external stimulus of remembrance.

With this problematic situation, which we can call the Platonic triangle, PLATON has placed a central role in the history of philosophy. He kept the inner context of this issue under the veil of myth, and philosophy has been trying to interpret it from then on.“

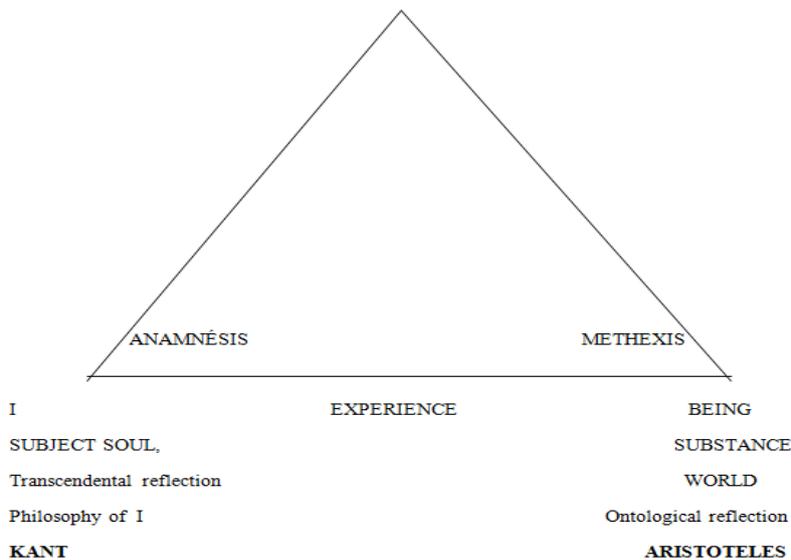
Anzenbacher, Úvod do filosofie. Praha: Portál, 2004, s. 45.

The Plato triangle's interpretation is of great significance for practice not only in philosophy, but also in pedagogy, education, and as a basis for thinking of a person about their position in the overall system of the world. In this sense, in the teaching of students of social pedagogy and andragogy, we use the symbolism of the Platonic triangle as the basis for judging life and professional path of great personalities and educators who, in dealing with their

life and professional situations, can be a model for students and motivation for their professional path.

The Platonic triangle shows that **I** (in the specific term I as a lecturer, teacher, educator) is not omnipotent even though their **SPIRIT** is very important in influencing the being. It shows that **BEING** (a specific pedagogical situation) is the natural foundation of the world and its essence is substance as a base not only in the inanimate nature, but also for the living nature and especially for man. Being is the foundation of the human experience which is drawn by and at the same time individual "I"s create general **SPIRIT, IDEA**, which can be called the thought of the richness of mankind. It manifest itself in ideology, politics, art and philosophy. This **GENERAL SPIRIT** is connected to the **BEING** and simultaneously with I, individual "I"s draw from the spiritual wealth and simultaneously develop this wealth (by its practical and theoretical pedagogical activity and creation). Continuity as a system of all three entities creates a space in which a person (a teacher) not only can, but also has to respond to the situations created in this connection. In dealing with these situations, they show their own strength and the possibility of achieving real humanity and freedom of action in civil and professional life. (See also Anzenbacher, 2004, pp. 45-46, in which the connection between the Plato triangle and Plato's paraphernalia about the cave is shown.) (Drawing of Plato's Triangle: Anzenbacher, 1990, p.44).

Philosophy of spirit **GOD, SPIRIT, IDEA, ABSOLUTE (HEGEL)**



The Socratic process of shock upbringing

The situation of a person, symbolically depicted by Plato's triangle as a relationship between I, BEING and spiritual superstructure, would not have to have a way out, unless a person had the ability of transcendence. Otherwise, one would move in a vicious circle. Even the great personalities of the educators faced in life situations before the necessity of constantly addressing new and new professional situations. And to overcome these situations. From the philosophical and pedagogical point of view, breaking through and getting out of the circle of philosophical considerations into practical solutions of situations in upbringing, in application of pedagogical art of social educator, andragogy educators and other personalities, Socrates' shock educative process can be seen.

As the leading philosopher of education, Jan Patočka, writes, "it does not just matter that a person gets used to something, but it depends on something more. The certainty of the original natural person must be shaken in some way, refuted. When it happens, a person feels something new, they feel a strange movement that is happening to him, everything is acquiring new meaning, the world suddenly opens in wide horizons, in which it has not yet appeared. Something like this, the actual break-up of everydayness, blunt normality, is the starting point of our own education process, which gives European humanity meaning throughout history "(Patočka, 1996, 367).

The use of shock in the pupil's consciousness depends on his/her affiliation to a particular culture, to a particular community. Teachers who are members of a particular nation will be orientated both by themselves and by the content of education towards certain values that characterize their own community and which they will use during "disproving everydayness" of their student. However, a multicultural teacher, who no doubt were Přemysl Pitter and Miroslav Dědič (see Balvín, 2015), should bear in mind that in the classroom, for instance with Romani pupils, the situation must be patterned on Romani pupils, how to form a community, on their traditions, on their interests and on their world-view and philosophical perspective. Only from this situation on can this "shock process" lead to more general universal values, which that European community holds. (See more Balvín, 2008, 4th chapter).

Students should understand from the explanations of philosophy and pedagogical personalities that the educational process that the educator implements in relation to his / her pupils and to himself / herself (and in that /she becomes a personality) is realized through the refutation of trained habits, breaking the everyday security. An educator should know how and at what stages this development takes place in the soul of the educated. Jan Patočka described this process in analogy with the development of philosophical

thinking in Greece. Plato described it in the *Prótagoras* dialogue. A young man on the threshold of adulthood comes to Sokrates to bring him to training to sophist Protágoras.. However, when Sokrates during walk to the sophist asks what he wishes to learn, why he wants to get a sophisticated education, the young man becomes less confident, and because he could not answer Sokrates's questions, he feels ashamed. *"This shame is the first index, the indicator that there is something else in this person, something that facing this the wrong must leave; our young man will be forced to go not to see Prótagoras, but to Sokrates"* (Patočka, 1996, p. 368).

From the point of view of the methodical leadership of the pupil to form a philosophical attitude towards the world, it is also instructive for the multicultural teacher, for andragogy educator and other professionals in helping professions to describe the stages of this as said Patočka, a shock process:

1. **Shame** - as the first entry, an index of the awareness that *"the man did not know what he wanted, he went blindly for some sense that immediately, naturally and without obligations presented itself to him."*
2. **Astonishment** – the first stage of a deeper process, *"a special sense in which one reveals what has been hidden from his very essence."*
3. **Interest in a idea** - acquiring the key, *"with which we can open all that is, and in this possibility to interpret everything that is, to open up every being, to ask about its meaning"*.

