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### PARADIGMATIC TRANSFORMATION IN EARLY EDUCATION - FROM BEHAVIOURAL TO EMANCIPATORY DISCOURSE

*The interpretation of the phenomenon of school teaching as the process of early education in Polish schools has been suggested in the article through the prism of philosophical, psychological and sociological of human development. The author has made an attempt to outline different possibilities to approach the subject of education: pupils, teachers and parents. The researched problem has been analyzed from the point of view of a number of scientific paradigms: behavioural, humanistic, constructivist and critical-emancipatory pedagogical discourses. A conclusion has been made, that all presented concepts are the basis for making multi- and interdisciplinary discourse in early education, suggesting various approaches in this regard.*

**Keywords:** early childhood education, school, educational process, paradigm.

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### ПАРАДИГМАЛЬНІ ТРАНСФОРМАЦІЇ В РАННІЙ ОСВІТІ: ВІД ПОВЕДІНКОВОГО ДО ЕМАНСИПОВАНОГО ДИСКУРСУ

*Подано інтерпретацію феномену викладання у школі – освітнього процесу раннього навчання у польських освітніх закладах крізь призму філософської, психологічної та соціологічної концепції розвитку людини. Зроблена спроба окреслити різні можливості підходу до суб'єктів навчального процесу: учнів, учителів і батьків. Досліджувана проблема розглядається з позиції парадигм: біхевіоризму, гуманістичного, конструктивістського та критично-емансипаційного педагогічного дискурсу. Зроблено висновок про те, що представлені концепції виступають основою для проведення міждисциплінарного вивчення ранньої освіти і пропонують для цього різні підходи.*

**Ключові слова:** раннє навчання, школа, освітній процес, парадигма.

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**ПАРАДИГМАЛЬНІЕ ТРАНСФОРМАЦІИ В НАЧАЛЬНОМ ОБРАЗОВАНИИ:  
ОТ ПОВЕДЕНЧЕСКОГО К ЭМАНСИПИРОВАННОМУ ДИСКУРСУ**

*Подано інтерпретацію феномена преподавания в школе - образовательного процесса раннего обучения в польских учебных заведениях сквозь призму философской, психологической и социологической концепции развития человека. Сделана попытка очертить возможности подхода к субъектам учебного процесса: учеников, учителей и родителей. Исследуемая проблема рассматривается с позиции парадигм: бихевиоризма, гуманистической, конструктивистского и критически эмансипационного педагогического дискурса. Сделан вывод о том, что представленные концепции выступают основой для проведения междисциплинарного изучения раннего образования и предлагают для этого различные подходы.*

**Ключевые слова:** начальное обучение, школа, образовательный процесс, парадигма.

The effective changes in early school pedagogy as a subdiscipline of educational sciences should be seen in the broader context from the perspective of the transformation of theoretical and methodological bases understood as a paradigmatic transformation. Thanks to them, we can refer to the status of early childhood education implemented in Polish schools, we can determine ways to analyse the educational reality, explain the observed or recorded research facts and phenomena. There are several reasons tending to take up issues related to the transformations. They have their theoretical source in the changing conditions of the research taking place in the methodology of pedagogy and the new orientation, associated with the departure from the positivist and scientific paradigm, especially in pursuit of formulating general laws and principles that are the basis of universal educational procedures. Not less important are the prerequisites set by the different areas of the development of civilization, characteristic for the beginning of the twenty-first century, social, scientific-technical, ideological and philosophical changes in consciousness, culture and customs worthy of the postmodern age (Ratajek 2011). The paradigms of education are very important to the discourse on the meaning of education because they take different approaches to the three entities of the educational process – students, teachers and parents. Variety of discourses childhood education: functional – behavioural, humanistic – adaptive constructivist – developmental and critical – emancipatory are role models for the analysis and interpretation of the transformation paradigm (Klus – Stańska 2009).

