

## Summary

The dissertation *Micrology as the idea of text interpretation in school education* is an attempt at complementing Polish literature lessons with the concept devised by Professor Aleksander Nawarecki of the University of Silesia. The concept which premises on reading by means of micrology. This idea was originally introduced in 1997, and subsequently developed in a monographic series published in 2000-2005. This way (or rather this ‘art’) of perceiving a work consists in extracting a fragment of the world from a detail, a crevice in the text, and then subjecting it to reflection, which can lead to multiple conclusions. ‘Micro’ reading begins with noticing what is ‘small’: something insignificant or difficult to notice, and then following this trail to, for example, learn something about the world beyond the text, about oneself, or to learn about the mastery of a literary work in a tiny detail. This form of reflection is intended to refresh the perspective on the canon of school readings, and also helps to become familiar with texts that are considered difficult to read.

The dissertation has been divided into two main parts. The first, shorter one, presents an overview of positions towards micrology, including two basic ways of approaching it. The first, by Aleksander Nawarecki, sees micrology as the art and practice of reading/interpretation. According to the second one, represented by Piotr Jędrzejko, micrology is part of the hermeneutic process. Both of these concepts can be successfully used at school, which I try to prove in the second part of the dissertation by showing interpretative examples and implementations during Polish literature lessons. The texts on which this reading practice is tested are works from the school's compulsory and optional reading list for the primary school and secondary school.

### **Keywords:**

micrology, didactic, non-anthropocentric humanities, animal studies, ecocriticism, turn toward things