It is important, as Jan Patočka says, that *"it is not only in the philosophy of breaking of human everydayness. Not only here can happen the shaking of that naive, natural existence happen, but also in many other things, for example, in the interest of beauty. But there are other areas in which existence can be affected..."* (Patočka, 1996, 368-369).

With this Socratic shock upbringing process, we could conclude the philosophical and educational base from which we could begin (and that is what we do in the teaching of social pedagogues and andragogy students at the University of Zlín), in the penetration to the work of great personalities of social pedagogy. The Socrates personality reference is immense. That is why the students of helping professions should get deeply acquainted with his deeds and not just superficially. As Blanka Kudláčová writes, "Socrates did not turn to a general, anonymous group of people, but always personally, to a physically present individual. He was guided by faith in man and with love for him, he was not a teacher of universal rules." (Kudláčová, 2007, p. 45). For this he was an inspiration for both the great personalities of pedagogy but also for our present students.

2 Selected methods of deep penetration to educators' personalities as motivation of students for their own practice

Upbringing of a person cannot be done without deeper, not only superficial, knowledge about the person.

Monika Farkašová

Education has always been subject to the "examples attract" principle, especially when it comes to personalized examples. There is nothing more natural than pedagogical interpretations, intended for educators and teachers, who themselves also apply this method.

Miroslav Cipro, 1998, s. 2

The words used by Miroslav Cipro in the encyclopedic *Prameny výchovy* are also relevant for teaching students who should be acquainted not only with the theory of the field but also with the life stories of those who are important personalities in this field. And although the choice of methods to achieve this goal is often very complex, we will try to state some of the methods we use in teaching:

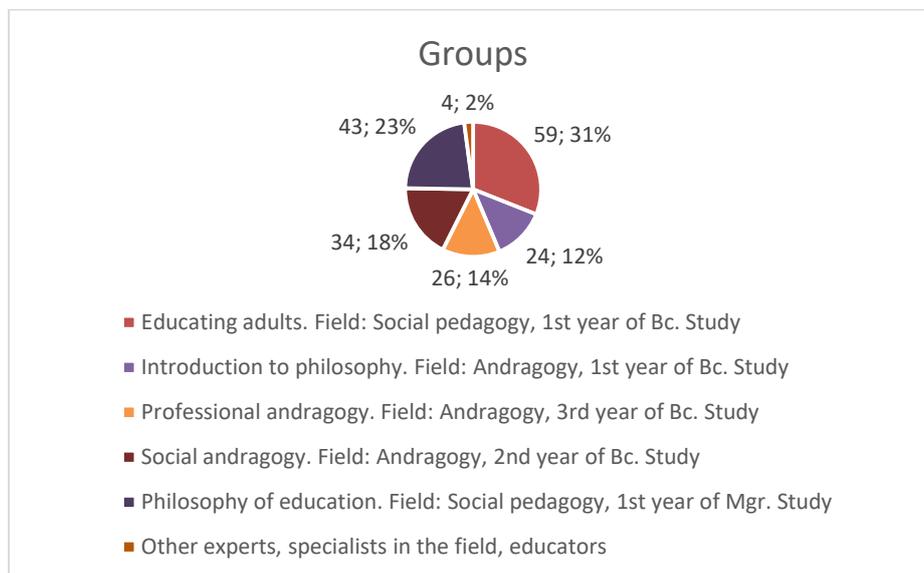
Methods connected with using films

With students of social pedagogy and andragogy we often use films with pedagogical themes as a theoretical source as well as sources for a deeper understanding of the profile of a social pedagogue. We believe that the importance of a film is undoubtedly also in the pedagogical field. (see Balvín, 2011). Through the form of contemplations and the subsequent discussion it is possible to activate in students deeper, not only superficial interest in upbringing and educational issues and also in deeper knowledge of the personalities of social pedagogy. In relation to the education of children and youth in our teaching practice, for example, students were interested in an American film called *Freedom Writers* from 2007 (actress Hilary Swank), in which the teacher tirelessly strives to overcome the negative relationship of socially marginalized pupils in the form of internal reflections of their pupils on their life situation and the possibilities of overcoming it. For our conditions we use well-done film titled *Kdo se bojí, utíká* (directed by Dušan Klein) from year 1986, shot based on a book by Josef Pohl titled *Na cikánské stezce* (Pohl, 1981). Suggestively, this film also illustrates the educational struggle of one of the Czech social educators, Miroslav Dědič, for the education of Roma pupils

in the 1950s. In connection with the film, artistic literature and specialized literature in our research (Balvín, 2017) we were interested in the opinion of students about the importance of these services for getting to know the personality of a social pedagogue, specifically the personality of Miroslav Dědič. Here are the results:

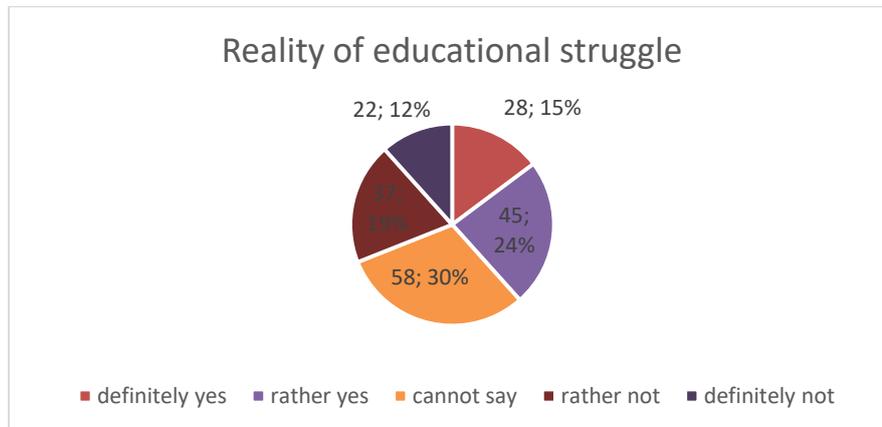
Note: 193 students answered questions based on division into groups within the subjects studied. This layout is shown in the graph below.