Due to the fact that in the pedagogy of early childhood the dual paradigmatic of their ways of practicing is visible, we are gradually trying to move away from the technology – subjective, positivist, conservative, functional - behaviourist orientation for the humanities – subjective, positivist, progressivism, postmodern, dialogue orientation. I will focus more widely on these two orientations. Other gradually begin to permeate each other and gradually enter into pedagogics.

Behaviourism is a psychological direction, created in America in the early twentieth century, being the opposition to introspection and psychoanalysis. Its representatives are J.B. Watson and J. Pavlov, presenting the classical form of real behaviourism, B. F. Skinner - the founder of the experimental analysis of behaviour and program teaching, and followers C. L. Hull and E. C. Tolman. J. B. Watson argued that every child can be any shape, basing on the principles of learning theory, and according to B.F. Skinner even more complex language skills and problem-solving skills can be understood as the behaviour produced in response to environmental stimuli. Technology orientation is based on configuration, modelling the unit devoid of subjectivity, freedom, will, reactive, accepting the principle of determinism, subject to external control in the development process, extremely controlled by the external environment. It is based on the assumptions of positive, real, reliable, useful, relative philosophy. Positive philosophy, actual (later empirio-criticism and logical positivism) recognizes the value of experience as a reliable source of scientific knowledge, recognizes only available to our sensory cognition facts, guided by human reason toward what is useful, excluding everything that cannot be proven, strengthened in natural sciences and mathematics and their methods (scientism). Natural methods of research are the basis for the empirical methodology of human world, and the external facts of nature correspond to the external human facts. Unites and builds, showing the way of successful development and progress. According to F. W. Kron (2012: 89) is this tradition of thought, in which what counts is what can be observed and verified only in reality, so what can be determined using the five senses and giving to use thanks to the appropriate ancillary instruments. Interpretations are considered not relevant and, as such, are rejected. It provides certain knowledge, empirical, scientific, indisputable, is the material for further investigations, provides further facts. It examines useful issues for a better quality of life, altruism and empathy, is preparing for a positive working and social system is based on the idea and order.

Methodology of scientism (the pursuit of objective knowledge, explain and formulate scientific theses) and of positivism (specific route to the investigation of human mastery over reality and to influence its course) influenced the development of scientific education and the adoption of its specific way of interpreting the phenomena associated with education. In addition, positivist education (scientific, conservative, technological) in addition to the obvious philosophical inspiration based its assumptions on the achievements of mainstream behaviourist psychology, which also contributed to the specific treatment of a pupil and educational processes. This paradigm for many years operating in the Polish contemporary early school pedagogy, and its assumptions are certainly with unilateral impacts further exemplified in educational practice. Behaviourists created a scientific paradigm based on objectivity, investigating the relationship between objective phenomena, which are the external stimuli and responses or behaviour of an individual. They constitute the subject of analysis. Pedagogy, adopting the methodology of this orientation has therefore focused on the study of observable facts, phenomena and pedagogical situations, creating assessments and generalisations about their course and determining the role played by external factors. It is based on imitation (modelling) without the participation of consciousness - the personality of the child in the course of rationally organized educational activity, as a result of which the outer controllability development have the lead. In this case we are dealing with an unconscious taking over someone's behaviour (someone else becomes our model). Behaviourists call the way of modelling, modifying, programming as "behavioural engineering" (behaviour technology). For the purpose of education behaviourists accepted adaptation of the student to the current social system. Changes in the behaviour of students, work during lessons, activities, contacts and interpersonal relations, as well as organisational activities can be planned and call according to your expectations, applying exterior strengthening in order to achieve specific educational effect. Controllability of pupil to create stereotyping of thinking is evident in primarily in the transfer of knowledge that the student receives at school. Observation of the world, experience, experimentation, tasks, activities of pupils are the effect of reinforcing stimuli typically extravert and, as D. Klus – Stańska (2009: 49) writes, applied step by step, exactly in the form and order, without skipping any of micro stages or without reordering. Behaviour and its compatibility with the expected pattern had to be constantly monitored in order to apply the appropriate positive strengthening (awards) to correct behaviour or blanking the negative reinforcement (punishment) when it was inappropriate. The same stimuli should induce in different units the same predictable reactions (factors differentiating the reactions are genetic equipment and the current incentive training).

