

e-PEDAGOGIUM

I/2007

Nezávislý odborný časopis
určený pedagogickým pracovníkům
všech typů škol

Adresa on-line časopisu: <http://epedagog.upol.cz>

Tato publikace neprošla jazykovou úpravou. Za obsahovou správnost odpovídají autoři jednotlivých příspěvků.

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ISSN 1213-7758 tištěná verze

ISSN 1213-7499 elektronická verze

Vážení čtenáři,

E-Pedagogium vyrostlo a dospělo. Stalo se uznávaným periodikem, vyhledávaným odbornými pracovišti u nás i v zahraničí. Zejména pro začínající autory je platformou vhodnou pro presentaci výsledků výzkumů v návaznosti na zpracovávané disertační práce. V mnohých případech jde také o přínosné otázky aplikované vědy, tedy o uplatňování teoretické pedagogiky v konfrontaci s realitou praxe. Jedině vzdělaná a vychovaná společnost je schopna trvalého rozvoje s naplněním oprávněných požadavků svých členů. Jedině vzdělaná a vychovaná společnost s jasným a obecně přijímaným hodnotovým systémem a řádem i fungující ekonomikou skýtá záruku rozvoje. Podmínkou je ale také občan systematicky připravovaný a připravený přijmout v dospělosti určitou roli s plnou odpovědností vůči společnosti. E-Pedagogium má ve svém poslání tomuto úsilí o zkvalitnění lidského poznání i lidské společnosti vůbec pomáhat. Výměna poznatků, porozumění, soužití různých kultur a etnik je podmíněno odstraněním bariér. V mnoha případech ještě stále máme potíže, a to i ti nejmladší, s jazykovými bariérami. Jazyková gramotnost ve vědě, technice, v kultuře, ale i ve vzdělávání je dnes představována zpravidla kromě mateřštiny dvěma světovými jazyky, z nichž jeden, z hlediska mobility nezbytný, je angličtina.

Vedení Pedagogické fakulty Univerzity Palackého v Olomouci a redakční rada E-Pedagogia považují z hlediska prolomení jazykových bariér za vhodné každoročně realizovat kromě základní řady v jazyce českém i 1–2 čísla našeho časopisu v jazyce anglickém. První číslo, které se takto a ne zrovna lehce narodilo právě držíte v ruce. Těšíme se na ohlasy i další přínosné příspěvky v jazyce českém i v jazyce anglickém.

Vaše redakční rada
Jan Šteigl

Dear readers,

E-Pedagogium has grown and developed. It has become a recognized periodical and a much sought-after in expert work places both inland and abroad. Especially for amateur authors it bestows an ideal and an advantageous platform for presenting research results of processed thesis papers. In many cases, it also deals with helpful questions pertaining to applied sciences and therefore on the application of theoretical education in the backdrop of reality of practice.

Only an educated and well-raised society has the ability to continuously develop within the bounds of legally fulfilled requirements of its members. Only an educated and well-raised society with clear and general acceptance of an evaluation system, honesty and working economy is able to convey the guarantee of development. The condition is also that a citizen is systematically prepared and ready, in adulthood, to accept a certain role with complete responsibility towards the society. In its mission, E-Pedagogium is making efforts to improve the quality of human recognition and altogether, to help the society. In exchange for this observation, while understanding the coexistence of various cultures and ethnicities, it pertains to the condition of removing this barrier. In many cases, we are still facing difficulties, even among the young, of language barrier. Today, language literacy in science, technology, culture, and even in general education has been introduced (apart from the mother tongue) comprising two world languages and of which one, from the point of view necessity, is the English language.

From the perspective of breaking the language barrier, the management of the Pedagogical Faculty of the Palacky University in Olomouc and the E-Pedagogia editorial counsel consider it as essential and beneficial to annually include, with the exception of elementary rules in Czech language, also 1-2 editions of our magazine in the English language. In your hands you are hold the first edition, which is the culmination of hard work on our part.

We look forward to your response and other helpful contributions in the Czech and English languages.

Your editorial counsel
Jan Šteigl

OBSAH

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ARTICLES

HEALTH AS A VALUE AMONG PUPILS

Beata Fedyn, Martina Cichá

Summary

The paper deals with the concept of health education that is an integral part of future teachers' professional training. It presents results of a questionnaire survey of 429 elementary school pupils from Raciborz, Poland, who were 10, 13 and 15 years of age. The research focused on children's attitude towards the issue of protection and maintenance of health. It proved that the attitude of elementary school pupils towards their own health changed very little over the years and that they did not attach any particular value to protection and maintenance of their health. It appears that health education provided at elementary schools does not yield desired effects.

Key words

Pupils, teachers, school, health, value, health education

INTRODUCTION

A human is able to realize his or her goals and aspirations if subjective and objective conditions conducive to it exist. One can classify one's health as one of the subjective conditions. Within the approach mentioned, as an important aspect of it, health is perceived as a value. One should also put emphasis on the fact that, forming pupils' personality by didactic and educational means, a teacher also influences an "axiom-normative system" in a pupil, can teach a pupil to perceive health as a value of utmost importance. A necessary condition to it is to acquaint pupils with the definition of health as it appears in current health philosophy approaches. They describe health as:

- a value enabling individuals and groups to realize their goals, aspirations, to satisfy their needs, as well as to change and cope with the environment;
- any society's wealth resource which guarantees its social and economical development as only a healthy society can create material and cultural goods, develop and achieve a satisfying life quality;
- a means of everyday life but not its goal. Thanks to health every human can assure himself or herself a satisfying and happy living (Woynarowska, 1989).

Research assumptions

Having taken into consideration the idea mentioned above, we conducted a questionnaire-based study examining pupils' (aged 10, 13 and 15) opinions on health and its ranking as a value in an "axiom-normative system". Research results might serve as an indicator of achieving educational goals in the field of health education. Research population consisted of 429 elementary school pupils from Raciborz, Poland. There were 145 10-year-old, 134 13-year-old, and 150 15-year-old children.

RESULTS

Research results allow to state that an unquestionable majority of pupils perceives health as the most important value and that this conviction became part of pupils' awareness. The value of health among other values, such as a respect among friends, good school results, good relations with parents or a positive teachers' opinion, is ranked first by 82,08% of children in the age group of 13, and by 80% of children in the age group of 15. The rest of these classes of children also think highly of health and put it to the second place (7,47% of the sixth class pupils, and 8% in the age group of 15), or the third place (10,47% in the age group of 13, and 4% in the age group of 15), respectively. A good relationship to parents and schoolmates and good school results are those values which, most frequently, are perceived as more important than health. Placing health in line with other values important among children is characteristic both for boys and girls. Place of residence also does not, in a significant manner, influence the degree of perceived importance of health (Table 1, 2, 3).

Other authors also report this phenomenon consisting of an increase in perceived health value importance within the life goals hierarchy in children and youth. They value love, health, family and life the most (Kojas, Mrózek, Studenski et al., 1999).

High importance of health perceived as a part of pupils' own evaluation is a crucial goal of the health education process in schools. We care not only about its theoretical, but also its practical character. The main goal of this education is to make pupils conform to health recommendations, to teach them, in achieving other goals, to make the best of the physical, psychological, and social potential of health, to treat health as a resource and wealth of a man. That is why health topics should always be an object of concern, leading to health's protection, enhancement, its growth and development (Heszen-Niejodek, Ratajczak et al., 1997). However, many other results of our research, with respect

Table 1

Opinions of ten year old students referring to health and its role in human life according to gender and place of residence

| Underline statement you agree with | Town | Town % | Country | Country % | M | M % | W | W % |
|--|-------------|---------------|----------------|------------------|----------|------------|----------|------------|
| Health is the most important in human life | 53 | 85,48 | 72 | 86,74 | 58 | 87,87 | 67 | 84,81 |
| Human should care about health from childhood | 35 | 56,46 | 69 | 83,13 | 52 | 78,78 | 52 | 65,82 |
| Only old and sick people should care about health | 6 | 9,67 | 4 | 4,81 | 4 | 6,06 | 6 | 4,59 |
| Healthy man can achieve a lot in life | 25 | 40,32 | 45 | 54,21 | 37 | 56,06 | 33 | 41,72 |
| Health is not worth of care | 3 | 4,83 | 2 | 2,40 | 3 | 4,54 | 2 | 2,53 |

Source: Self-calculation on the grounds of analysis of respondents' results

Table 2

Opinions of thirteen year old students referring to health and its role in human life according to gender and place of residence

| Underline statement you agree with | Town | Town % | Country | Country % | M | M % | W | W % |
|--|-------------|---------------|----------------|------------------|----------|------------|----------|------------|
| Health is the most important in human life | 52 | 81,25 | 58 | 82,85 | 47 | 81,03 | 63 | 82,89 |
| Human should care about health from childhood | 46 | 71,87 | 59 | 84,28 | 43 | 74,13 | 59 | 77,63 |
| Only old and sick people should care about health | 5 | 7,81 | 3 | 4,28 | 4 | 6,89 | 4 | 5,26 |
| Healthy man can achieve a lot in life | 39 | 60,93 | 38 | 54,28 | 36 | 62,05 | 41 | 53,94 |
| Health is not worth of care | 4 | 6,25 | 5 | 7,14 | 5 | 8,62 | 4 | 5,26 |

Source: Self-calculation on the grounds of analysis of respondents' results

Table 3

Opinions of fifteen year old students referring to health and its role in human life according to gender and place of residence

| Underline statement you agree with | Town | Town % | Country | Country % | M | M % | W | W % |
|--|-------------|---------------|----------------|------------------|----------|------------|----------|------------|
| Health is the most important in human life | 60 | 83,33 | 64 | 82,05 | 47 | 81,03 | 77 | 83,69 |
| Human should care about health from childhood | 55 | 76,38 | 62 | 79,48 | 46 | 79,31 | 71 | 77,17 |
| Only old and sick people should care about health | 4 | 5,55 | 6 | 7,69 | 4 | 6,89 | 6 | 6,52 |
| Healthy man can achieve a lot in life | 47 | 67,27 | 41 | 52,56 | 35 | 60,34 | 53 | 57,60 |
| Health is not worth of care | 4 | 5,55 | 1 | 1,28 | 3 | 5,17 | 2 | 2,17 |

Source: Self-calculation on the grounds of analysis of respondents' results

to health behaviour, indicate that most pupils did not quite endorse the health value: they treat health only as a declared, externally accepted, yet not fully interiorized value.

Health is commonly thought of as a crucial life condition that should be respected. In practice though, respondents do not adhere to their theoretical knowledge. The situation results from many factors, one of them being a behavioural pattern influence by their parents, teachers and schoolmates. Emphasis should be also put on the causes of the dissonance between the theoretically high position of health among other values and real health-related behaviour, namely the fact that frequently, other goals gain more importance in people's lives. Thus, health is not always the most important one: sometimes adventures, games with schoolmates or even difficult economical situation at home become more important.

We assume that at a elementary school, when a child enters an institutionalized way of education, its personality begins to get shaped in an intensive manner at the same time. It is a very important period of forming attitudes and values. Although a child leaving elementary school is not a mature human yet in terms of physical, psychological and social maturity, a defined opinion on

surrounding world, phenomena as well as certain attitudes towards the world have already been formed in him (or her). The older children are, the more mature the way they assess different ideas, objects and qualities. That regularity should suggest us a direction in our work so as to focus on forming different personality traits. Presence of a period in life forming an “axiomatic-logical system” and emphasizing the health issue within our educational efforts give us the opportunity of bringing up people possessing rational attitudes towards life, health and diseases (Szecówka, 1994). That is why we were interested in pupils’ opinion on health and its role in human life. Favourable changes in attitudes towards health, resulting, among others, from educational influence, have been noticed.

According to an analysis of pupils’ answers, health is esteemed highly in all age groups. There is also a group of people who do not completely realize the importance of health in human life, because only a half of respondents agreed with the statement implying that healthy people can achieve a lot in their lives. The rest is not convinced as to the relationship between health and a high life quality. As a matter of fact, percentage of such people does not change in principle during the whole of the elementary school education period (Table 4).