1) Please, select your group:



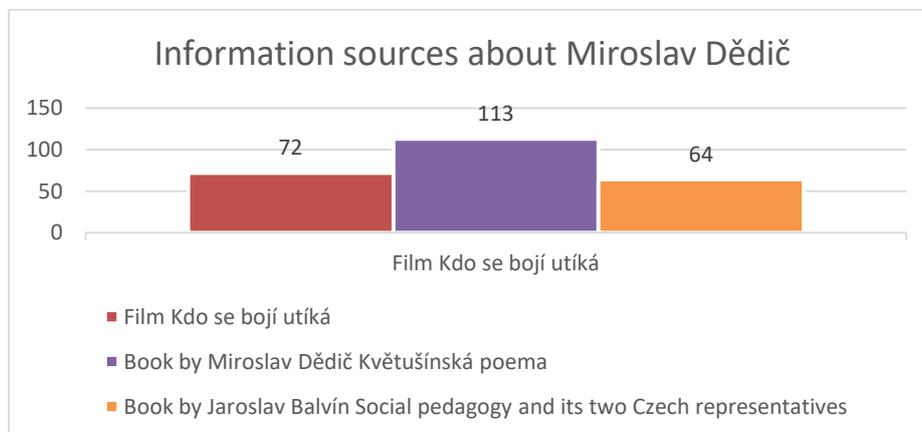
Other questions were connected to use of films, artistic and specialized literature:

2) Can a film show the reality of a child's educational struggle better than many read up books?



When asked about the importance of the film for learning about the work and the results of the work of social educators through film only students were mostly skeptical. A film, according to them, can not fully represent a broader view, mediated by the wider range of studies and literature, yet the students recognize its place as a method of penetrating into the deeper profile of the educator.

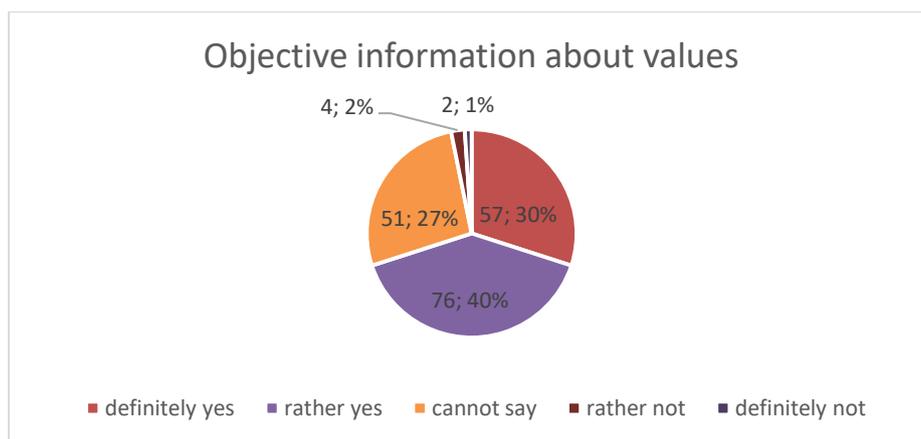
3) Which source of information on Miroslav Dědič impressed you the most?



Students mostly answered the next question by saying that they were most impressed by Miroslav Dědič's suggestive and emotional and informative artistic memoir work entitled Květušínská poema. We think that this result, which we present as the second answer, tells us that the memoirs of the social

educators have their great influence even on current students of social pedagogy and pedagogy at all.

- 4) Do you think that from all three sources, as a system of information in teaching and based on a discussion about them, you can obtain objective information about the values that Miroslav Dědič advocated in the education of Romani children?



Another question concerned opinion whether it is possible from the system of the above mentioned and used means of teaching to form an objective view of the values promoted by a certain personality of a social pedagogue, in our case Miroslav Dědič, in the interest of the educated. We think it is very positive that 70 percent of students answered definitely yes or rather yes. It is a clear signal to use methods of acquaintance with pedagogy personalities in a complex way and from different sources, not just one and only method.

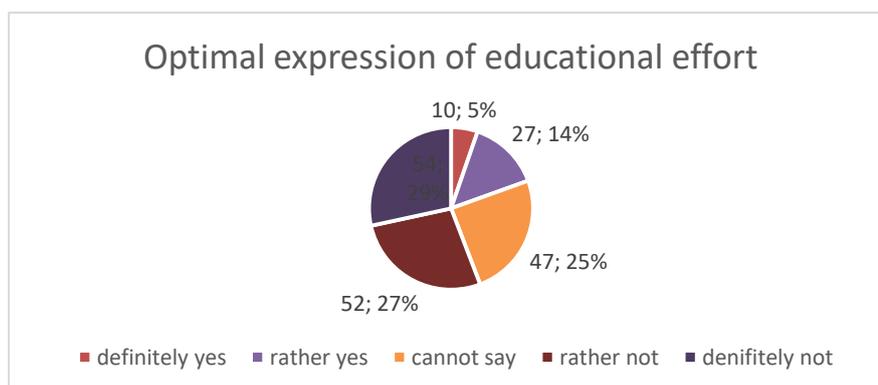
Methods connected to use of television production

From the television production in the past years, the wider audience - not just pedagogical - was captivated by television series *My všichni školou povinní*. The positive thing is that it has shown that not only great educators, teachers, social educators can be the motivation for current students and teachers in practice, but also those who lead their "pedagogical struggle" in daily contact with schoolchildren. The television series has shown not only the need to create an optimal relationship between a teacher and a pupil, but also between a teacher and parents. At the same time, the series also includes the need for a relationship between teachers in the sense of passing on experience for the sake of good and optimal education of a schoolchild. In this context, an

analogy is created with the idea, by which the meaning of teaching profession in the relation to pupil is often characterized. This idea was beautifully uttered by old teacher Lamač who gave an imaginary relay to teacher Karfík in the mentioned Czech series by **Markéta Zinnerová** titled "**My všichni školou povinní**": A pupil is not only a container to be filled, but a torch to be ignited.