In early childhood education following the adoption of paradigmatic assumptions of technological orientation we see the hierarchical social structure and top-down decision making. Objectives are imposed from above by the Ministry of Education in the regulation relating to the core curriculum. The curriculum serve to the implementation of the educational process, which according the behaviouristic assumptions, should be consistent in theoretical philosophical - psychological and sociological basis of the accepted ideology. These programs which are in line with this trend should be fully implemented. The person responsible for the design, organization, implementation and evaluation of the process of teaching is the teacher, having the managerial and decision-making role, subordinating the students (Kwaśniewska 2012: 95,96). In the educational practice, the mainstream values of the process includes: the predictability of the education effects (measurability of educational purposes), the dynamic pace of acquired competences (decision of the teacher), the possibilities of applying the level of development of a child to accepted standards, a smooth transition to the next level of education, objective treatment of children by their parents. The deliberately planned teaching process dominates the independent learning process. The primacy of manual over the primacy of the structure is visible. According to D. Waloszek (2006: 207) the threat are: locking children's individuality, routine and schematics of activities, focus on the intellect, the limitation of individual social experience, imitative nature of the undertaken tasks, exercises and activities. Behaviouristic didactics therefore focuses on controlling the process of teaching - learning in such a way that the child with the least effort and as soon as possible achieves satisfactory results in education. Result of teaching seems to be achieved, but the student-dominated by negative reinforcement is deprived of self-reliance, independence, novelty, search for specific solutions, problems, thank to which he learns something new, in a new and unfamiliar situation. Student therefore shows reactivity, is not plenipotentiary, is used to the stereotyped solutions, devoid of innovation and critical thinking. He requires provision of guidance, support, and its degree of dependence on adults is significant in the everyday functioning and taking any action. In contemporary Polish school visible are: the indoctrination of values, norms, behaviours and socio-moral attitudes of students, instrumental treatment of the individual as an object of interactions, restriction of freedom and the freedom of the child, unidirectional communication, imitation of programmed reaction of the

social environment (remembering, adoption, implementation). We can quote many other examples of everyday educational practice, in which we see the transmission and monologue model of the modern learning theory developed by behaviourists, which, rejecting introspective inner motives of unit, focuses only on specific «hard», strong and standard solutions. Presented, one-sided teaching style gives evidence of rigid and uniform didactic-educational work with children of early school age, also, the accompanying top-down bureaucracy, «textbook-handbook» routine, infantile activities, especially those encyclopaedic worthless and sterile removes the unique nature of the child. Behaviourist vision of contemporary early childhood education is a vision of this type of education: «enslaved» in advance provided by adults, instructional, subordinated «unstable», «congealed», «beleaguered» and monopolistic, underestimating the importance of vocabulary and cognitive processes, schematically designed, which counts the activity of the child and not his personality.