Table 4

Students’ opinions referring to health value and its role in human life

| Opinions that student agree with | 10 year old | | 13 year old | | 15 year old | |
|--|-------------|-------|-------------|-------|-------------|-------|
| | | % | | % | | % |
| Health is the most important in human life | 125 | 86,21 | 109 | 81,43 | 124 | 82,67 |
| Human should care about health from childhood | 104 | 71,72 | 101 | 75,37 | 117 | 78,00 |
| Only old and sick people should care about health | 10 | 6,90 | 11 | 8,21 | 10 | 6,67 |
| Healthy man can achieve a lot in life | 70 | 48,28 | 77 | 57,46 | 88 | 58,67 |
| Health is not worth of care | 5 | 3,45 | 10 | 7,46 | 5 | 3,33 |

Source: Self-calculation on the grounds of analysis of respondents’ results

Each pupil should be aware of the fact that health is not a static entity but rather a dynamic one, changing over time. That is why human should pro-

mote, protect, save and help to cure it through all life stages. Based upon the research, beliefs of one fourth of respondents, who think that there is no need to care about health in childhood, do not offer much optimism. Some people (6,67–8,21%) even think that only old and sick people should care about it.

CONCLUSIONS

Based upon pupils' answers, as quoted above, the research population can be divided into four groups:

- The first group is composed of about a half of respondents who attach high importance to health, being well aware that good health enables achieving life goals and stating people should care about it all their lives.
- The second group consists of respondents who perceive health as the most important quality, agree with the statement implying people should care about it all their lives, though are not aware of the benefits resulting from a good state of it. This group constitutes about one fourth of respondents.
- The third group, constituting about 20% of respondents, thinks that health is an important quality, but does not think people should care about it in childhood and does not perceive it as a means and a condition for everyday life.
- the fourth group consists of a minority of children who do not attach any value to health. They think it is not subject to a particular care.

It seems that in about half of the population sampled the “axiomatic-logical aspects” of health philosophy have not been completely formed and that health as a value, and a crucial personality element, has not been fully accepted and perceived.

Yet another, very important feature of the research presented, is worth noting. Namely, if health education is a process, then we assume some progress would take place. That progress should gradually show up as an evolvement of pupil's personality, changes in his or her needs, attitudes, value system, as well as convictions regarding health. It seems however that, as regards health, opinions and statements by respondents have not been changing significantly over different education stages. Thus, we can conclude that in the field of health education satisfying results have not been, as yet, achieved.

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THE CURRENT LEGAL AND FACTUAL REGULATION OF SCHOOL INTEGRATION OF PUPILS WITH SPECIAL NEEDS AT ELEMENTARY SCHOOLS IN THE CZECH REPUBLIC

Jan Michalík, Kateřina Jeřábková

Summary

This article deals with the current legislation concerning the education of pupils with a disability. It is primarily aimed at the legislation regulating the so-called integrative education. The new educational legislation valid from the 1st January 2005 is discussed the most – it is the New Education Act and its amendments and also its implementing regulations. The discussion concentrates mostly on some controversial parts of the legislation which are – according to the authors – in contradiction to the declared standards of education and their embodiment in the law.

Key words

school integration, pupils with disabilities, pupils with special educational needs, equal opportunities, special educational support, supportive measures, a catchment school, school counselling institutions

INTRODUCTION

Present educational trends in the Czech Republic are based on a series of drafts, normative acts and legal measures concerning education or special education that were accepted in the last few years. The concept of education pays an increasing amount of attention to the basic principles of plural democratic society which give the responsibility for one's destiny, and partially also for collective decisions, to each individual. The second feature of the current trends is the effort to provide equal opportunities for all and to remove barriers to the development of all people including the disabled.

Changes in education in the last years caused that the Czech Republic developed a combined educational system for children, pupils, and students with a disability. In addition to the established system of the so-called special education, a new system started to develop gradually in which children with disabilities participate in mainstream education. They are integrated into schools

belonging to the “regular” educational system (nursery, elementary, and secondary schools). Presently, the basic task within both of these trends is to improve the educational conditions – even after adopting the new school legislation.¹

The education of children, pupils, and students in specially designed institutions (formerly called special schools) has a great tradition in the Czech Republic. These schools have always had well-organised activities, they had skilled staff, and received methodical and financial support. Yet this way of education is sometimes accused of segregating the disabled which is contrary to the rules and principles of social inclusion. On the other hand, the integrative educational system – in which students with a disability participate in mainstream education of the so-called regular schools – is considered to be in accordance with these principles. As regards legislation, human resources, funding and organizing, this type of education has not received the same amount of support as the former type of education. This fact causes difficulties to all participants in the education – legitimate representatives of students, schools, teachers, school administrative bodies, and mainly to disabled children.

The key objective in educating people with a disability is to provide them with equal opportunities. Among other things, this involves the elimination of wrong attitudes towards them and the prevention of (even indirectly) discriminating behaviour in particular situations. Integrative education should be understood as an important act of social inclusion that functions as prevention rather than simply an arrangement of education.

From the point of view of equal opportunities, education is believed to be a basic human right which has universal human values.

Educating the disabled in such a way that their mobility in the labour market increases, will become more and more crucial².

Basic principles of special educational support are being gradually implemented into a body of curricular documents newly prepared in the Czech schooling system.

¹ ACT No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended.

² It seems that we have not yet realized that education and employment policies are closely interrelated – which applies not only to people with a disability.

The national educational programme states some basic principles and objectives of the state education policy and defines general requirements on the content and outputs of education. It defines proprieties of the content of educational programmes which should respect the special needs of the disabled. It is also the base for developing frame education programmes.

The frame education programmes specify output target skills and knowledge and the content of education corresponding to the individual grades and branches of education. **The school educational programme** is a kind of implementing document which is developed by schools themselves while respecting concrete needs and conditions, including also special educational needs of students with a disability.

The current task is to **improve and complete the system of supporting special education**³ which is the prerequisite for providing the disabled with equal opportunities in education.

CURRENT LEGAL AND FACTUAL REGULATIONS OF EDUCATING THE DISABLED

The new **law No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act)** came into force on the 1st January 2005.

This law interprets newly **the education of pupils with special educational needs**, especially the enforcement of their right to be educated via specific forms and methods, and the arrangement of special conditions which will allow their education.

According to a preamble to the bill: “the accent is put on equal educational opportunities for all and on removing barriers which would impede them, with respect to educational needs of individuals during education and its quality.” The environment of mutual respect, respect for all people and measures against discrimination and intolerance are conditions also mentioned in the preamble. Emphasis is also placed on the effort to provide disabled children with access to the education.

³ These supportive measures include: the presence of two teachers in specially chosen classes, a teacher’s assistant, a special education teacher, a psychologist, the issue of transport, the compensation and learning aids, the number of pupils in the class, the forms and ways of differentiation of educational content,...

The new education act does not define separately the former special schools. From the legal point of view, these schools are included into the system of regular schools. A specific type of elementary schools, now referred to as 'elementary school special (základní škola speciální)', is now established for pupils with severe mental disabilities, multiple handicaps or autism. According to this law, the formal auxiliary schools became practical elementary school and remedial schools became elementary schools special.⁴

The responsibility for setting the conditions for education of children, pupils and students with disabilities or health disorders still lies in the hands of regional authorities.

The new law (the education act) recognizes a new possibility to create the post of a teacher's assistant. The director of a nursery, elementary, elementary school special, secondary school and tertiary professional school can, with the approval of regional authorities, create this post in the class or working group where a child, pupil or student with special educational needs is educated.

The education act also defines the term pupil with special educational needs in section §16. According to this law, children, pupils and students with special educational needs are considered to be the ones who have:

- Disability
- Health disadvantage
- Social disadvantage

The definition is based on the hypothesis that these are the children, pupils and students who have to be educated via special forms and methods which correspond to their needs and who have got the right to be educated in special conditions - that means such conditions which enable the pupils with some of the type of disability or disadvantage to overcome the handicap.

We can find the following note in the preamble to the bill:

"children, pupils and students with disability will be integrated into regular schools in cases when it is possible and suitable⁵, it is also possible to establish

⁴ ACT No. 73/2005 Regulation of Ministry of Education, Youth and Sport on Education of Children, Pupils and Students with Special Educational Needs and of Exceptionally Gifted Children, Pupils and Students brought some problems to this area because it uses again the term "special schools" in the title of §5.

⁵ We criticize the use of such terms as „when it is possible and suitable” - these represent authors of the norms' subjective opinion about the phenomenon of school integration and are not competent to give eligible and accurate interpretation of legislative intent!

classes in particular schools where the education of these individuals will follow methods and forms of education adapted to their needs or there can be established schools specialized for their education.”

There appeared some problems with the right of children with a disability to attend an elementary school in the so-called catchment area in the past (until 2004). The education act regulates the problem by placing the child into an elementary school almost unambiguously.

There exists the text and interpretation of the provision of education act §36 regulating completion of compulsory education. According to it, education is compulsory for nine school years but at most until the school year when the pupil reaches the age of seventeen. The pupil attends the elementary school established by municipality or municipal unions where the permanent residence of the pupil is (the so-called catchment school) if his/her legitimate representative does not choose another school.

The director of such a school has the duty to accept preferably pupils whose permanent residence is in relevant school catchment area. He/she has to accept a permitted quantity of pupils given by the school register.

The school director is *de iure* not allowed to reject a disabled pupil. The school is bound to accept any pupil whose permanent residence is in the school's district if the pupil's legitimate representative insists on his/her acceptance. And we have to add that the school must educate the pupil in such way and using forms that respect his/her special educational needs.

A curious situation has developed in the Czech Republic – the clear text of the education act was specified by ACT No. 73/2005 Regulation of Ministry of Education, Youth and Sport which we present below⁶. It contains the following provision according to which:

“in case that the school or special-school director does not include the pupil with disability, who is obliged to attend the school, into some of the special forms of education, he/she has the duty to inform the legitimate representative of the disabled pupil, the regional authority, and municipality in the region where the pupil's permanent residence is.”

⁶ It is the text §9 sub clause 4) of the above-mentioned regulation which is in contradiction to the text of the education act § 36 regulating compulsory education of children who have permanent residence in the catchment area of the school.

The new education act avoids correctly the formerly used term “exemption from compulsory education” and solves the situation when some groups of children and pupils cannot attend regular compulsory education due to the profundity of their disability by the legal institute of “another way of completing compulsory education”. The legal institute concerns also individual ways of education. The education act, in relation to pupils with a profound mental disability, states:

*“Regional authorities in the region of the child’s permanent residence select, with the approval of the pupil’s **legitimate representative** and according to the expert opinion of a doctor and a school counselling institution, such way of education which corresponds to the child’s mental and physical abilities. Regional authorities also guarantee corresponding support for the child’s education, especially pedagogical and methodological support...”* (§42 of the education act)

The first practical experience with this regulation brought discomfiture. The reality is that regional authorities and especially institutions, which should fulfil the educational needs of pupils with a profound mental disability in “another” way, act in individual cases differently. But the requirement of legal security, which also means ensuring identical educational conditions for all these children in the Czech Republic, should be the priority.

ACT No. 73/2005 Regulation on Education of Children, Pupils and Students with Special Educational Needs and of Exceptionally Gifted Children, Pupils and Students became the implementing legislation for the area of education of persons with a disability. This regulation substituted the former regulation (ACT No. 127/1997 Regulation on Special Schools and Special Nursery Schools). According to it, children, pupils. and students with special educational needs are educated with the support of such measures that are different or that are provided beyond the scope of pedagogical and organisational measures connected with the education of pupils of the same age at schools which do not specialize in pupils with a disability (the so-called regular schools).

The regulation defines the term ‘pupil with a severe disability’ even though it does not define or outline the term ‘pupil with a disability’⁷.

⁷ Not even this regulation could fully avoid “the tautology” of education norms, according to which the severely disabled person is the person who has got a severe disability...