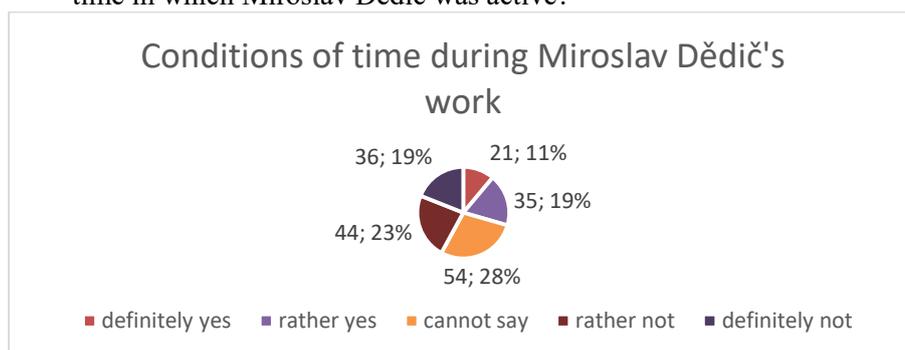
The use of film and TV work as educational means also important for parents and school co-operation, meaningful spending of free time, independent presentation of history and personalities in it. The essence is to engage the creative activity of the educated and not just passive and verbalist way of accepting reality. This is why the personality of social pedagogue Miroslav Dědič was so outstanding, who as an educator worked with schoolchildren of different nationalities after war. Although he used progressive methods in particular with Romani pupils, in the conception of some contemporary researchers and documentary filmmakers presented very intensively by the Czech Television during 2015, Dědič at the time allegedly committed fatal and irreparable mistakes and violated human rights both in relation to schoolchildren and in relation to their parents. This was the focus of the documentary film titled *Suppressed Letters* (*Zatajené dopisy*, 2015) by director Tomáš Kudrna (Kudrna, 2015) which was shot for Festival *jeden svět* and was based on diploma thesis of Barbara Šebová (Šebová, 2009) about Květušínská school and about Miroslav Dědič. (For more, see Balvín, Farkašová, 2018, p. 256-258). Jaroslav Balvín's research also shows the students' attitude towards the film *Suppressed Letters*, which they expressed both in their answers and in written form in the form of essay.

- 1) In your opinion, is the documentary "Suppressed Letters" an optimal expression of Miroslav Dědič's whole educational effort?



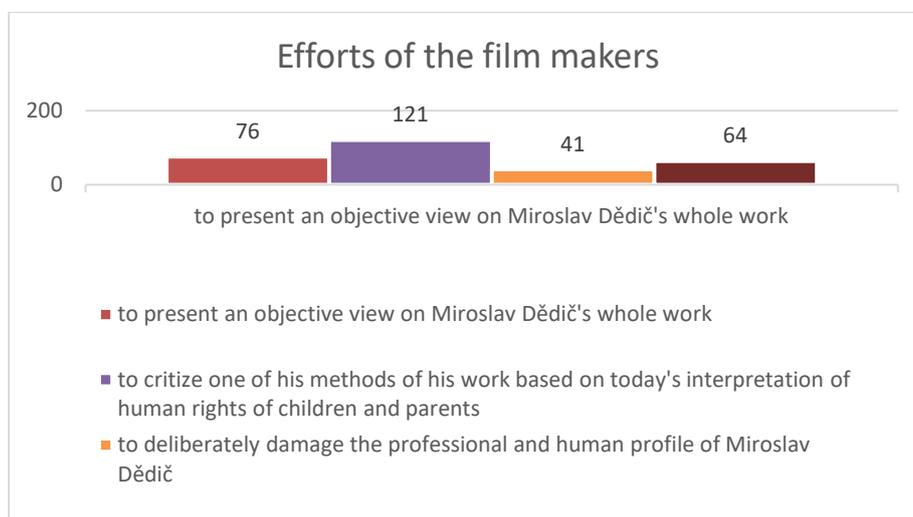
The majority of the students said the film "Suppressed Letters" is not the optimal expression of Miroslav Dědič's whole work. 25 percent of students do not dare to judge, but 19 percent of students think the film is an optimal picture of Miroslav Dědič's work.

- 2) Does the film Suppressed Letters take into account the conditions of the time in which Miroslav Dědič was active?



A similar picture of the answers was to the question whether the film reflects the conditions in which Miroslav Dědič worked. The overwhelming majority is of the opinion that film makers do not take into account conditions of the time or do not dare to judge it.

- 3) In your opinion, what did the documentary film makers of "Suppressed Letters" tried to show in relation to the social impact on Romani children?



The discussion and the students' statements in the questionnaire showed that the film was created as a one-sided critique of Miroslav Dědič's work, the effort to achieve success at the Festival Jeden svět, to which the authors used one-sided evaluation of work of the social educator with Romani children from today's understanding of human rights.

At present, the authors try in many ways to promote the documentary film *Suppressed Letters* as a serious and in some way as the only information about work of social educator Miroslav Dědič. However, the opinion of the students of social pedagogy clearly revealed the predominance of opinions in that "based on learning the complex image of Miroslav Dědič's work, not only based on one-sided documentary film, it is possible to conclude the value of his whole work. This way we can get a more complex view on the given topic even in the future. And not just through one documentary film, as it is today.." (Balvín, Farkašová, 2018, s. 256-257).

Methods of drama education

During teaching of students, other methods proved to be very useful, from which it proved to be interesting for students to play pedagogical situations from the life of social educators. One of the reasons for the use of dramatic education techniques was that, as Berik and Turzák wrote, "Dramatherapeutic techniques find their application in different areas because they help people gain insight, provide the opportunity to look at life situations from a different perspective, and contribute to finding effective problem solving " (Beriková, Turzák, 2018, s. 36).

Methods of work connected with the creation of final bachelor and diploma theses

For students, the culmination of the whole study process are final bachelor and diploma theses. Students often choose topics that focus on the study and research of the work of major social educators. In the case of good defense, the possibility of publishing such works with the supervisor's authorial contribution is revealed. So far, these theses have been published: J. A. Komenský (Smílková, Balvín, 2016), methods of pedagogical and andragogical work related to the personalities of social pedagogy and andragogy (Smílková, Balvín, 2017). Comparative work of several social pedagogues: Pestalozzi (comparison also Turzák, 2015), publication aptly entitled "Saviours of children" deals with Pitter and Dědič (Krajčovičová, Balvín, 2017). The publication by Jaroslav Balvín and David Sedláček (Balvín, Sedláček, 2016) deals with social educator Anton Semjonovič Makarenko and the publication by Jaroslav Balvín and Kateřina Smutná (Balvín, Smutná, 2016) deals with the pedagogy of writer Tolstoj. We consider filming the first part of the film about

social educator Miroslav Dědič (Kastlová, Balvín, 2017) to be a significant success.

Based on the applications of the authors of the final work and their approval, almost ten other publications from the students' pens and with the author's contribution by Jaroslav Balvín are expected to be published. We consider this method of producing good work together with the supervisor to be beneficial not only for authors but also for wider application in professional and laymen communities.

3 The life story of Miroslav Dědič as a demonstration of profound introduction to the model of access to pupils of other nationalities based on his philosophy of education

To be a human being - to get to know a person - a relationship to a person - to educate a person, that is what is important here even during the education of educators.