The opposite of the behavioural paradigm in early childhood education is a humanistic vision of education, amending the current thinking about the child's upbringing and education. Humanism is a multilateral intellectual and cultural current of the Revival period (XIV–XVI) recognizing the man as the highest value and the source of all other moral values, giving human affairs prevail over others. Due to the fact that today there are many different varieties, options and approaches to the humanistic concept as a new educational philosophy I will confine myself here only to provide the general basis and assumptions, and then refer reflections to the educational process and its factors. Humanistic orientation puts the learner at the centre of education and training, and its main principle is the principle of respect for human dignity, freedom, individuality and the right to multi intelligent development. The subject here is the humanistic upbringing and education „help in becoming a man” education of «a new man», regardless of the environmental conditions (family, school, peer groups, local environment), cultural, social-political and other. It is worth quoting the words of E. Fromm, who claimed that the humanistic worldview can be characterized as follows: first is distinguished the faith in a community of people, a belief that there is nothing that is human and it would not be found in anybody; secondly: it is the visibility of human dignity; thirdly, it is to emphasize that a person has the ability to further development and improvement; fourth: it is the emphasis on reason, objectivity and peace. According to him, the most important is the development of the individual, quality and prosperity of its operation, the needs, integrity, strengthening the physical and spiritual sense of own agency and experience, independence, care for oneself and creative life that stimulates awareness in contrast to conformism, which it suppresses. (Fromm 2012, 2013; Dauber 1997: 164). Source of humanist concept is also pedagogical progressivism, derived from the pragmatic philosophy, based on three arguments: ontological (action - the primary means of learning about the world), epistemological (learning by exploring the surrounding reality, to participate in its development and variation, knowledge and skills, the study of the world, taking action, problem solving) and axiological (taking into account the value of practical preparation for life). He preached the need to focus on the child, his needs, individual features, abilities, interests and social predispositions. Integrated several directions, i.e. experimentalism (individualization, learning by experimentation), instrumentalism (selectable content by students, program and methods suited to their abilities, arranging social space). The philosophical basis for this original concept is also personalize, previously recognized as «doctrine of personality» that has set itself the task to prove by logic and moral arguments, that knowing the person, as consciousness and will is the foundation of all human recognition, and today as a doctrine emphasizing the autonomic value of the human being as a person and postulating its full affirmation. (Nowak 2003: 235.247; Guardini 1991). Making the genesis of the concept of the humanities, its significant relationship with pedagogical naturalism should be emphasised, represented by J. J. Rousseau, who built his views on the basis of subjective idealism, and by E. Claparede and in Poland by J. W. David. Rousseau postulates included the nature of the child in education, respect for his rights determined by the nature, put forward humanities education content, axiological values, principles based on anthropology and psychology. In his view, education is the «great art», which needs luck to reach the objective, consisting of teaching the child habits that are compatible with nature. The best educated is the one who is able to bear good and evil, which meets in everyday life. Experiences and adventures of childhood in the bosom of nature and the struggle with it, becoming a driving force in education without limits, standards, prohibitions and penalties. Rousseau pedagogical naturalism was thus subordinated to nature and living in harmony with the nature. He believed that in each unit, in each nature lies impeccably moral «humanity» that you need to «develop» and not «shape», from an early age a child should «learn to live» (2013 Karbowniczek 29; Lane, 1999: 46). Its educational system advocated freedom and joyous freedom of the child (the category of freedom linked with the process of education), forbade any interference in the development, implemented for independent thinking and action, work, taught to feel, reason and love the world as it is. Although the whole educational process is

trying to keep out of the public, it actually raises the child to the public, but for society in accordance with nature, wise, in which the child will be understood and respected. Education in line with the humanities concept is assisting student in his natural and personal development (in terms of individual spheres, i.e. physical, mental, emotional, social, ethical) helps him become fully operational, i.e. to create their own identity, to control himself and the situation, in which it is located, present oneself in action, stand „over each other”, strive for the experience, to be guided by their emotions, demonstrate empathy and spontaneity in thinking, behaviour and conduct, originality, be a part of others experiences, seek own interpersonal space communications and others. Student equipped with the capabilities, abilities, interests, diagnoses them individually and develops engaging in such activities, which are compatible with their predispositions. They create a clear theoretical model or a pattern pupil, perfect. Assimilation of these qualities by educators is to assist children in achieving a progressively higher level of maturity. The unit according to the assumptions of Maslow (1986, 2004, 2006) becomes a person exhibiting an inner tendency to self-realization. Self-realization is a unique and idiosyncratic process. It can be manifested by love, creativity, altruism, self-development. Every human being is capable of self-realization, the sources of growth of humanity are inside a person and hetero-education can only help him or limit that development (...) Each person is part «own project» and creates oneself. (Kozielecki 1980 Maslow 1986: 188 for Śliwerski 2012: 257.258). I. Gryniuk (2008: 42–43) analysing the assumptions of education centered on the person pointed to the basic regularities of the learning process: the desire to learn (curiosity, enthusiasm, desire to know each other and the environment, independence in exploring the world, develop interests), the importance of learning (that meet the needs and objectives, the acquisition of assets of information and personalization, validity, thoroughness and objectivity of knowledge), learning without risks (by creating an area free of hazards, strengthening, checking abilities, trying to gain new experiences and challenges, making mistakes without criticism), initiating learning (engaging emotions and mind of the learner, all spheres of human activity: cognitive and affective, the ability to choose the direction of own learning, discovering sources, formulating problems, verifying hypotheses, evaluating the effects of building a sense of independence-reliance). The learning process meeting the above correctness was called by Rogers (1983) and other humanistic psychologists an experiential learning, «celiac» as opposed to superficial learning, partially involving student «from the neck up». They believed that education personally involving the student, stimulates the action, allows to experience the excitement, motivates to further learning. A student explores the world alone or in cooperation with other, constructs his own learning program, discovers in this way own interests, learns to make decisions and bear responsibility for them. It is important for him especially to know how to learn, what he would like to know, what progress he achieved, which skills he acquired in self-assessment? In addition, consciously participates and cope in different situations and conditions, demonstrates the ability of rational reasoning.