A pupil with a severe disability, according to the regulation, is the pupil with:

- Severe visual impairment
- Severe hearing impairment
- Severe speech disorder
- Deaf-blind
- Multiple handicap
- Autism
- Severe physical disability
- Severe or profound mental disability

According to the regulation, these pupils, with respect to the extent of their special educational needs, belong to a group which needs the highest degree of supportive measures. The regulation also describes forms of special education of pupils with disabilities.

According to the regulation, the special education of pupils with a disability happens:

- In the form of individual integration
- In the form of group integration
- In a school established especially for pupils with disabilities (“a special school”)
- By a combination of the above-mentioned forms

According to the regulation, individual integration means the education of a pupil:

- In a regular school
- In a special school designed for pupils with another type of disability in special cases

ACT No. 72/2005 Regulation of Ministry of Education, Youth and Sport on Counselling Services in Schools and School Counselling Institutions regulates some properties of the education of children, pupils and students with disability.

The regulation primarily states the following types of school counselling institutions:

- Educational and psychological counselling centres
- Special pedagogical centres

The school counselling institutions provide standard counselling services for free and they do so on the request of pupils, their legitimate representatives, schools or school institutions.

CONCLUSION

A short analysis of norms valid in the educational system in the Czech Republic regulating relations in the frame of school integration showed that, in comparison to the end of 2004, we can in some areas see improvement of legal and (we expect) also factual state of affairs at elementary schools. On the other hand, we have pointed out many imperfections and inaccuracies (sometimes we could say contradictions) which are still included in norms regulating this area.

THE SURVEY OF BASIC LEGAL NORMS REGULATING THE EDUCATION OF PERSONS WITH A DISABILITY

ACT No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended

ACT No. 563/2004 Law on Education Personnel

ACT No. 48/2005 Regulation of Ministry of Education, Youth and Sport on Elementary Education and Completing Compulsory Education

ACT No. 72/2005 Regulation of Ministry of Education, Youth and Sport on Provision of Counselling Services and School Counselling Institutions

ACT No. 73/2005 Regulation of Ministry of Education, Youth and Sport on Education of Children, Pupils and Students with Special Educational Needs and Children, Pupils and Students Exceptionally Gifted

ACT No. 13/2005 Regulation of Ministry of Education, Youth and Sport on Secondary Education and Education at Conservatory

ACT No. 14/2005 Regulation of Ministry of Education, Youth and Sport on Pre-school Education

ACT No. 15/2005 Regulation of Ministry of Education, Youth and Sport on Proprieties of Long-term Plans, Annual Reports and Evaluation of the School

The Directive No. 13710/2001-24 of 6 June 2002 of Ministry of Education, Youth and Sport on Integration of Children and Pupils with Special Educational Needs

LITERATURE AND RESOURCES

ACT No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended

ACT No. 72/2005 Regulation of Ministry of Education, Youth and Sport on Provision of Counselling Services and School Counselling Institutions

ACT No. 73/2005 Regulation of Ministry of Education, Youth and Sport on Education of Children, Pupils and Students with Special Educational Needs and Children, Pupils and Students Exceptionally Gifted

ACT No. 127/1997 Regulation on Special Schools and Special Nursery Schools

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THE CONCEPT OF VALUES AND HEARING IMPAIRMENT

Miloň Potměšil

Summary

The author is dealing with the system or hierarchy of values in a very specific area – in children and adolescents with hearing impairment. The main goal is to introduce a list of values, which was built up by the author and which is, at the same time, used in practice in a pilot study. To be able to compare the results of Maslow's, Schwartz's and the present author's portraits of values, the aim is to look for larger research focused on this topic.

Key words

values, hearing impairment, Maslow, values portrait, education,

The present paper has been compiled in response to the currently held conception of the notion “value”, a word that is constantly repeated and referred to in various contexts. Within professional literature dealing with values, probably the most recent and comprehensive work in this field was that published by P. Cakirpaloglu – Psychology of value¹. A long-term study of behaviour in children and adolescents with hearing impairment has brought to surface the question of how this particular group perceives values. We assume this group to be of considerable significance, not only from the point of view of educational activities. Taking into account that (as far as we are aware) no research studies have been conducted to date in this field in our country and that, as a result, there are even no theoretically supported methodological guidelines for our special education practice, we undertook to investigate this area. In accord with this undertaking, we focused our attention on values in the extent of forecasting research activities and additionally, in-depth theoretical studies.

For the purposes of this study, values and their interpretation shall be applied from the axiological point of view, i.e. among others, as a set of axioms applicable without the need of evidence. These axioms represent basic rules,

¹ Cakirpaloglu, P. *Psychologie hodnot*. 1. vydání. Olomouc: Votobia, 2004, 427 s. ISBN 80-7220-195-6

the accuracy of which has been verified through experience. At present, we may also come across the notion “timology”² (p. 621) which is defined as a discipline dealing directly with the philosophy of values, their hierarchy, and their definition.

As an introduction to our paper, we refer to a quote from a document which can be, for a number of reasons, regarded as fundamental in the field of education. This is the Frame Education Programme³. At the beginning of Chapter 4, Key Competences, it reads: “Key competences represent a set of knowledge, skills, abilities, attitudes and *values essential for personal development and assertion of each member of a society. Their selection and conception results from values generally accepted within the society and from a generally shared idea about which competences of an individual contribute to his/her education, contentment and successful life and to strengthening functions of civil society*”⁴.

The purpose and the objective of education is to provide each and every student with a set of key competences at a level that is attainable for them and thus to prepare them for further education and assertion within a society. Practising key competences is a long-term and complex process which finds its foundations in pre-school education, continues through primary and secondary education, and is then gradually developed in the course of life. The level of key competences achieved by students at the end of primary education cannot be considered as final but these competences serve as an important basis for the lifelong learning process of the students, their entry into life and for the impending work experience.

Key competences do not exist independent of each other; instead they blend together in various ways, are multifunctional, have an interdisciplinary form and can be obtained always only as a result of a complete educational process. It is for this reason that the entire education content and school activities must lead and contribute to creating and developing the key competences. It results from this text, binding for Czech schools without reservation, that students be trained to appreciate values as a long-term and considerably complex process. Further on, we learn that these values are not specified and their selection and conception follows: ... *from values generally accepted within the society and from a generally shared idea about which competences of an individual contribute to*

² HARTL, P., Hartlová, H. *Psychologický slovník*. 1. vydání. Praha: Portál, 2000, 776 s. ISBN 80-7178-303-X

³ kolektiv: *Rámcový vzdělávací program pro základní vzdělávání*. VÚP Praha, 2004.

⁴ Emphasis added.

his/her education, contentment and successful life and to strengthening functions of civil society. Hartl⁵ characterized value, quite unambiguously, as an opinion on what is and is not required from the perspective of an individual. G. Marcel⁶ approaches values in a rather interesting manner – from an existentialism point of view. On page 57 of the stated work, he cites an example which is rather illustrative of this type of approach. Our selected extract from the text quotes: knowledge is great mercy, mercy of the highest. Mud is called mud. And we also know that mud is mud. Such cognition, if it really is cognition, is also an evaluation at the same time. In such context, truth and value cannot be realistically separated. Marcel further continues in his consideration by saying that value fulfils a certain function in relation to life. We would like to point out that, so far, we have been hovering only at a very general level and working with values at this level really tends to be rather a philosophical disputation. An interesting input can be the very controversial and debatable work of a sociologist and, beyond doubt, an excellent analyst P. Bakalář “Taboo in social sciences”⁷. It refers to work and evaluation of groups by cultural classification and searches for common and different aspects, among others, also in values. It does not mean that we have to necessarily agree with the author, but his analytical methods and the technique of compilation are certainly remarkable. A group of immigrants seems to be a rather specific group from the point of view of description and hierarchy of values. In our country, there also exists a group, very multifarious in all parameters, which still remains a very intriguing element even from the sociological viewpoint. This is, for us, a very interesting group in terms of its diversities on the inside as well as the outside. This diversity is reflected in the work of J. Chaloupková and P. Šalamounová⁸. We have included this source in our consideration for the evident reason of existence of culture, concept of culture and cultural minority in relation to the majority culture. We shall follow the anthropological concept of culture and return to values as an integral part of the systems which is called culture and from which are derived and which

⁵ HARTL, P. *Psychologický slovník*. 1. vydání. Praha: Budka, 1993, 301 s. ISBN 80-90 1549-0-5

⁶ MARCEL, G. *Hodnoty v existencionální filosofii Gabriely Marcela*. 1. vydání. Praha: Academia, 2003, 150 s. ISBN 80-200-1070-X

⁷ Bakalář, P. *Tabu v sociálních vědách*. 1. vydání. Praha: Votobia, 2003, 343 s., ISBN 80-7220-135-2

⁸ Chaloupková, J., Šalamounová, P. *Postoje k imigrantům a dopadům migrace v evropských zemích*. Sociologický časopis, 42, 2006, 1 s. 57-81, ISSN 0038-0288

delimits diversities specific for the cultural minorities. More on this topic by V. Soukup.⁹

The above-mentioned concept of cultural specification of a group, to which we are approaching and which is seemingly a considerable digression, fully complies with the concept held by those with hearing impairment. We are considering a group of people who are declared to be people with impaired hearing, i.e. they have been assigned this status on the principles of certain cultural diversities in comparison to the culture accepted by majority in the society (herein people with healthy hearing). And it is here that our approaches merge. If all of this is accomplished with the argument that these people declare themselves a language and cultural minority¹⁰, not only in foreign studies but also in our country, then the understanding is complete. Most numerous and obviously also of highest quality, from a professional point of view, are, above all, some linguistic¹¹ and sociolinguistic studies. They apply a scientific viewpoint in their examinations which contributes more to the development of such a wide issue than some statements devised on emotions of non-sympathizing authors. Efforts culminating from the reflection and determination of a cultural minority are to be found in areas other than our regions. It is rather a belated phenomenon which has arrived to our country from abroad and which has its own justification, genesis and national diversities. The issue to be discussed and disputed is the perception by people with impaired hearing; this interpretation in principle is presented by two most common approaches – medical and cultural. For the purposes of our study, it is not relevant to tamper with profound excursions in this direction, so let us just remind you briefly that the *medical* conception focuses on a hearing defect, its extent and aetiology, with the possibility of compensation or other remedial methods or subsequent re-education. The *cultural* conception is understood as acceptance of the group which, due to their demonstrated parameters – history, values, language, culture, aims at recognition as a cultural minority. Like in English (Deaf/deaf), the Czech language also uses for these differently perceived groups the denotation Neslyšící

⁹ Soukup, V. *Přehled antropologických teorií kultury*. 2. vydání. Praha: Portál, 2000, 229 s. ISBN 80-7178-929-1

¹⁰ Kourbetis, V., Adamopoulou, A., Ferentinos, S. *Deaf Communities and social inclusion: a cross-national comparative study*. in: *Inclusion of Deaf People in Education and Society: International Perspectives – proceedings inc. conference 21-22 March, 2003*. 1. vydání. Patras: DSU, 2005, 247 s. ISBN 960-630-894-4

¹¹ Macurová, A., Petříčková, J. *Poznáváme český znakový jazyk. Poznámky k vyjadřování mnohosti*. Speciální pedagogika, 14, 2004, 2, s. 107-127, ISSN 1211-2720

(Deaf) /neslyšící (deaf). N (D) stands for the linguistic and cultural minority and d/n for medical diagnoses of hearing loss. More can be found on this issue in the work of Potměšil.¹² There is enough information on the given areas in foreign literature.¹³ Self-conception and reflection on cultural diversities in people with hearing impairment is described, on more occasions, in a publication by P. Knight and R. Swanwick¹⁴ who occupy themselves with pedagogical aspects of upbringing and education of students with hearing impairment, especially in the light of Bi (lingualism) and Bi (culturalism), i.e. by means of probably the most effective approach in (surdopedic) education thus far. For example, languages are mentioned here as being existentially conditional on external as well as internal cultural context. We are again talking about information which shoves us towards areas that we need to examine and duly describe.