Monika Farkašová

In the publication about two Czech personalities of social pedagogy Přemysl Pitter (1895-1976) and Miroslav Dědič (born August 30, 1925) we deliberately published a publication about these personalities together. The meaning of Přemysl Pitter is undeniable. In connection with his name, with whom we learned in the teaching of students of social pedagogy and andragogy, I can not omit the publication of one letter from a graduate of social pedagogy. I think it well characterizes the meaning of familiarization in deep, not only superficially, with personalities of educators:

Dear Mr. Balvín, associate professor,

Last academic year I graduated from TBU in the field of Social Pedagogy. You accompanied us in our studies through several subjects. I recently returned from Israel, where during my travels I also visited the Holocaust Museum in Jerusalem, Yal Vashem. One of the places I had planned to see for many years was the Oskar Schindler's tree in the Alley of the righteous among the peoples surrounding the museum and to thank him in my mind and pay a tribute to him..

What I did not know was that right next to it even Přemysl Pitter, who I would not know without your lessons, has his own tree too. I immediately remembered you, and I thought you might be pleased with this feedback.

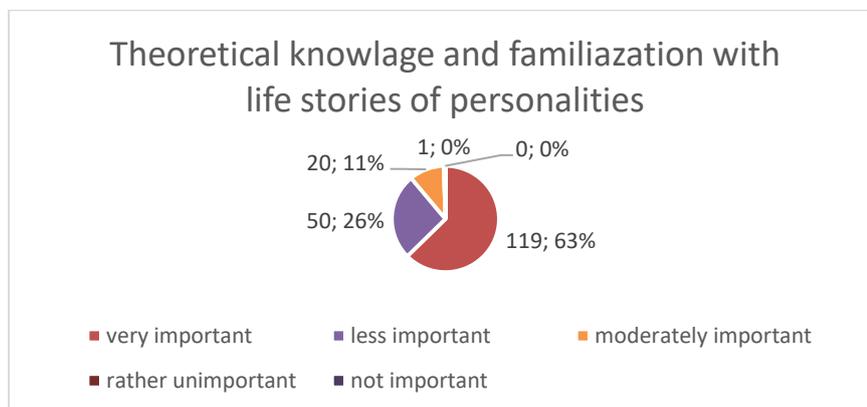
Thank you for all the information you gave us through lessons, if it was not for you, that day I would not have been proud of seeing the Czech name of a

person who did good at such a bad time. Thanks to you that person had a specific face for me, I was able to remember his life in many details and that means a lot more to me. Thank you for your kind approach, which you always had with us without exception, and I wish you a lot of good.
Yours sincerely Eva Machulová

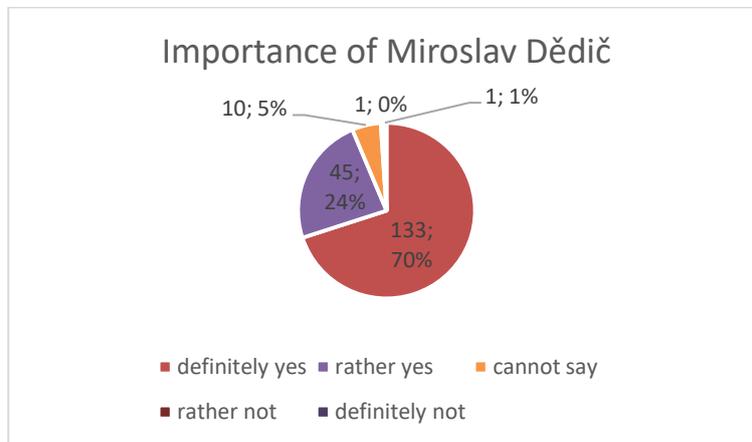
The personality of Miroslav Dědič became a significant figure of Czech social pedagogy for students. It is positive that even at the age of 93, he is able to share his experience with the realization of the model of education and education of Romani children in Květušín in Šumava. His criticism from the above-mentioned documentary film "Suppressed Letters" we consider to be one-sided, and we also opposed the simplifications that the media was promoting in order to promote this film. (See Matyášová, 2015 and Trachtová, 2016). Our reaction to the film and the incorrect approach to the person Miroslav Dědič we introduced together with Alice Václavková on the pages of the journal Special Education (Balvín, 2016 a) and in the publication of Jaroslav Balvín entitled Social Pedagogy and its Two Czech Personalities (Balvín, 2015, p. 75-89).

We studied the attitude of students to personalities of Miroslav Dědič and Přemysl Pitter in our research with 193 students of various subjects of social pedagogy in 2017. Here we also present them:

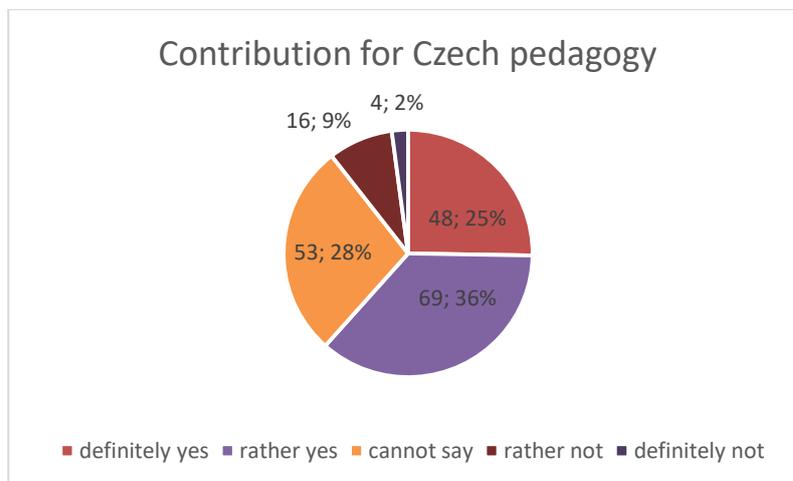
- 1) Do you agree that both the theoretical knowledge and the specific life stories of the personalities who excelled in this field are equally necessary for the teaching of social pedagogy or andragogy?