Nowadays, the humanistic concept in theory and practice of early childhood education, despite a wide range of advantages (I refer to its assumptions) raises a lot of questions, because of the unexplained issues, and the teachers solutions itself link only vague strategy and ideology education. At school, at the early stage we could observe only clippings, manifestations, elements of the humanistic paradigm, namely: the pedagogical foundation of schools was a humanistic conception of a man, participative management style of institutions and team of teachers, program pluralism, the possibility of constructing own curricula adapted to specific conditions of schools, taking into account the psychophysical possibilities of students, their interests and abilities, taking into account the concept of the humanities in some programs of early childhood education, using own lesson plans or modifying and supplementing proposals offered by educational publications, the diagnosis of student development, individualization of learning, taking into account differences in development, the use of the principle of gradation of difficulty, the use of different educational methods to develop the cognitive activity of students, observations, experiences, dialogue, negotiations, etc., openness to collaboration and cooperation of school with parents and the local community, active participation of all stakeholders of education in the life of the school, the adoption by the teacher the role of organizer, supervisor that cares about the safety of students, improving the methodological skills through various forms of training, modification of the objectives, methods, techniques and forms of work in integrated classes, creating an inspiring environment for all-round development of the child. In the world of teaching the humanistic concept arouses curiosity and although little is implemented, its value in the evaluation of teachers is much higher than the value of the behavioural concept (now implemented) due to: subjectivity, individualization, capacity development in a variety of educational situations, socio - cultural, holistic perception of the world, oneself and others, mutual interpersonal relationships and fulfilling social roles, etc. Early childhood education draws more attention to its aspirational character, referring to the guidelines, but

the exemplification itself is difficult, requires modernization, diversity looks at the child's nature, the multidimensional development of childhood and the whole complexity of the process of teaching – education.