Education of people with hearing impairment poses a number of difficulties. Common significant shortcomings are certain problems in **understanding pro-social conceptions**. Hereto, it is necessary to draw attention to communication and language incompetence which are the main reasons of insufficient conception resource applied when denoting people and situations during the period when social relations are only being constituted. In the event that we speak about **problems in conception of interpersonal relations**, then we are heading for reduced ability to establish and, above all, to maintain a relation. Partly, this fact is caused by cultural diversities – if it is a child with impaired hearing¹⁵, and partly it can be considered as a negative influence of the boarding school system which, even in the case of the best facility and the best prepared programme, cannot compensate for the natural opportunity of establishing social links in real life situations with all inherent successes and failures. Insufficient conception resource and shortage of feedback from social environment, in which the child lives and practises his/her first social experience, result in **insufficiencies in empathy development**. In the event that this essential base for social adaptability is missing or underdeveloped in a human, we may encounter hardly acceptable behavioural manifestations which may exercise, in the final form, an essential

¹² POTMĚŠIL, M. *Čtení k surdopedii*. Olomouc: Vydavatelství UP v Olomouci, 2003, 217 s. ISBN 80-244-0766-3

¹³ GREGORY, S. aj. *Deaf people in a hearing world*. Walton Hall: The Open University. 1991. ISBN 0-7492-0051-0

¹⁴ Knight, P., Swanwick, R. *Working with Deaf Pupils. Sign Bilingual Policy into Practice*. David Fulton Publishers Ltd.: London, 2002, 130 s., ISBN 1-85346-793-6

¹⁵ see the above discussion of terminology

influence on granting disability benefit for the reason of limited social adaptability. Children with impaired hearing are relatively often egocentric, which is usually explained by the absence of a skill to respect opinions of others. It may be considered that at least three basic ingredients are involved:

existence: A child must understand his/her own existence and acknowledge the existence of other people. Consequent to this, he/she understands his/her behaviour and that of the others.

need: A child should exhibit the need to understand or the necessity to assume a standpoint, an opinion, a view and/or the perspective of somebody else. A child should be motivated to do so and should do so commonly.

deduction: A child should deduce what other people think. Our experience shows that this is the most difficult area. Probably the most dangerous is the application of irony without further explanation. It is evident that a child does not understand what he/she was punished for by his/her mother if at the same time a calmer father gives a passing comment, sarcastically stating, "Well done, you are really great."

The very limited enumeration of difficulties stated here suggests that although the target group is not big in numbers, the issue for special education practice is significant and very interesting as a research topic.

These reasons led us to seek answers to the following queries:

1. Is there a difference in composing and sequencing particular items of value hierarchy?
2. Are possible differences between value hierarchies in people with healthy hearing and with hearing impairment caused by the hearing impairment?
3. Is there a significantly different group of children whose parents are D/deaf themselves?
4. Is there a significant shift in composing and sequencing values in adults with hearing impairment when compared to adolescents?
5. Is there a significant difference between the monitored groups of people with hearing impairment when compared to the control group of people with healthy hearing?
6. Is the language factor (sign-language versus majority language – Czech) manifested in the understanding of individual expressions?

7. Is it possible to compare the results of sequencing values according to the following authors: Maslow¹⁶, Schwartz¹⁷, Potměšil?
8. Are there relevant implications for special education in practice?

Certain batteries were compiled for continuation of work and prepared for training; they are to be applied for the purposes of collecting data that can provide answers to the above-mentioned queries.

¹⁶ Cakirpaloglu, P. *Psychologie hodnot*. 1. vydání. Olomouc: Votobia, 2004, 427 s. ISBN 80-7220-195-6

¹⁷ Schwartz, S. H. *Toward a psychological structure of human values*. *Journal of Personality and Social Psychology* 53, 550-562

For your information, we present a sample of three batteries in the form that shall be used for a pilot study.

General information

Boy Girl Age My mother can hear Cannot hear
 My father can hear Cannot hear
 Class I use a hearing aid yes/no

SH-Maslow (B-values)

| VALUES | RANKING |
|-------------------------------|---------|
| Truth | |
| Perfection | |
| Kindness | |
| Beauty | |
| Wholeness | |
| Temperament | |
| Uniqueness | |
| Ending/finalizing/completing | |
| Fairness/justice | |
| Ordinariness | |
| Richness | |
| Freedom | |
| Playfulness | |
| Independency/self-sufficiency | |
| Meaningfulness | |

Next to words that you don't understand, write - N

HP-PVQ Schwartz Questionnaire/Application to present

| | | mark |
|---|--|------|
| A | This person does everything as he/she himself/herself is thinking | |
| B | This person wants to have a lot of money and wants to be rich | |
| C | This person wants all people to have the same rights, duties and opportunities | |
| D | This person only wants people to admire him/her | |
| E | This person avoids everything dangerous | |
| F | This person likes surprise, new fun, and has different interests | |
| G | This person believes that people should always keep to all rules | |
| H | This person is trying to understand other people even when he doesn't agree with them | |
| I | This person is modest and humble, and doesn't want to draw attention to himself | |
| J | This person likes to enjoy life | |
| K | This person wants to make his/her own decisions | |
| L | This person wishes that other people will be helped to be well | |
| M | This person wants to be successful so that people will value/appreciate him/her | |
| N | This person wants to see a strong government and a safe/secure state | |
| O | This person likes adventure and danger | |
| P | This person avoids everything bad | |
| Q | This person wants to command people | |
| R | This person helps his friends | |
| S | This person believes that it is necessary to look after nature and the environment/countryside | |
| T | This person keeps habits and traditions in the family | |
| U | This person likes fun and pleasure | |

Next to sentences that you don't understand, write - N
 Assessment of statements for the PVQ

1. This person is **very similar** to me
2. This person is **similar** to me
3. This person is **quite similar** to me
4. This person is **similar** to me a **little**
5. This person is **not similar** to me
6. This person is **not similar** to me **at all**

SH- Potmesil

VALUES

RANKING

| | |
|---------------------------|--|
| Activity | |
| Good employment | |
| Myself | |
| Sureness | |
| Love | |
| Mobile telephones | |
| Rest | |
| Money | |
| Truth | |
| Friends | |
| Joy | |
| Family | |
| Solitude | |
| Self-confidence | |
| Hearing partner | |
| Companionship/socializing | |
| Fairness/justice | |
| Success in life | |
| Success at school | |
| Fun | |
| Health | |

Next to words that you don't understand, write - N

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JIRI PAVLICA'S ORATORIO OF RECONCILIATION

Pavel Režný

Among contemporary musicians, Jiří Pavlica (born on 1 December 1953) appears to be an altogether unique and rare personality, endowed both with skills of a music interpret (a singer, a music instrument player) and with those of a composer.

For the composing profession, he is very well equipped, possessing all the necessary theoretical and historical knowledge. His mastery of folklore music results from thorough field research (as in the case of L. Janáček) and from his life-long experience with performing this kind of music. Pavlica was inspired by its accessible pure sources and was able to penetrate into its very core. He is a superb singer (without the specific tembre of his voice, Hradišťan, his folk band, would be an altogether different music ensemble).

Owing to his perfect knowledge of all characteristic features of folk songs, Pavlica is able to compose new songs that cannot be distinguished from the original folk ones. (Such stylistic and inventive mastery of composition can be compared to a frequently cited example from classical music: Bedřich Smetana, the founder of Czech national music, composed an opera called *Hubička* (The Kiss), in which he included two lullabies. One is a folk song and the other, indistinguishable from the first one, was composed by himself.) Such similarity is not an aim in itself, though. The important thing is that it reflects the roots and sources exploited in Pavlica's work.

However, Pavlica is not limited to a single type of music only. His compositions range from those written according to the rules of old music to those undoubtedly contemporary. He is able to compose in various styles. Besides Hradišťan (a dulcimer folk band) and Talant (a music formation), he uses his capacity to compose especially in writing scenic and film music.

His music is naturally "playable". Instrumentalists recognize and appreciate the fact that in the process of its composition, the author utilized his own experience with playing music.

Nowadays, new music is being written by a number of composers of different ages and interests. Every single one of them dreams of becoming successful, but not all of them manage to achieve this. Success should be measured by response

of the general public: if one composes for a very limited audience of “experts”, the vast majority of people will reject the music as incomprehensible. This does not mean that we should favour the other extreme – simple primitive music that briefly shines out only to be forgotten for the sake of other very similar compositions. Pavlica’s music has its special charming atmosphere, which makes its audience to seek it again and again.

Needless to say, not all composers and theorists share the same view – each person has the right to feel music from his or her own perspective. Due to its vast genre and style range, different preferences can therefore be found even among the advocates of Pavlica music. However, all agree on one point: The music of Jiří Pavlica has made him famous beyond the borders of our country, in Europe, America, Asia, and even Africa, where one does not become acclaimed due to his friends or good contacts, but solely due the contents of his music, which must stand the competition of other international authors.

Pavlica himself characterizes his music as possessing “the three P’s”, three characteristic qualities that in Czech language begin with the letter “P”. In English, these could be translated as “Caress, Recognition and Message”. Thanks to them, some of his compositions have almost musicotherapeutic influence on the audience. (Similar capacity is attributed to some compositions by W. A. Mozart). Thus, listening to Pavlica’s music brings people deep emotional experience, purifying and strengthening. This is something that not all composers can do.

What is more, Pavlica is a very independent musician, who freely chooses the themes and literary texts he wants to set to music. He does not have to follow anyone – he works and creates by his own rules. He is one of those composers that “mature like good wine” (This is not to denigrate his early works – again, a parallel can be seen in the life of Leoš Janáček), and, undoubtedly, we can still expect him to come up with a number of valuable and “audience-friendly” pieces. To sum up, Jiří Pavlica is one of the most distinguished music composers of today.

ORATORIO OF RECONCILIATION

The word “oratorio” originally referred to a certain consecrated place, to a house of prayer. Only much later, around 1640, it was first used by P. della Valle as a term for a musical form in which a spiritual or secular text is set to

music. Since oratorios could earlier be performed solely in houses of prayer, the term is quite logical.

In Italy it had two different forms: Italian Oratorio Volgare, with texts in Italian, which originated from morning prayer and spiritual madrigal, and Latin Oratorio Latino, which originated from liturgical dialog. There was some mutual influence between the two, but on the whole, they developed on their own. The Latin Oratorio sought its themes in both Old and New Testament and its texts included blocks of poetry and/or prose. The plot was narrated by a so called *historicus*.

Later, the musical form of oratorio began to spread to other music centres, e. g. to France and Vienna. After 1700, German oratorio appeared in German Protestant churches, modelled after the Italian pattern. Biblical texts were re-written in a poetic form and supplemented by other poems and chorales – e. g. J. S. Bach (Christmas Oratorio). The most famous oratorios were composed by G. F. Handel (Messiah, 1742), J. Hayden (The Creation, 1798), W. A. Mozart, A. Saliery. The range of themes had also expanded to include some apocalyptic and historical motives, e. g. F. Mendelssohn-Bartholdy (Elijah, 1846), fairytale motives, e. g. R. Schumann (Paradise and the Peri, 1843). Another excellent oratorio composer, F. Liszt, first joined the vocal parts with orchestral ones, in the form similar to symphonic poem (Christ, 1872). The French oratorios – “mystere” and “drame sacre”, were, among others, composed by H. Berlioz (L'Enfance de Christ, 1854) or C. Gounod (Oratorio de Noel, 1881). The Czech oratorio developed under the Italian influence (J. D. Zelenka, J. Mysliveček). Saint Ludmila, an original Czech oratorio, was composed by A. Dvořák.

In the course of XXth century oratorio developed into a number of varieties, each author favouring a slightly different form of the genre: A. Honneger (Joan of Arc at the Stake, 1938), I. Stravinskij (Oedipus Rex, 1927). Oratorios have also been composed by some contemporary composers, e. g. P. Eben, S. Borodová (Mesiah) and V. Franz.

Oratorio of Reconciliation, Pavlica's latest modern classical music composition, had its world premiere on 1 January 2005 in the Salvator's Church in Prague, where it was performed as a part of the New Year ecumenical mass. The performance was simultaneously broadcast by the Czech TV. On this special occasion, the individual parts of the composition were followed by addresses of leaders and believers of various religious congregations of the Czech Republic.

