

**Student empowerment
in the context of Protestant religious education
in Cieszyn Silesia**

Summary

My dissertation focuses on the issue of student empowerment in the context of Protestant religious education in Cieszyn Silesia. The aim of the research was to deepen knowledge regarding the subject and the subjectivity of a man and to search for activities promoting the development of the subject and subjectivity in the course of education. The subject of the research was the student's sense of subjectivity shaped through Protestant religious education. The question I was trying to answer was whether contemporary religious pedagogy creates conditions for the individual student to develop his or her subjectivity? I reached the world of the respondents by qualitative, informal and in-depth interview.

In my doctoral dissertation I present the educational reality from the perspective of narrators. I also present the meaning assigned to religious education, considering the diversity of views and experiences of the respondents, which fit into Charles Taylor's narrative concept of identity. Very significant in the student's empowerment is the subjective, affirming and open attitude of the teacher towards the students and the teacher's transparency as being aware of his faith and identity. In the process of searching for values and meanings the subjective educational situation also requires an exchange of the religion teacher's role from a guide to a companion. Mutual agreement in the pedagogy of religion takes place in a two-subject dialogical relationship between teacher and student.

Keywords: subject, subjectivity, Protestant religious education, student empowerment in the context of religious education, religious pedagogy

Translated by Jerzy Marcol