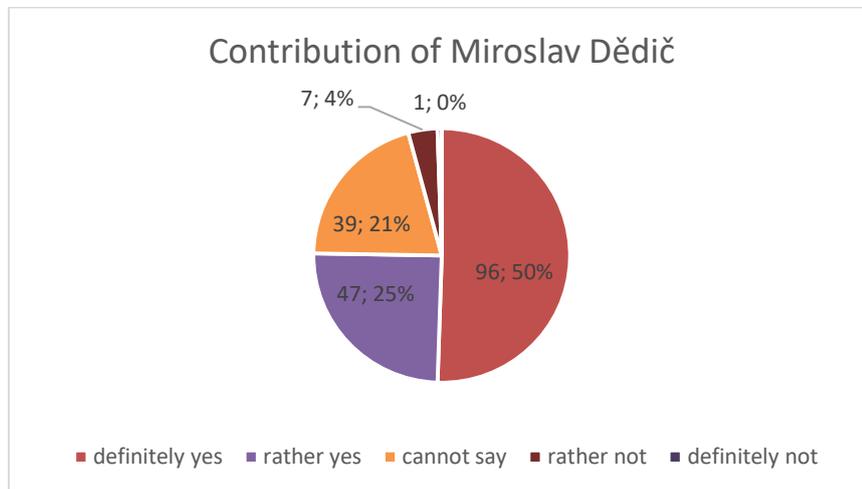
- 2) Do you agree that in our Czech history, in addition to the social pedagogue of Přemysl Pitter, Miroslav Dědič is also important?



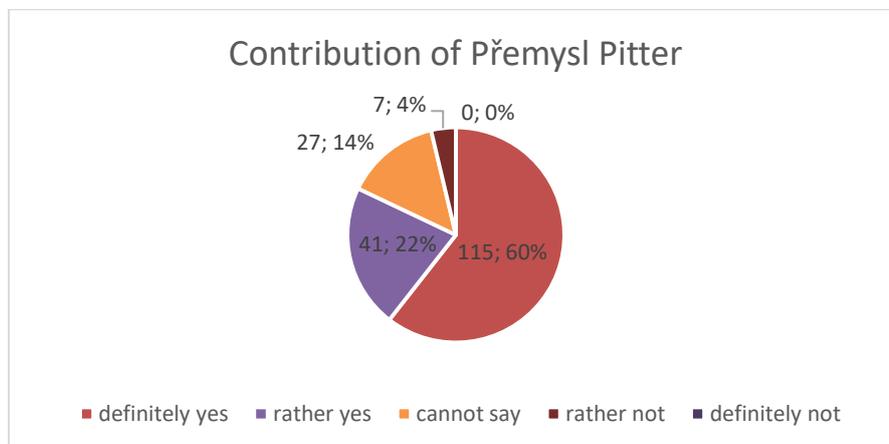
- 3) Did you learn enough about life and work of these two social educators so that you gained competence to assess the level of their contribution for Czech pedagogy and also for your own practice?



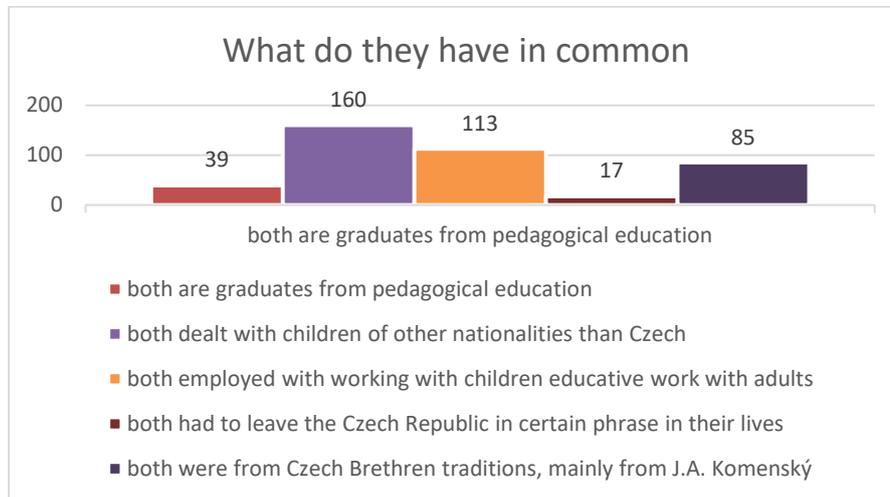
- 4) Do you think Miroslav Dědič's contribution also has a European and global dimension?



- 5) Do you think Přemysl Pitter's contribution has a European and global dimension?



6) What do these educators have in common?



In the presented results of the examination of the views on both social pedagogues prevails in the opinion that both personalities are very important for contemporary pedagogy both in theory and in practice. Also, in the question of what they both have in common, prevails the opinion and findings that they both dealt with different nationalities than Czech and they both were based on Czech Brethren traditions, mainly J.A. Komenský.

Summary

Education is also the transfer of moral ideals and principles between the educator and the educated. This is also the essence of human development. And also the relationship with other people. The teacher is often a spiritual leader and a model for his or her students. Also, on this basis, we strive to give students a deep relationship to personalities in their field. An example of this relationship is Socrates as a teacher, Plato as his pupil, and Aristotle as Plato's pupil. But we do not always have to go so far. Every good educating personality has its pupils and followers. We can name the philosopher Jaroslav Pešková, whose pupils still deal with there work and develop it. But we would have to write another essay, if not a book, about this. We therefore present the publications that develop her work in the literature: especially a book with a symbolical name: Dary J. Peškové (2007) and the articles of her students in them, as well as J. Pešková's teachers, especially Jan Patočka (1996).

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REPORTS

Scientific Conference in Poland: Educational Studies carried out within positivist and neo positivist paradigms. Conceptual Frameworks – Research – Results

Several years ago the Department of Elementary School Education and Media Pedagogy at the Faculty of Education, University of Silesia, Katowice, Poland, started the tradition of organizing scientific conferences in the cycle: “Variety of methodological approaches in educational sciences“, in which apart from national experts also the guests from abroad take part. As the title of the conference cycle suggests, their primary focus is on actual issues in methodologies of educational sciences.

An idea to solve methodological questions of educational sciences in a broader scientific background is connected with a lot of views on current research not only in pedagogy but also in other social sciences. The meeting of experts should contribute towards finding such methodological approaches which confirm legitimacy of results and findings in this field, they bring new perspectives on diapasons of research methods and they have become significant international forum for exchange of experience.