About the oratorio, its author said the following:

„I believe that my music has the gift to appeal to people in a sort of universal language which crosses the borders of nationalities, various hierarchies and religious confessions. ... Today, the whole world is intolerant. Every one of us can do something to improve this condition, we all can begin now and with ourselves. What I did was that I composed an oratorio that will be performed in various languages. All those languages channel the biblical message, which, essentially, is a message of tolerance and love.“¹

As its title – Oratorio of Reconciliation – suggests, the composition is about reconciliation among different churches, different people, and, last but not least, about reconciliation with „the existence above us”.²

While composing the piece, its author consulted a number of experts on language and spirituality, as the area of various church services is a very specific one. As always, Pavlica has been very original. He is able to „absorb“ all features and rules of a certain type of music and then compose a piece of the same image, a new original composition which demonstrates all characteristic qualities of the given sort of music. The Psalm *Halelu El* is written in the tone line typical for old Jewish mode, whereas the part called *Pater Noster* follows the rules of Gregorian Choral, without directly copying it... The music is absolutely truthful and persuasive, while showing unique „brushwork“ of its author.³

The music reflects its author’s charisma – there is perfect internal integrity. In spite of being based on biblical texts, the oratorio has not been composed as liturgical music but rather as an independent original composition. It draws on historical Christian streams and stresses love as the highest quality of human existence.

¹ Ecumenical New Year celebration. The Czech TV, Prague, 1 January, 2005

² „Through this oratorio I want to remind people that unless they find peace and agreement, our existence on this planet is meaningless“. Adámková, J.: Povinností člověka je na sobě pracovat do posledního dechu života (It is everyone’s duty to work on themselves till the very last breath of their life). Talent magazine, December 2004

³ In Pater Noster I do not copy the Choral but rather follow its rules. In its Czech part I created a folk version of the Lord’s Prayer, as a contrast to the Latin part influenced by the Gregorian Choral. In Proglas I use free imagination, while in Slava Tebe I closely follow the eastern melody styles, especially the Greek liturgy. Adámková, J.: Povinností člověka je na sobě pracovat do posledního dechu života (It is everyone’s duty to work on him themselves till the very last breath of their life). Talent magazine, December 2004

The score of the oratorio has not been published yet. During the premiere, its author made some partial changes, deletions and additions and so the score will probably be finalized only after the oratorio is recorded by the Czech Radio, which has already filed an order. This means there is still chance of minor corrections. It was the same with Pavlica's previous compositions – no earlier but the studio-recorded versions were the final one.

The first part *If I have not love* is based on the text of the 1 letter to Corinthians by Paul the Apostle. It is a prologue to the composition and it heralds its main ideas. [1]

The second part is called *Halelu El*. The text comes from Psalm 150 "Praise the Lord". It is the only Old Testament text included in the oratorio and it represents the roots of Christianity. It is sung in Hebrew and Czech. A detailed explanation of the psalm's contents can be found in one of the addressed by John Paul II.⁴ [2]

The third part, *Pater Noster*, is in Latin and Czech and it is meant as a musical image of the early Christian Church. [3] It includes a musical version of the Lord's Prayer, which definitely is one of the best and most persuasive parts of the whole oratorio. The instrumentation is performed in the „colle parte“ style typical for e. g. Baroque composers. The rhythm strictly follows the structure of the text. Most interesting are the frequent changes of time signatures (14/4, 13/4, 15/4, 12/4 ...), which, however are hardly heard and realized by the audience. The music flows smoothly and fluently. [4]

In his oratorio, Pavlica also included a part that he himself calls "local contribution" – he chose several ideas from *Proglas*, a text written in the days of Cyril and Method, IXth century Christian missionaries to our country. The lines are first sung in Old Church Slavonic language and then recited in Czech. [5]

The following part *Slava Tebje* is based on the Orthodox liturgy. Although the Orthodox Church is much more influential in the regions to the East of the Czech Republic, from the historical point of view, also this part is fully relevant. It is sung in Greek and so-called Church Slavonic language, which resembles Russian. [6]

Credo is predominantly based on a recitation and is devoted to Protestantism. Most of it is practically adopted from Pavlica's *Missa Brevis Pastoralis*.

⁴ Psalm 150: Let every thing that hath breath praise the Lord, General audience, 26 February 2003.

Only the middle part is different – instead of soloist parts, recitation is employed. [7]

The final part is again based on the Apostle Paul's letter to Corinthians. Thus, the circle is completed. It begins and ends with the message of love, which is the best, loftiest and all-encompassing phenomenon of life. This message, common to all mankind, which, in fact, is the motto of the whole composition, concludes the whole oratorio. [8]

So large a music form needs a large performing body. The vocal part calls for a prominent quartet of soloists: a soprano, an alto, a tenor and a bass. It is necessary for all the voices to be on an approximately same quality level. Likewise, certain "connectivity" of the voices must be ensured.

The premiere performance also engaged of a pair of reciters – a man and a woman. Again, it is clear that even here it is important to consider not only the quality of their performance but also the timbres of their voices. As they recite texts in different languages, consultations with language experts seem necessary.

The orchestral parts need good professional musicians. They are demanding both with regards to technique and expression of playing, not mentioning the tuning and harmony of various instruments.

The Choir part is clearly meant for a large singing choir. To fully utilise the musical potential of the score, in which we find parts written for e. g. six male voices, the choir must consist of at least 80 singers. To further improve its sound and timbre possibilities, even a greater number of singers could be enrolled.

From all above mentioned facts it follows that Oratorio of Reconciliation is a composition demanding both in its extent and as for the number of interpreters necessary for its successful performance. Co-operation of several musical bodies seems therefore inevitable. Logically, also the organizational, technical and financial backing up of such a project is bound to be extremely demanding. This suggests that the composition will not be performed at common concerts but rather on special occasions – e. g. festivals or significant anniversaries.

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Score - example:

[1] I. *Kdybych lasku nemel...*

The musical score is arranged in a standard orchestral format. The woodwind section includes Flute (Fl.), Oboe (Ob.), Bass Clarinet (Bb Clar.), and Bassoon (Fag.). The percussion section includes Timpani (Timp.) and Cymbals (Camp.). The string section includes Violin I (VI. I.), Violin II (VI. II.), Viola (Vla.), Violoncello (Vcl.), and Contrabass (Cb.). The vocal soloists are Soprano (S.), Alto (A.), Tenor (T.), and Bass (B.). The score begins with a *mf* dynamic marking. The vocal parts enter at measure 71 with the lyrics: "Kdy-bych mlu - vil ja - zy - ky li - dský - mi i an - děl - ský - mi, a - le lá - sku bych neměl, a - le". The instrumental parts provide accompaniment, with the strings playing a rhythmic pattern of eighth notes and the woodwinds playing melodic lines.

[2] II. Halelu El

Fl.
 Ob.
 3 Cl.
 Fag.
 Timp.
 S.
 A.
 T.
 B.
 VI. I.
 VI. II.
 Vla.
 Vel.
 Cb.

A - le - lu - ja A - le - lu - ja A - le - lu - ja A - le - lu - ja
 A - le - lu - ja A - le - lu - ja A - le - lu - ja A - le - lu - ja
 A - le - lu - ja A - le - lu - ja A - le - lu - ja A - le - lu - ja
 A - le - lu - ja A - le - lu - ja A - le - lu - ja A - le - lu - ja

ff
mp
 73

[3] III. Pater noster

A *Tempo rubato* $\text{♩} = 100$

T. *mp*
 Pa-ter nos-ter, qui es in cae - lis Sancti-fi-cé - tur no-men tu - um A-dvé-si-at reg-num tu-um

Camp. *mp*
rit.

T. *mp*
 Fi-at vo-lú-n-tas tu - a, si-cut in cae - lo, et in ter - ra

Cl. *p*

Camp. *rit.*

Vla. *p*

T. *p*
 Pa-nem nos-trum quo-ti-di - á-num da no-bis hó - di - e Et di-mit-te no-bis dé-bi-ta nostra,

[4] *Otcenas (Our fater)*

E *Tempo rubato* $\text{♩} = 122$

mf

S. O-ťče náš, jenž jsi na ne-be - sích. Po-svět se jmé - no Tvé. Přijď krá - lov - ství Tvé.

A. O-ťče náš, jenž jsi na ne-be - sích. Po-svět se jmé - no Tvé. Přijď krá - lov - ství Tvé. Ca

T. O-ťče náš, jenž jsi na ne-be - sích. Po-svět se jmé - no Tvé. Přijď krá - lov - ství Tvé.

B. O-ťče náš, jenž jsi na ne-be - sích. Po-svět se jmé - no Tvé. Přijď krá - lov - ství Tvé.

VI. I. *loco*
mp

VI. II. *loco*
mp

Vla. *loco*
mp

Vcl. *loco*
mp

123

S. Buď vů - le Tvá ja - ko v ne - bi tak i na ze - mi. Chléb náš ve - zde - jší dej nám dnes.

A. Buď vů - le Tvá ja - ko v ne - bi tak i na ze - mi. Chléb náš ve - zde - jší dej nám dnes.

T. Buď vů - le Tvá ja - ko v ne - bi tak i na ze - mi. Chléb náš ve - zde - jší dej nám dnes.

B. Buď vů - le Tvá ja - ko v ne - bi tak i na ze - mi. Chléb náš ve - zde - jší dej nám dnes.

VI. I. *loco*

VI. II. *loco*

Vla. *loco*

Vcl. *loco*

Cb. *loco*

[5] *IV. Proglas sventajego evangelija*

7

T.s. *mf*
sven-ta - je - go e - van - ge - li - ja Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja

B.s. *mf*
sven-ta - je - go e - van - ge - li - ja Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja

S. *mf*
Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja

A. *mf*
Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja

T. *mf*
Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja

B. *mf*
Pro - glas pro - glas *mf* pro - glas je - st' e - van - ge - li - ja
(bram)

Vcl. *p*

Ch. *p*

[6] V. Slava Tebje

Camp.

T.s. *mf* Dó - xa sí, o The - ós... i - món.

S. *f* Slá - va Té - bjé, Bó - že náš... Slá - va Té - bjé, Bó - že náš... Slá - va... va. *p*

A. Slá - va Té - bjé, Bó - že náš... Slá - va Té - bjé, Bó - že náš... Slá - va... va. *p*

T. Slá - va Té - bjé, Bó - že náš... Slá - va Té - bjé, Bó - že náš... Slá - va... va. *p*

B. Slá - va Té - bjé, Bó - že náš... Slá - va Té - bjé, Bó - že náš... Slá - va... va. *p*

S.a. Dó - xa sí, o The - ós... i - món. Dó - xa sí, o The - ós... i - món.

T.s. Dó - xa sí, o The - ós... i - món.