Another perspective to look at education and thinking about education is constructivism, based on the creative and multi-cognitive activity of students, on leaving the education of their specific knowledge and belief, creating opportunities and conditions for creating, testing and verification of critical knowledge. Its sources are believed to be in various philosophical concepts, for example, in the views of Socrates, J.J. Rousseau and Kant later progressivism and liberalism, J. Dewey, Montessori, O. Decroly's systems and above all draws its main assumptions of the theory of J. Piaget (developmental constructivism), L.S Vygotsky (social constructivism), J.S. Bruner (socio-cultural constructivism) and L. Kohlberg (cognitive theory of moral development) - promoting the teaching supporting the development of the child. It is a thinking being, able to deal with reality in a specific way for him in his mind. His contact with the world around him is based on perceptions and actions can think of an unlimited number of things. The word and ideas are necessary to him, which symbolically represent the true reality of its varieties. In addition to words and ideas he has ideas, which are generalizations, and which are reflected in the mind of a variety of relationships existing between the various aspects of reality. The concepts are very important, remain in the connections and relationships with other elements. Many things and phenomena are linked, which is reflected in the mind. Ideas, words and concepts build knowledge about the reality, which is partly formed on the basis of concrete experiences which leave their traces in the mind. As a result, the child deals with reality only in the mind, without concrete experiences and activities. The second part of the knowledge of the world is created only in the mind, without any specific experiences. It can deduce new conclusions about reality and predict what might happen in the future based on their existing knowledge. This kind of ability to understand something as a result of a thought process based on the content of memory is considered to be the highest form of learning. Learning is achieved only by thinking and solving problems creates new content in the mind. Thoughts consist of words and images created by the associations. The child thinks, makes matchmaking content existing in memory and their regrouping in words, images and concepts. Most situations easily locates in the mind and in a very quick thought process matches the current event to what we already know and understand. He notices, records, performs combination. Cognitive development refers to all forms of mental activity that is related to the acquisition, processing, organizing knowledge and skills associated with thinking and knowledge (Kohnstamm 1989: 232-235; Andrzejewska 2013: 67; Głowska-Soldatow 2013: 30; Piaget 1993, 1997).

In the constructivist model, learner is perceived as a unique and individual unit, assumes the position of an active participant, observer, theorist and pragmatic (Hamer 1994), develops multidirectional and multidimensional cognitive activity, stimulates knowledge, which constitutes the basis for creating comprehensive, coherent and functional structures, uses knowledge, including new particles, modules, components in the structure of knowledge specific to activate cognitive processes, consciously participates in the process of acquiring new knowledge, explores, experiments, discovers, compares, selects, interprets, subjects to reflection, by trials and mistakes seeks for the multitude solutions, by himself, internally constructs a kind of knowledge about the world and himself, becoming responsible, is not recording and reproducing, acquires the ability to interpret and transmit meanings in different situations, learns processing, categorizes and organizes information, solves problems, tasks, works on projects, works with peers, discusses, negotiates, diversifies, expands gained observations, builds self-esteem. The teacher, in turn, acts as an experienced and knowledgeable tour guide, tutor, counsellor, understands learning as a process of collecting, structuring and restructuring cognitive, social, practical experience that child gains mainly in the process of socialization (Uszyńska – Jarmoc 2013: 46), diagnoses development, knowledge and skills of students, differentiates their level of learning, uses individualization of the objectives, methods, techniques and forms of work, stimulates, develops and supports cognitive student potential, knows the children's cognitive abilities and their interests, applies phases of constructivist model of learning and teaching-learning strategies, departs from the routine, stereotypes, avoiding restorative work planning and rigid steering the program and scenario activities, puts the problem questions, creates a cognitive conflict, introduces the self-creation, arranges educational process of the student, predicts, creates learning situations, accepts a variety of opportunities to direct children's activities, considering their quality, variety and attractiveness, shows flexibility, openness to reality, examines the knowledge of the child in the individual, social and cultural context, uses varied methods (discovery, auto-instruction, receptive, mastering) – Galloway (1988) and forms of teaching, i.e. work in pairs, groups, used dialogue recognition of environmental and socio - cultural reality as well as multi-directional communication, creates an optimal environment for active learning (comfortable working conditions, class space, friendly

atmosphere, attractive teaching aids), cooperates, take care of proper interpersonal relations, uses the plane integration, monitors the work of students, strives to achieve high educational effects, evaluates.

