

Elements of personalistic pedagogy in Polish reflection on upbringing.

Ideas – inspirations – reconstructions

Summary

The issue of the human person – which is the subject of personalistic reflection in ethics and philosophy – is also the subject of inquiry and reflection in pedagogy, as a scientific discipline specifically dedicated to concern for the human person and his well-being. Pedagogy is a scientific discipline that, in conjunction with anthropological and axiological reflection, has the competence (thanks to the continuous conduct and development of pedagogical reflection) to include in the field of the theory and practice of upbringing (more broadly: the field of education) the concept of the human person and to develop a pedagogical approach that respects the qualities (properties and qualities) belonging to the human person.

The object of research in the field of pedagogical ideas and doctrines and their anthropological and ethical assumptions is, according to the title of the dissertation, to discern, analyze and attempt to systematize the elements – broadly understood – of personalistic pedagogy that appear in Polish reflection on upbringing, especially in the field of upbringing theory and moral upbringing, upbringing ethics and pedagogical anthropology (with a personalistic orientation). In order to make such focused analysis and recognition, the first chapter presents methods of research on pedagogical ideas and doctrines and their history. In the following chapters of the dissertation, analyses of Polish personalistic pedagogy are carried out on the example of selected ideas; a reading and (re)interpretation of the conditions, development, influence and perspectives of personalistic ideas in Polish pedagogical thought is carried out. The anthropological and axiological assumptions of personalistic pedagogy are analyzed, especially the concept of the human person (the dignity of the human person) adopted in it and its relation to the world of values, the goals, postulates, methods and educational programs formulated in the current of personalistic pedagogy are considered. The connections of personalistic pedagogy with religious beliefs (Christian personalism and its vision of the dignity of the person), with philosophical concepts (especially anthropological and axiological inquiries), with the humanistic worldview (the universalist requirement to respect the dignity of the person), with social ideas (social personalism, which emphasizes the primacy of the dignity of the person in social life) are recognized. Analyses introducing the former doctrines and currents of personalist pedagogy in comparison with contemporary personalist thought in pedagogy, are also intended to make clear the possibilities of developing concepts and research in various fields of pedagogy in reference to the anthropological and axiological assumptions of personalist pedagogy, especially understanding and respecting the dignity of the person in pedagogical theory and practice.

Due to the main purpose of the work, which is to (re)interpret the development, influence and perspectives of personalistic ideas in Polish pedagogical thought, the organization of own research was based on textual analysis – starting from the source texts through their reception and consolidation of

the main categories to the author's proposals for implementation in various areas of pedagogy. In the study of pedagogical ideas and doctrines, the hermeneutic method of content analysis, the historical method and critical discourse analysis were applied.

Keywords: person, dignity of the person, personalism, pedagogical reflection and thought, personalistic pedagogy, hermeneutic method, historical method, critical discourse analysis.