S. *p* slá - va, Bó - že náš, Slá - va Té - bjé, slá - va, Bó - že náš.

A. *p* slá - va, Bó - že náš, Slá - va Té - bjé, slá - va, Bó - že náš.

T. *p* slá - va, Bó - že náš, Slá - va Té - bjé, slá - va, Bó - že náš.

B. *p* slá - va, Bó - že náš, Slá - va Té - bjé, slá - va, Bó - že náš.

[7] VI. Credo

51

Fl. *p* *mf*

Ob. *p* *mf*

Clar. *p* *mf*

Fag. *p* *mf*

S. *p* *mf*
 Vě - řim vě - řim v jed-no-ho Bo - ha v Ot - ce Bo - ha vše-mo -

A. *p* *mf*
 Vě - řim vě - řim v jed-no-ho Bo - ha v Ot - ce Bo - ha vše-mo -

T. *p* *mf*
 Vě - řim vě - řim v jed-no-ho Bo - ha v Ot - ce Bo - ha vše-mo -

B. *p* *mf*
 Vě - řim vě - řim v jed-no-ho Bo - ha v Ot - ce Bo - ha vše-mo -

52

VI. I. *mf*

VI. II. *mf*

Vla. *mf*

Vcl. *mf*

Cb. *mf*

[8] VII. ...ktery pusobi vsechno ve vseh

The musical score consists of the following parts from top to bottom:

- FL.** (Flute): Treble clef, playing a melodic line with triplets and slurs.
- Oh.** (Oboe): Treble clef, playing a sustained harmonic part.
- B♭ Clar.** (B-flat Clarinet): Bass clef, playing a melodic line with triplets.
- Fag.** (Bassoon): Bass clef, playing a melodic line with triplets.
- Cor.** (Cor Anglais): Treble clef, playing a sustained harmonic part.
- B♭ Tr.** (B-flat Trumpet): Bass clef, playing a sustained harmonic part.
- Timp.** (Timpani): Bass clef, playing a rhythmic pattern.
- Camp.** (Cymbal): Bass clef, playing a rhythmic pattern.
- S.s.** (Soprano Soloist): Treble clef, singing the vocal line.
- A.s.** (Alto Soloist): Treble clef, singing the vocal line.
- T.s.** (Tenor Soloist): Bass clef, singing the vocal line.
- B.s.** (Bass Soloist): Bass clef, singing the vocal line.
- S.** (Soprano Chorus): Treble clef, singing the vocal line.
- A.** (Alto Chorus): Treble clef, singing the vocal line.
- T.** (Tenor Chorus): Bass clef, singing the vocal line.
- B.** (Bass Chorus): Bass clef, singing the vocal line.
- VI. I.** (Violin I): Treble clef, playing a rhythmic pattern.
- VI. II.** (Violin II): Treble clef, playing a rhythmic pattern.
- Vla.** (Viola): Bass clef, playing a rhythmic pattern.
- Vel.** (Violoncello): Bass clef, playing a rhythmic pattern.
- Cb.** (Double Bass): Bass clef, playing a rhythmic pattern.

The score is in 2/4 time and G major. It features a complex texture with woodwinds and strings playing rhythmic patterns while the vocalists sing the text. The dynamic marking is *ff rit.* throughout.

A TEXTBOOK IN THE PROCESS OF EDUCATION

Anna Šlégrová

Abstract

The paper is focused on textbooks and their position in the process of education. The function and structure of textbooks is emphasized. The final part presents several methods for working with a text.

Key Words

textbook, functions of the textbook, structure of the textbook, working with a text

Abstrakt

Príspevok sa zameriava na postavení učebnice v edukačnom procese. Zabýva sa učebnicí ako edukačným médiom a zdôrazňuje predovšetkým jej funkcie a složky. Záverečná časť je venovaná dnešnej práci s učebnicou.

Klíčová slova

učebnice, funkcie učebnice, štruktúra učebnice, práca s textom

1. INTRODUCTION

Textbooks occupy a very important position in an educational system. In many cases it has a very strong influence on the popularity of a relevant subject among pupils. On the other hand many coloured textbooks are inadequate for curriculum. Therefore I have decided to write an article on some basic indicators, qualities and functions of a good textbook.

The main purpose of a textbook in general is to serve as a permanently available store of knowledge. A textbook, of course, is a special kind of book that makes the existent knowledge available to students in a selected, ordered way (Encyclopaedia of Educational Research, 1969, pg. 1472). A textbook's real advantage is that it is always available off the shelf, unlike CD-ROMs, television programs or videos, which require other devices.

2. FUNCTIONS OF A TEXTBOOK

First of all, we have to define what a textbook is. It is not a simple task because textbooks are influenced by at least three educational factors. Figure 1 in Průcha (1998, p. 13) can help us to imagine this task. Textbooks correspond to the national curriculum of each country and their contents are influenced by different policies. Instructional tools¹ involve also teaching methods and teaching aids (e.g. textbooks for pupils and teachers, teaching syllabi, electronic books, educational programs on computers, educational games) in addition to textbooks. It is important to realise some advantages of printed textbooks:

- *Simple availability, transferability, no technical needs*
- *Good price - cheaper than a computer and programs*
- *Not everybody likes computers and electronic books*
- *Not everybody is able to use information technology*

We can see that besides a textbook – an instructional text – we also need other school instructional materials such as reading books, workbooks, picture primers, dictionaries, etc. For each subject it is strongly recommended. As a consequence of that, it seems that textbooks have to be seen from two specific standpoints – structure and content.

We distinguish two kinds of textbooks: textbooks for pupils (they are the main source of knowledge) and textbooks for teachers (they are inspiring and can help with class preparation). From the pupil's view we recognize eight functions of a textbook (Zujev, 1986, p. 67):

- **Informative function** – the textbook determinates the content of education in some specific subjects. It defines the dimension of information that should be learned by pupils.
- **Transfer function** – the textbook provides information obtained from scientific data, written to be understandable to school pupils.
- **Systematization** – the subject matter is divided according to a specific system into the particular school years.
- **Improve knowledge and self-control** – the textbook helps pupils to receive, improve and control specific information.
- **Self-education** – the textbook motivates pupils to study and to complete their knowledge, if they recognize some gap in their understanding.
- **Integration function** – the textbook is a tool of comprehension and integration of all information, which pupils receive from their surroundings.

¹ It is everything that guides to achieve the educational goals (comp. Průcha, 2002, p. 276).

- **Coordinating function** - the textbook coordinates other instructional activities.
- **Function of development and education** - the textbook supports personality development.

These functions present an ideal complex which is covered in different qualities and quantities in every textbook. Each textbook influences not only specific knowledge but also psychological development and personality skills. Hence the content and the structure of a textbook are very important features.

Before we speak about the structure of a textbook, we have to mention an alternative, a more general classification of the functions of a schoolbook. Overall we distinguish three main functions from the users' view (comp. Průcha, 1987, p. 49):

1. Curriculum presentation

A textbook presents information in various ways (verbal, visual and their combinations).

2. Study leading

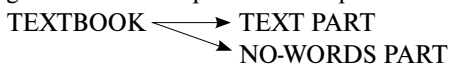
A textbook regulates the study of pupils and at the same time it helps teachers to divide teaching materials into suitable portions. Its presentation of subject matter should be reliable, accurate, and scholarly.

3. Organization

A textbook informs its users about the methods which can be used with them (e.g. content, index, instructions).

These basic functions can be the criteria for evaluation. Many educational studies are focused on the evaluation of textbooks.

There are many approaches to a textbook structure and to its evaluation. In general we can express the components in this way:

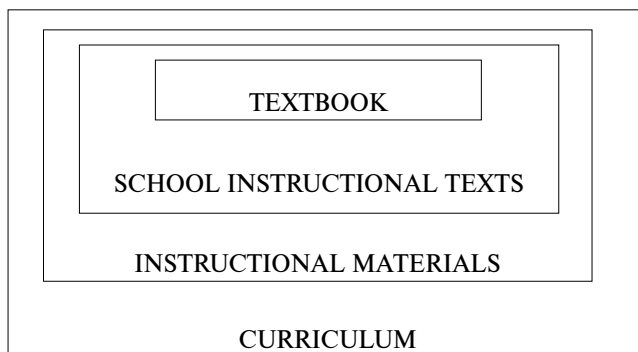


Text part consists of setting activities, expository texts, examples, exercises, questions, and feedback (results). It should be the main part of a textbook corresponding to instructional standards.

No-words part has a similar function as a text part but it is expressed by pictures, diagrams, tables, graphs etc. It should support the theory and examples involved in the text. At this time there are many new textbooks where images play a greater role than the text and therefore they distract students' attention. All the mentioned aspects should possess the qualities expressed in the functions above.

Pict. 1

Textbook in educational system



3. WORKING WITH TEXTBOOKS

The ways in which textbooks are used reflect different points of view on the functions they serve. The traditional way, and today still an usual way, is to use a textbook as the basis for a given course or subject. Many forms of education are based upon working with textbooks. The collective education offers traditional work with a textbook where pupils use a relevant book or other material in a recommended way.

Today's education tries to make teaching more open and creative. Alternative schools are of a good inspiration. In this manner pupils should learn how to work with a great body of information and for this purpose one or two required books are not enough. Students should know how to work with encyclopaedias, dictionaries and other specific books, and moreover, they should apply their real-life knowledge. Project teaching, in which pupils solve a real problem, uses such tactics. They have to do a critical reading, which means that they have to decide which piece of information is relevant or useless for their problem.

There are many other forms of education that involve different kinds of work with textbooks. We can name for instance team teaching, the Platoons system, the Batavian system, group instruction, and the Waldorf's schools.

4. CONCLUSION

In conclusion it is necessary to claim that a textbook is a system of knowledge and activities. It presents one way of reaching a goal for the course content. A textbook, if it is well written and carefully edited, can invite creative response. It can be a guide to discovery. Therefore, teachers should continue to use textbooks in different ways.

We can say that textbooks will be still an essential source of knowledge for students – knowledge they could never build from direct experience – and good schools will continue to supplement a textbook with other materials and experiences.

This article intended to show at least two views on the functions of textbooks and their structure. Finally it presents a few examples of how to work with textbooks in a school environment. A detailed description of the particular textbook components can be found in the references.

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AN ANTHROPOLOGICAL MEASUREMENT OF GERIATRIC PATIENTS NUTRITION

Jitka Tomanová

Motto: "Your food will be your medicine"
Hippocrates

Summary

I choose a motto by Hippocrates because human life depends on food. The quality of life depends on good nourishment. If people eat well then they are healthy. If they eat too little they suffer from other diseases, e.g. anorexia. Food is very important for old people.

Key Words

nutrition status, social aspects, screening and assessment, malnutrition, anthropometry measurements, physiological aspects, impairments and deficiency states.

INTRODUCTION

Aging is a normal and universal process, it is not a pathological condition but it does predispose to many diseases. In the world, 10 % of the population is over 65 years of age. In a healthy person over 65, the basal metabolism is reduced to 40 % compared with a 30-year-old person. Other minor impairments involve thermoregulation, muscle strength and a loss of tissue with a proportional increase in fatty tissue. The most common causes of death are, in fact, cardio-vascular and neoplastic diseases. Aging causes increasing morbidity and mortality, the quality of patients' life deteriorates. Therefore, the elderly should be screened for nutritional deficiencies.

According to Horowitz up to 16 % (Sobotka, 2004) of old people who live in their own homes have 1000 kcal/day income. About 6-8 % of them suffer from malnutrition. Up to 70 % of seniors explain the change of their eating habits based on health, social and economic reasons (Sobotka, 2004, Roche, 1974).

TECHNIQUES USED IN NUTRITIONAL ASSESSMENT

Getting information through The *Mini Nutritional Assessment (MNA)* – a questionnaire to identify the sick with the risk of mild or severe malnutrition is one of the techniques. Many studies have shown that an individual who is malnourished when admitted to hospitals tends to have a longer hospital stay, experiences more complications and has a greater risk of morbidity and mortality than a person with the same illness whose nutritional state is normal. By identifying patients who are malnourished or at risk of malnutrition either in the hospital or community setting, it may be possible to provide adequate and immediate nutritional support to prevent further deterioration. The MNA can be completed at regular intervals.

MNA consists of two main parts:

- Screening
- Assessment

It results in total assessment score which indicates malnutrition severity.

The MNA includes these four parts:

1. Anthropometry

- Body weight (Wt)
- Height (Ht)
- Weight loss – we are told by patients themselves or by their relatives how much weight they lost during the last three months. Weight loss up to 5% - mild malnutrition, up to 10% - severe malnutrition.
- Body Mass Index (BMI) = $Wt \text{ (kg)} / Ht^2 \text{ (m}^2\text{)}$. BMI 18-20 is possible undernourishment, <18 is undernourishment.
- Midarm circumference (MAC)
- Calf circumference (CC)
- Triceps skin fold thickness (TSF)

MAC and TSF will be measured by the Fetter's Method.

2. Total assessment – questions regarding:

- Mobility
- Independence
- Present acute disease
- Chronic skin ulcers
- Dementia
- Psychological stress
- Taking prescription drugs

3. **Diet habits** – that means questions about meals, consumed fluid, fruits or vegetables per a day. Particular examples could be found in the MNA questionnaire mentioned above.
4. **Self-view of health and nutritional states** – we ask about how patients feel or how well nourished they consider themselves to be (Ruiz-López et al, 2003).