The first conference was held in November 2015 (Katowice – Ustron, 9-10 November). Participants’ attention was focused on the topics in the context of the scientific title of the event – “Methodological analysis of research frameworks in the field of primary education and media pedagogy.“

In 2016, the conference titled “Actual tendencies in projecting quantitative and qualitative studies, or mixed research and the result analysis“ was organized in the framework of this conference cycle.“

Stanislaw Juszcyk as the leading scientific guarantor of the third conference, altogether with his scientific team decided to focus the attention to the methodological essence of positivist and neopositivist research on the background of current determinants of educational theory and practice. In the field of the above mentioned issues, the participants worked in two main sections apart from the plenary ones. In those, according to the notified interest of organisers, the scientific discursus was directed towards the fields such as:

- Frameworks, projecting and realizing research within positivist and neopositivist paradigms, or the studies using both paradigms
- Questions of practical experience with research (its drawbacks, limits and deficiencies of research studies
- Relationships among a researcher and the examined in empirical studies as well as their methodological consequences
- Possible variations in interpretation of research findings, criteria and dilemmas in their publishing

- Framework research in social pedagogy, special pedagogy, pre-primary and primary pedagogy, as well as the media pedagogy.

Talks of this conference were held on the 7th and 8th of December 2017 at the Centre of scientific information and academic library, at University of Silesia in Katowice under the auspices of Andrzej Kowalczyk - the rector of the University of Silesia, and Marcin Krupa - the president of Katowice town . After welcoming the participants of the conference by the dean of the Faculty of pedagogy and psychology of the University of Silesia, and the head of the Department of Elementary School Education and Media Pedagogy S. Juszczyk, as well as the representatives of the university management and Katowice town, the participants talks started firstly in the plenary of the conference and after that in the sections. After performances of the main plenary speakers, the topics connected with the research in the times of modern electronic media, interconnecting quantitative and qualitative approaches in the methodology of educational studies, application of different research methods and analysis of their results, interdisciplinary approaches in the research, research competencies of pedagogues and student preparations for research realization, action research of teachers, etc. were discussed. Working atmosphere in the plenary hall creating the space for very inspiring discussions after the given lectures was a significant sign of this conference. The same applied also for the work in individual sessions.

The author of this report as a foreign participant positively evaluates the age groups involved and working arrangements of the conference participants and its speakers. Experienced researchers and university pedagogues as well as from other research institutions such as novice researchers or PhD students found there their place. The research and science are built on generation learning, overlapping different scientific schools, and everything was covered by this conference. Moreover, also the premises of the Centre of Scientific Information and Academic Library of the University of Silesia in Katowice as a place for talks, underlined the ethos of the conference.

In terms of conclusions of the third methodological conference in Katowice, the intentions of scientific guarantors as well as the participants' interest, we can assume that the organizing team have been already preparing conditions for another conference from the cycle: "Variety of Methodological Approaches in Educational Sciences". We believe that it will be as successful as the previous ones.

Viera Kurincová

Invitation to international scientific conference: Perspectives of Pedagogy and Andragogy development in the Slovak republic and central european countries

Comenius University in Bratislava (Faculty of Arts, Department of Pedagogy and Andragogy) and Slovak Educational Research Society are pleased to invite you to international scientific conference with the theme „Perspectives of Pedagogy and Andragogy development in the Slovak republic and central european countries,„

The main objective of the conference is to review the current situation across pedagogical sciences, the practical challenges they are facing, and the inputs from international pedagogical research and its fields (methodology of science on education, history of education and pedagogy, theory of education, theory of teaching, pre-school pedagogy, school pedagogy, social pedagogy, comparative pedagogy, pedagogical counseling, andragogy - professional, social, cultural, etc.).

This conference shall initiate a discussion on the extent to which the Slovak Educational Research Society (SERS) can support creation of a more favorable context for educating different age groups in different educational settings, in the perspective of social and individual expectations. For all other important information visit www.spaeds.sk.

Scientific Committee: doc. Dr. Zlatica Bakošová, PhD., Prof. PhDr. Mária Potočárová, PhD.,

doc. PhDr. Eduard Lukáč, PhD., doc. PhDr. Nadežda Krajčová, CSc., Prof. PhDr. Blahoslav Kraus, CSc., Prof. PhDr. Viera Kurincová, CSc., Prof. PhDr. Peter Ondrejko, DrSc., Prof. PhDr. Miron Zelina, DrSc., Prof. Dr. hab. Ewa Syrek, CSc., doc. PhDr. Mária Matulčíková, CSc., Assoc. Prof. Przybysz-Zaremba Małgorzata, PhD. hab., prof. PhDr. Stanislav Bendl, PhD., doc. PhDr. Tomáš Čech, PhD., doc. PhDr. Július Matulčík, CSc.

Program of the conference:

8.00 - 9.00 Presentation of guests

9.30 - 9.45 Opening of the conference

9.45 - 12.00 Main papers with discussion

12.00 - 13.00 Lunch break

13.00 - 15.30 Presentation of the contributions of the scientific conference participants in the sections:

SECTION 1 Theory of Education, Theory and Practice of Family Education, Pre - school Education, Philosophy of Education

SECTION 2 Methodology of the Science of Education
SECTION 3 History of education and pedagogy
SECTION 4 Social pedagogy, pedagogical counseling,
leisure time pedagogy
SECTION 5 Andragogy, Professional Andragogy,
social andragogy, cultural andragogy
SECTION 6 Theory and practice of teaching

15.30 Conclusions of individual sections and discussion

At the end of conference: an invitation to the Round Table of the Lifelong Learning Week to a professional discussion under the auspices of the Minister of Education JUDr. Mgr. Martina Lubyová, PhD., and raut.

Important dates:

- 29.11.2018: conference day
- until 1.10. 2018: application electronically at:
<https://docs.google.com/forms/d/e/1FAIpQLScw5ZV-BguwCckhEblvSTENJJ9Gc-1vOC1v1uZWmDQaUvKQ0A/viewform>
- until 1.10. 2018: payment of the fee to the SERS account
- until 29.11. 2018: to send a text to doncevoval@uniba.sk

Silvia Dončevová

Playing-2-gether: Teacher Sensitivity as a Basis for Inclusion in Preschool (P2G)

Is the title of the project, that Department of Pedagogy at Faculty of Education, Constantine the Philosopher University in Nitra, Slovakia, applied successfully and got the grant in Erasmus+ programme, KA2 - Cooperation for innovation and the exchange of good practices. The most impacted field is (KA201) Strategic partnerships for school education. The other participating institutions are UC Leuven-Limburg, Belgium, Hogeschool iPabo Amsterdam, Stenden University of Applied Sciences in Leeuwarden, the Netherlands and the School of Education of the IPP (ESE-IPP) Porto, Portugal.

High level of teacher training, as well as well-designed career development and long-life learning of teachers are considered to be very important standpoints for education from preschool to university settings. It is no doubt, that without professional competences of teachers, quality education of preschool children cannot be secured.