The foundation of the creation of this paradigm are: critical pedagogy, emancipatory and resistance and sociological theories of conflict. It is based on domination and liberation. With regard to the criticism, its characteristic is pessimism, overbearing importance and meanings while the currents based on emancipation and resistance in education fluctuates around the equipment unit in the competence of emancipation (Klus-Stańska 2009: 68–69; Kwieciński 1995: 125). Representative of this orientation is P. Bourdieu and his concept of symbolic violence. Symbolic violence is recognized as a soft kind of violence that affects their social subject with the subject's participation (Turner 2004). Is a signpost of influence of dominant classes on society, imposing solutions schemes, standards, policies, ways of thinking in order to better access to attractive assets. Therefore, the essence of symbolic violence lies in the transmission patterns, symbols and marks appearing in the culture of imposition of meanings and interpretation. Symbolic violence plays an important role in the upbringing and education of children in a given culture and in shaping their personalities. In educational institutions we observe the reproduction process of the educational system. Because the educational process is the same for all groups of society it becomes, according to Bourdieu, a place of symbolic violence. Reproduction in such process undergo: knowledge, social relationships and patterns of culture, order and discipline. Symbolic violence is manifested in the existence of the model of dependence children from adults, in which the manifestation of the power of teacher is visible, in language, kinetic and evaluation behaviour, in terms of creating educational space and the organization of educational work. According to the violence, the students are divided into classes, the division of activity into periods, detailed control. Emancipation, in turn, is based on the student's liberation from social violence, creating him the opportunity to create his personality, autonomy, obtaining internal independence from dominant social groups. It is the opposition to the compelling nature of the functioning of modern school. Emancipation leads to education to freedom, equality and happiness, to freely expressing own needs, the right to self-determination, self-regulation, specifically and unfettered development (Śliwerski 2003). This paradigm recognizes the school as a unit dependent on political conditions and orders of the dominant class. It focuses its attention on the destructive identity-political effects of a school unfavorable to liberation. The paradigm includes the feminist pedagogy as well. In Polish education function hard ways of imposing meanings and rigid understanding of the concepts. Critical - emancipatory education is exemplified in social practice, in the practice of the surrounding world. (Klus-Stańska, 2009: 70–72). Its aim is to enhance the ability to make personal intellectual, axiological and social decisions. Children learn to think critically and to express, to actively engage in various risky situations, they become responsible for their activities and undertaken challenges, have their own point of view and a peculiar interpretation of the world. Openness of the school for events and reality, the right to judge, to express beliefs, criticisms, consent to understanding, reasoning and concept of student activity, sensitivity to social stereotypes and habitual thinking about other factors, create an educational climate of resistance education and emancipation. Emancipatory education requires that teachers and students of liberalism, mutual consideration of own point of view, actively engaging in various activities, equivalence and authenticity, participation in the educational process, respect for subjectivity, creating the conditions for self-creation and conscious participation in the surrounding world, multidirectional communication. Teachers encourage and support children's development by applying individualization, taking into account the three levels of education (for talented students, average and weak), create them into units capable of criticism, they teach skills to make specific choices, decision-making and solving a variety of problems, provide opportunities for multilateral development, freely choose varied teaching methods, forms of work (group, in pairs) and teaching aids, taking into account the growth and education of the child (the principle of gradation of difficulty), interact, collaborate, freely choose interesting learning content provided by the program of early childhood education, create conditions for active and effective education, use a democratic style of work, agree with the students on the rules, tasks, activities, attach great importance to the mutual interaction and partnership dialogue, involve their self-control and self-esteem. Critical - emancipatory paradigm has its supporters and opponents. In is not present in the Polish educational system, is not practiced, it is even reviled and rejected.

All presented concepts are the basis for making multi- and interdisciplinary discourse in early education, presenting a variety of approaches to students, teachers and the education system. Paradigms: behaviouristic and humanistic occur most frequently in contemporary Polish early school education. They have their optimists and pessimists, and strong forms of their implementation in educational practice. Particularly stressed is, according to D. Klus-Stańska (2009:77) the behaviouristic trend in educational

activities of teachers in Polish schools, in educational traditions of the working class and the rhetoric of the conservatives, less humane, especially in kindergartens and in the environment of some of the middle class representatives. In turn, the constructivist paradigm methodology is observed in the early child education as a type of proposals, suggestions, appearances, innovation, fashionable concept with original assumptions.

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