Each part is scored separately. Every question is marked from 0 to 2 points. We sum up all points to get the total score, which is maximum about 30 points.

Many studies have described the prevalence of disease – related malnutrition in hospitalized patients. I would like to mention one example of a published study which uses MNA. They assessed which factors contribute to the high level of nutritional risk detected by the MNA test in institutionalized older women. A cross sectional study in 89 older women (age range, 72–98 y) living in two private nursing homes in Granada (Spain) was carried out. The MNA test was used as an assessment tool to detect nutritional risk. The assessment included anthropometric measurements (body mass index, triceps and subscapular skin-fold thicknesses, and mid-arm and calf circumferences), quantification of dietary intake, clinical and functional evaluations and biological markers (albumin, prealbumin, transferrin and lymphocyte counts). They found that 7, 9 % of the older women were malnourished, 61, 8% were at risk of malnutrition and 30, 3% were well nourished according to the MNA test. This high prevalence of risk of malnutrition detected by the MNA test in healthy institutionalized older women was due mainly to risk situations and self-perception of health and did not depend on age. Inadequate micronutrients intake may contribute to the development of malnutrition in this population (Ruiz – López et al., 2003).

Next techniques to examine nutritional state are:

Functional test:

- **Hand dynamometry** – measures voluntary handgrip strength and correlates well with nutritional status.
- **Direct muscle stimulation** – involves electrical stimulation of the adductor pollicis muscle and direct measurement of contraction, force and relaxation, allowing tracing of force frequency curves.
- **Respiratory function** – peak flow and FEV1 change with malnutrition reflecting respiratory muscle strength.
- **Immune function** – leukocyte function, antibody secretion and complement levels may all be impaired.



Mini Nutritional Assessment MNA®

| | | | |
|------------|-------------|-------------|--------------|
| Last name: | First name: | Sex: | Date: |
| Age: | Weight, kg: | Height, cm: | I.D. Number: |

Complete the screen by filling in the boxes with the appropriate numbers.
Add the numbers for the screen. If score is 11 or less, continue with the assessment to gain a Malnutrition Indicator Score.

| Screening | |
|--|---|
| A Has food intake declined over the past 3 months due to loss of appetite, digestive problems, chewing or swallowing difficulties? 0 = severe loss of appetite 1 = moderate loss of appetite 2 = no loss of appetite | <input type="checkbox"/> |
| B Weight loss during the last 3 months 0 = weight loss greater than 3 kg (6.6 lbs) 1 = does not know 2 = weight loss between 1 and 3 kg (2.2 and 6.6 lbs) 3 = no weight loss | <input type="checkbox"/> |
| C Mobility 0 = bed or chair bound 1 = able to get out of bed/chair but does not go out 2 = goes out | <input type="checkbox"/> |
| D Has suffered psychological stress or acute disease in the past 3 months 0 = yes 2 = no | <input type="checkbox"/> |
| E Neuropsychological problems 0 = severe dementia or depression 1 = mild dementia 2 = no psychological problems | <input type="checkbox"/> |
| F Body Mass Index (BMI) (weight in kg) / (height in m ²) 0 = BMI less than 19 1 = BMI 19 to less than 21 2 = BMI 21 to less than 23 3 = BMI 23 or greater | <input type="checkbox"/> |
| Screening score (subtotal max. 14 points) 12 points or greater Normal – not at risk – no need to complete assessment 11 points or below Possible malnutrition – continue assessment | <input type="checkbox"/> <input type="checkbox"/> |

| Assessment | |
|---|--------------------------|
| G Lives independently (not in a nursing home or hospital) 0 = no 1 = yes | <input type="checkbox"/> |
| H Takes more than 3 prescription drugs per day 0 = yes 1 = no | <input type="checkbox"/> |
| I Pressure sores or skin ulcers 0 = yes 1 = no | <input type="checkbox"/> |

| | |
|---|---|
| J How many full meals does the patient eat daily? 0 = 1 meal 1 = 2 meals 2 = 3 meals | <input type="checkbox"/> |
| K Selected consumption markers for protein intake • At least one serving of dairy products (milk, cheese, yogurt) per day yes <input type="checkbox"/> no <input type="checkbox"/> • Two or more servings of legumes or eggs per week yes <input type="checkbox"/> no <input type="checkbox"/> • Meat, fish or poultry every day yes <input type="checkbox"/> no <input type="checkbox"/> 0.0 = if 0 or 1 yes 0.5 = if 2 yes 1.0 = if 3 yes | <input type="checkbox"/> <input type="checkbox"/> |
| L Consumes two or more servings of fruits or vegetables per day? 0 = no 1 = yes | <input type="checkbox"/> |
| M How much fluid (water, juice, coffee, tea, milk...) is consumed per day? 0.0 = less than 3 cups 0.5 = 3 to 5 cups 1.0 = more than 5 cups | <input type="checkbox"/> <input type="checkbox"/> |
| N Mode of feeding 0 = unable to eat without assistance 1 = self-fed with some difficulty 2 = self-fed without any problem | <input type="checkbox"/> |
| O Self view of nutritional status 0 = views self as being malnourished 1 = is uncertain of nutritional state 2 = views self as having no nutritional problem | <input type="checkbox"/> |
| P In comparison with other people of the same age, how does the patient consider his/her health status? 0.0 = not as good 0.5 = does not know 1.0 = as good 2.0 = better | <input type="checkbox"/> <input type="checkbox"/> |
| Q Mid-arm circumference (MAC) in cm 0.0 = MAC less than 21 0.5 = MAC 21 to 22 1.0 = MAC 22 or greater | <input type="checkbox"/> <input type="checkbox"/> |
| R Calf circumference (CC) in cm 0 = CC less than 31 1 = CC 31 or greater | <input type="checkbox"/> |

| | |
|-------------------------------------|---|
| Assessment (max. 16 points) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Screening score | <input type="checkbox"/> <input type="checkbox"/> |
| Total Assessment (max. 30 points) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Malnutrition Indicator Score | |
| 17 to 23.5 points | at risk of malnutrition <input type="checkbox"/> |
| Less than 17 points | malnourished <input type="checkbox"/> |

Ref: Valko, B., W. Herz, H. A. Baltes, G. et al. Overview of the MNA® - Its History and Challenges. J Nutr Health Aging 2002;16:440-445.
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 For more information: www.mna-elderly.com

Laboratory parameters:

The serum albumin, creatinine, C-reactive protein, cholesterol, prealbumin, a lymphocyte, changes in minerals for example calcium, phosphate, magnesium – are important for the total assessment of the nutrition state.

Bioelectrical impedance spectroscopy (BI)

At present time BI is a technique available to be used for routine bed-side measurement of body composition. It is based on differences in conducting properties of different tissues. Tissues containing large amounts of water and electrolytes are good conductors. Fat mass is poor conductive material (Kohout et al., 2005, Sobotka, 2004).

The length of human life

The average length of human life informs us about the fact that in the past life expectancy was short although there were always old and very old people. However, their population number fluctuated between two and four percents.

In 1940, the average lifespan was fifty. In the Czech Republic today, the average length of life for women is 78.1 years and for men it is 71.5 years.

According the UN data the number of seniors will rise up to 1.1 milliard in 2025.

The number of sixty-year-old people is expected to rise from current 20 percent in 1998 up to 35 percent in 2050.

Europe is already the oldest region of the world and after 2030 its first place will be even stronger. Aging and the increasing number of seniors is an expensive matter for each country, not only from the view of health and social care.

Above all, it is important to create equal conditions for active senior life. The reason why more people live much longer is unquestionably based on medicine and especially on a different life style (Haškovcová, 2004).

CONCLUSION

Malnutrition in hospitals is a significant problem. Malnutrition is a major global public health problem in the 21st century. The screening process needs to be multidisciplinary.

Thanks to diagnosis in time we can realize early stages of malnutrition already during the patient's admission. Due to malnutrition the hospitalization time becomes longer from 20% to 50% and mortality increases up to 30%.

Consequently direct and indirect costs spent on patients' treatment increase. Worldwide, there is the ratio of admitted patients to malnutrition from 20% to 40%, during hospitalization the ratio can reach 60% to 70% (Kohout et al., 2005). Is it the same in our conditions?

Geriatric patients represent an important class in our society because some people's life depends on professional help. The major national initiatives are needed to improve both the prevention and the treatment of undernutrition.

Ethical considerations may not be always obeyed in a real situation. If the illness is terminal, religious, ethical and legal authorities consider that compassionate care should include only measures to ensure comfort. Prolongation of misery of dying by burdensome technology is unethical.

The measurement methods and the questionnaire are taken from the literature and internet addresses below.

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A HIDDEN CURRICULUM IN KINDERGARTENS AND EMPATHY OF PRESCHOOL TEACHERS

Original scientific article

Jurka Lepičnik-Vodopivec

Abstract:

The present article illustrates the problem of a hidden curriculum in kindergartens. It is presented as an important part of the overt curriculum. The empathy of kindergarten teachers is shown within the scope of a hidden curriculum. The second part discusses the results of the research on empathy of preschool teachers as an important element of the hidden curriculum in kindergartens. Four dimensions of empathy were identified: social self-confidence, calmness, sensitivity and non-conformism. Each of these dimensions contributes on its own and together with the others to a better understanding of empathy of kindergarten teachers, which undoubtedly influences and encourages the development of emphatic communication among preschool teachers, children and parents.

Descriptors:

A hidden curriculum in kindergartens, elements of hidden curricula, empathy of kindergarten teachers

1. INTRODUCTION

The general Slovene educational reform in the 1990's affected kindergartens as well as schools. It brought about the confrontation with some new concepts, educational theoretical questions and dilemmas. One of them was the concept of curriculum which was introduced into the vocabulary of the official school terminology by the White Paper in 1995. There are two significant reasons for the introduction of this expression into our pedagogic terminology. The first one is the unification of pedagogic terminology with the rest of Europe, which accepts the Anglo-American terminology. The other is the multi-layered character of the expression curriculum itself, which forces us to reflect on the set of different factors that influence the reality of educational processes when we plan any aspect of education. These factors are: relations between the planning,

implementation and evaluation of the educational process; planning lessons, learning strategies, testing and assessing knowledge, dealing with discipline; official planning and hidden expectations of kindergarten teachers on the one side and the expectations of children on the other side; the educational programme accepted at the national level, the yearly course syllabus accepted at the educational institution level as a whole and the kindergarten teacher's lesson plan together with the actual execution of the educational process itself.

Kroflič (1992) summarizes Širca (1983) who in his essay "What is Curriculum" lists as many as sixteen most typical characteristics of the curriculum according to the content, which emphasize different elements of the educational planning and its practical implementation such as: the syllabus, organizational sequences of teaching procedures, learning or teaching aims, dispositions for more or less structured learning processes, learning contents, evaluation, etc. He tried to reduce all these definitions into two prevailing types of curriculum classification.

In its narrow sense the curriculum is a scientifically congruent (appropriately theoretically and practically verified) syllabus oriented towards learning aims; this classification is also named the **open curriculum** and its typical feature is its limitation to the teaching aims, including their synthesis of learning aims for academic achievements and educational aims. Such educational curriculum is appropriately adapted to concrete learning contexts by the teacher.

In its broader sense the curriculum is an a priori defined learning process at all its levels, independently of concrete learning context: such classifications of the curriculum could also be named the **closed curriculum** or 'teacher-proof curriculum', since all the stages of the learning process are precisely prescribed for the teacher without taking any concrete learning circumstances and the corresponding degree of efficiency selectivity into consideration. With the closed curriculum the teacher is therefore merely an extra in the learning process. (Idem, p. 14)

Kelly (1989; according to Krofič, 1992) claims that it is essential to differentiate between the **official curriculum** and the **actual/curriculum-in-use** or between the **planned curriculum** and the **passed curriculum**. "The expression official or planned curriculum is used to denote everything that is specified by an educational programme, the actual curriculum or the passed curriculum on the other hand presents the reality of the learner's experience. The difference between them can be wilful or non-conscious" (Idem, p. 16). Kelly differentiates also between the **formal** (the part that covers the time of regular work load)

and **informal curriculum** (the part that covers the time after the lessons, during the weekends, holidays, and leisure time activities...). Kelly presupposes that the educational process is extremely complex and dependent on a whole set of co-dependent elements which simultaneously influence individual phases of the execution of lessons in different degrees of intensity and relations. According to him it is therefore essential to ensure the basis for a more flexible, cyclical modelling of the curriculum.