In this project we will develop and disseminate a Massive Open Online Course (MOOC) for pre-service and in-service teachers, focused on improving teacher sensitivity as a basis for inclusion in preschool.

European organizations explicitly argue for providing and securing high-quality early childhood education (e.g., European Commission, 2013; European Council, 2011). Several studies have provided compelling evidence that an investment in education and training benefiting young children produces the largest gains in terms of human capital, for both children (e.g., better job, higher income, better quality of life) and society (e.g., less crime, less unemployment) (e.g., Heckman, 2006). Following the refugee crisis and an increasing super diverse society (Geldof, 2015), our project will explicitly focus on enhancing the quality of early childhood education for all children in general and for at risk children in particular, as was highlighted in the Paris declaration on education (2015). In this way, our project focuses on two Erasmus KA2+ Horizontal priorities: Enhancing the quality of early childhood education and Inclusive education, training, and youth.

Recent research has shown the importance of teacher sensitivity for young children's recent and later academic, behavioural and socio-emotional development (e.g., Spilt, Hughes, Wu, & Kwok, 2012). Moreover, teacher sensitivity has been found to have compensatory effects for the development of at-risk children (e.g., Sabol & Pianta, 2012). Therefore, the Playing-2-gether project aims to improve teacher sensitivity for both pre-service and in-service teachers when playing with pre-schoolers in the classroom. By training both non-verbal and verbal teacher sensitivity skills, teachers are supported in dealing with diversified groups of learners (such as refugee children, migrants,

socially disadvantaged etc.) and to adopt innovative practices from the start of their careers and during their careers. Doing so, our project is consistent with both the Erasmus KA2+ School education priority for high quality early childhood education and the Erasmus KA2+ Horizontal priority for social inclusion. More specific, the present project focuses on the youngest group (i.e., pre-schoolers of 2.5 to 6 years old) and on their teachers. Building on an evidence-based framework, this project aims to develop, and disseminate a massive open online course (MOOC). This MOOC will offer teachers tools and skills to build teacher sensitivity while playing with these pre-schoolers. Teachers will make good practice videos on teacher sensitivity and they will discuss their findings in professional learning communities. Based on the principle of co-teaching and video feedback (ref), teachers will act as Playing-2-gether coaches for other teachers. This is consistent with the Erasmus KA2+ School education priority to strengthen the profiles of the teaching profession for preservice teachers, in-service teachers and teacher trainers.

Building a MOOC is also in line with recommendations in several Horizon 2020 reports to tackle current educational challenges. More specifically, in these reports, it is recommended that education, in general, should focus more on open educational resources and on the integration of hybrid learning. Teacher training, in particular, should integrate ICT more often and look for teaching methods that make a blend of formal and informal learning (Horizon Report 2014 Global K-12 Edition; Horizon Report Europe 2014 Schools Edition; NMC Horizon Report 2014 Global Higher ED Edition). Following the horizontal Erasmus KA2+ priority of Open and innovative practices in a digital area, a MOOC creates place and time-independent learning opportunities.

The MOOC in this project will be used by pre- and in-service teachers throughout Europe. As such, this project also contributes to the priority of the European Commission to enhance adult participation in lifelong learning (DG Education and Culture, 2014). Through a close collaboration between several teacher training institutes and participating preschools spread over four European countries, this project ensures that the benefits of early childhood education are carried through to other educational levels. Also, they will help to create a unifying framework for improving teacher sensitivity as a basis for inclusion in preschool, which is beneficial in the light of European societal changes (refugee crisis, super diversity).

The project itself is broken down into 4 outputs. Each output is assigned a lead partner. By delegating authority to run activities for this output to each partner is ensured the inclusiveness of most of the partners in the project management and therefore ownership for the outputs. In doing so the special consideration of the profile of the institution was taken as well as, the qualifications and experience of people involved.

The responsibility on the different intellectual outputs and multiplier events is taken by different partners, based on their specific expertise in this output.

Output 1: Animated videos on teacher sensitivity and inclusion in preschool : Partner iPABO (the Netherlands)) will take the lead in creating these informative videos explaining the state-of-the art on teacher sensitivity and inclusion in preschool, because of their extensive expertise on teacher sensitivity, play-based learning and special educational needs, both in academic and in practice-based research

Output 2: Good practice videos on teacher sensitivity in inclusive preschools: Partner UCLL (Belgium) already made good practice videos on teacher sensitivity (cfr. the original Flemish Playing-2-gether online course; Vancraeyveldt et al., 2015). Therefore, UCLL will take the lead in selecting, labelling a disseminating the good practice videos of the other countries. UCLL will work in close collaboration with the quality control section of Stenden University. This partner will help take the differences between educational systems in the different countries into account.

Output 3: Playing-2-gether MOOC: Slovakia will be responsible for building the MOOC and adding content to it. Slovakia will build the MOOC, as this partner knows the pitfalls of working with online and digital courses and they can build ways around it (for example: free software).

Output 4: Playing-2-gether coaching manual: Portugal will be responsible for the coaching manual, as this partner has large expertise in stimulating reflection and coaching skills for preservice and in-service teachers in providing inclusive education.

The five partners are responsible for the multiplier events in their own country. For the Netherlands, iPABO will take the lead; Stenden will assist.

The international multiplier event will be led by UAIE (Portugal), as this partner has close connections with the EECERA network. The international multiplier will be held in the place and around the date of the EECERA conference.

The project will answer the challenge in supporting attractiveness of teacher profession: all categories of teachers involved in the project (in-service preschool teachers, university teachers/teacher trainers and pre-service preschool teachers) will get opportunity to enhance their skills in innovative methods of education, to use ICT in education, to present their creativity, sense of human understanding and believes that teacher profession is a way how to help in developing child individuality and personality as well as in supporting social/mankind development. On the other hand, besides teachers' competences enrichment, international cooperation will enhance the individual pedagogical thinking of teachers and their educational ethos.

The project will face to the issues of at-risk pre-schoolers in kindergartens and inclusive early childhood education. Conference presentations and peer reviewed journal articles will support the discussions on preschool education in international environment.

The project represents very fruitful ground for international cooperation and internationalization of universities. There will be a platform for acquiring new theoretical knowledge and sharing good educational practices/experiences. International dimension of university colleges involved in the project will be enhanced by common meetings and video debates. An increase of teacher staff mobility and broadening of teachers' international network is expected.

Soňa Grofčíková, Anna Klimentová