Covert or hidden curriculum emerged in the 1970's. It became a synonym for the analysis of incomprehensible/inconceivable, yet very effective aspects of school learning that is also labelled by the slogan *Hidden curriculum - the shadow of the public curriculum*. According to its origin, the development and contents the concept of the hidden curriculum is "an extra-pedagogical and extra-psychological concept" (Bahovec and Golobič, 2004). The closer we come to the notion of the hidden curriculum the further away we somehow get from the common preconceived ideas. Hidden curriculum means above all the revelation of something that has been overseen as a rule in the conception of kindergartens and schools so far, but it is a fact without which there is no kindergarten or school.

P. W. Jackson (1990) emphasizes that one should not necessarily understand the hidden curriculum as something negative or requiring change, but as an integral part of a broader curriculum. Kindergartens or schools are not only the providers of knowledge but they are themselves integrated into the broader society. Likewise, the educational work is not only a question of a specific or narrow professional competence of a kindergarten teacher, but it is always already a question of her relationship to a broader social, cultural, ideological context, within which she lives and functions.

From the historical point of view education has always taken place within the relationship between kindergarten teacher/teacher – child/learner, although the role of the teacher or the learner was respectively more or less stressed during different periods in history. Current tendencies in the study of education emphasize different aspects like socially-generational, individual and interaction-communicative aspects of education (Bratanič, 1991). Socially-generational and individual aspects deal with education as a social and generational phenomenon, which is closely connected with the society in which it originates and is passed over from one generation to the other, or as a process in which a personality is developed. From the interaction-communicative aspect, the central point of the educational process are interpersonal relationships, as the element that

defines the success or the efficiency of educational actions. Within interpersonal relations and interpersonal communication among children, parents and kindergarten teachers, the role of kindergarten teachers is particularly exposed, especially their ability to feel with the others, in particular children and their parents – which is called empathy.

Regarding hidden curriculum, a question emerges in professional and scientific sources today as to what proportion the hidden curriculum expands, namely whether the majority of elements that influence the quality of life and learning of kindergarten children has already been researched.

2. HIDDEN CURRICULUM IN KINDERGARTENS

There have been some discussions on hidden curriculum in kindergartens within professional circles for several years. Many authors like Apple (1992), Miljak (1991), Kroflič (2001, 2002), Lepičnik Vodopivec (2002) draw attention to the importance of a hidden curriculum in particular under the conditions of institutionalised preschool education.

Apple (1992), who researched hidden curricula in American kindergartens, is convinced that it is of utmost importance, since kindergarten children acquire everyday habits already during their first months in a kindergarten by the help of the hidden curriculum. Kindergarten teachers play an important role in this process, particularly due to their personal characteristics and their different abilities. Among them communicative competence needs to be recognized. Contemporary conceptions of education which emphasize its interactive-communicative aspect reveal its importance. According to those conceptions, education is developing through interpersonal relations; it is based on creative cooperation, and depends on the interaction as well as on communication between the kindergarten teacher and the children (Bratanić, 1991). The ability to empathize is an important part of communicative competence according to Reardon (1998).

Supervision and evaluation analyses of experimental programmes of institutional preschool education from the 1960's and 1970's reported by Weikart (1972) and Woodhead (1979) reveal that the efficiency of theoretical programme models or curricula mainly depends on the conditions under which an individual curriculum is implemented. Among the conditions which significantly influence the implementation of the curriculum, Bronfenbrenner (1985, 1989) draws attention to the importance of the context within which the curricu-

lum is implemented. The context as he sees it is represented by a multitude of variables from the broader social community to the kindergarten, class, family, and the individuals within those institutions. The author regards context as a model of concentric circles in constant interaction. According to Kessler (1992) context is reflected in the attitudes, beliefs, and values which individuals put into practice in interpersonal relations, and the roles that they have been entrusted with. Theoreticians claim that besides standpoints, beliefs and values, hidden curricula also reflect empathy as a part of the personal structure of an individual, which (together with the above mentioned), functions as implicit pedagogy (Miljak, 1996). In connection with this, theoreticians also draw attention to the pedagogic significance of the hidden curriculum factors (Kroflič, 2001), particularly when working with younger children, since it is not irrelevant what kind of contacts kindergarten teachers establishes with children and what aims or methods are used to encourage children's development. It is assumed that the recognition of the elements of the hidden curriculum will influence the implementation of the overt curriculum and hereby improve the entire educational process as well as interpersonal relations in the kindergarten. We are also aware of the fact that only the recognition of hidden-curriculum elements and mutual reconciliation of hidden and visible curriculum is by far not enough. It is necessary to simultaneously check the understanding and interpretation on a permanent basis.

3. EMPATHY OF KINDERGARTEN TEACHERS AS AN ELEMENT OF HIDDEN CURRICULA

The word *empathy* can be tracked back to ancient Greek vocabulary, when it originally indicated a strong feeling, a suffering. As Buda (1993) states, we encounter this meaning of empathy in classical Greek drama, particularly in the works of Aristotle. The expression is based on the Greek words *empaso* and *pathe* which can be explained as to intertwine or interweave into the experiences of others (Bratanić, 1991: 61). The emerging European languages adopted the Greek expression but they supplemented or changed its content. According to Bratanić (1991) and Lamovec (1991) the present use of the expression *empathy* dates from the 19th century, when Lipps used the term *Einfuehlung* to explain the response of the spectators to the actions of the others, particularly in the process of aesthetic evaluation and also when Titchener, similarly to Lipps

(*idem*), defines empathy as a cognitive ability of understanding the inner state of others (Raboteg-Šarić, 1995).

De Vito (1989) estimates that we identify several degrees of interactive connectedness in interpersonal communication. At the lowest level there is communication without interpersonal connectedness and mutual influence. At this level a monologue is created as one person speaks while the other one listens, and there is no interaction between them. The following level of communication includes emphatic communication. In this case at least one person tends to connection. This person attempts to adjust the communication to the needs of the other person s/he is in an interpersonal relation with. At a higher level of communication, we talk about mutual emphatic communication which includes reciprocal information as well as reciprocal influence. In this case we speak about a dialogue where each participant is at the same time the speaker/sender and the listener/receiver. Goleman (1997) is convinced that empathy is based on the perception of one's own personality and that the openness to one's own feelings enables the recognition of other people's feelings and emotions. Reardon (1989) attributes an important role in interpersonal communication to empathy in the situations where information is scarce. In such cases empathy presents "a way to enter the consciousness of the others in order to get to the information which is not accessible to us" (*idem*: 77). According to this author empathy can improve communicative competence since it enables the use of information about others in the process of selecting words, communication style and communicative strategies.

The results of studies on empathy in the process of education reported by Bratanić (1991) show that conscientious teachers' /kindergarten teachers' actions influence the development of the ability for empathising in learners/children. It is estimated that emphatic kindergarten teachers who are capable of putting themselves in preschool children's shoes influence the development of empathy in kindergarten children by accepting them as they are and by creating everyday situations in which those children can develop their sensitivity towards the environment through their own experience. Buda (1993) attributes great significance to the empathy of kindergarten teachers, since he believes that it leads to a better knowledge, understanding and acceptance of children in the environment where they live.

Emphatic kindergarten teachers are capable of not only perceiving children's behaviour but also revealing the feelings that accompany their behaviour, accept-

ing each child as s/he is, discovering and recognising emotional-motivational factors of their behaviour, choosing appropriate educational means and procedures, as well as adjusting communication to each individual child.

4. RESEARCH OBJECTIVES

The aim of our study is to discover how kindergarten teachers perceive their own empathy and to identify individual dimensions of empathy.

Our primary goal was to study the perception of kindergarten teachers' and, by exploring their empathy, to identify one of the elements of the kindergarten curricula in order to herewith contribute to the realisation of the importance of hidden curricula in the kindergartens. In this respect we were particularly interested in finding out the answers to the following questions:

What is the empathy of kindergarten teachers like?

Which dimensions of empathy can be identified?

Are our results statistically significantly different from the results obtained by Lamovec (1988)?

5. METHODOLOGY

5.1 Sample

The sample was chosen from the population of kindergarten teachers and preschool teachers in kindergartens from the area of entire Slovenia. There were 300 questionnaires sent out, of which 248 were returned. After all logical and programme checks the final processing reduced the number to 164 correctly filled in questionnaires which present the sample for further investigation (N=164). Since the sample exclusively consists of preschool teachers, we will further refer to them as kindergarten teachers.

5.2 Data collection procedure

Kindergarten teachers' empathy was investigated by Hogan's (1969) empathy scale (Lamovec, 1988). According to the author, the scale objectively measures emphatic dispositions of an individual, which are interpreted by Hogan as the ability to understand somebody else's mental state. Hogan used descriptions of emphatic persons as a starting point for his scale. He took into consideration that emphatic persons are characterized by the ability to engage in imaginative

games, to pretend, have a sense of humour, the ability to assess other people's motives, and successful social perception. The scale consists of 64 affirmative sentences. Each of them offers the respondents the choice between two options. They can either select the answer YES to agree with the statement or NO when they disagree. Hogan's scale for the measurement of kindergarten teachers' empathy was selected for the following reasons:

The research of Greif and Hogan (Lamovec, 1988) trying to determine the validity of the scale revealed significant correlations with the accuracy of social perception, communicative competence, the level of moral maturity and the efficiency of social performance. Lamovec (*idem*) also reports about the findings of Daurio, according to which the scale successfully predicts the ability for a mature consideration or judgement of complex social and moral dilemmas. This aspect is also covered by the research of Raboteg-Šarić (1995).

Deaford *et al.* (Lamovec, 1988) report on a negative correlation of the scale with anxiety and authoritarianism and a positive correlation with extrovertness and accuracy of interpersonal perception (*idem*).

All this shows that Hogan's empathy scale is a relatively reliable measurement of emphatic disposition, the results of which are connected with numerous important factors of interpersonal perception.

5.3 Data processing methods

After logical and programme checks, basic statistical factors for the obtained data were calculated. The number of factors was determined according to Kaiser-Guttman criterion in factor analysis. The number of factors was also determined arbitrarily.

6. RESULTS AND INTERPRETATION

It is necessary to emphasize that the basic aim of this study is to explore empathy perception of kindergarten teachers in Slovenia and the identification of individual dimensions within empathy. Basic statistics was first calculated on the sample of surveyed kindergarten teachers.

Table 1

Means, standard deviation, numerus, t-test, difference of averages and P characteristics

| ave-lam | ave-lep | std-lam | std-lep | n-lam | n-lep | dif. aver. | t | characteristics |
|---------|---------|---------|---------|-------|-------|------------|-------|-----------------|
| 7.40 | 7.76 | 2.8 | 2.53 | 40 | 164 | -0.36 | -0.74 | P>0.05 |
| 6.40 | 6.68 | 1.5 | 1.53 | 40 | 164 | -0.28 | -1.05 | P>0.05 |
| 7.30 | 6.66 | 2.9 | 2.16 | 40 | 164 | 0.64 | 1.31 | P>0.05 |
| 7.80 | 5.88 | 1.3 | 1.96 | 40 | 164 | 1.92 | 7.49 | P<0.05 |

Legend:

ave-lam = average Lamovec (1988, 328)

ave-lep = average Lepičnik Vodopivec (2002, 265)

std-lam = standard deviation Lamovec (1988, 328)

std lep = standard deviation Lepičnik Vodopivec (2002, 265)

n-lam = numerus Lamovec (1988, 328)

n-lep = numerus Lepičnik Vodopivec (2002, 265)

dif. aver. = difference of averages

t = t-test

Table 1 presents the averages, standard deviations, numerus, differences of averages, t-test results and the characteristics described in the research studies by Lamovec (1988) and Lepičnik Vodopivec (2002). The research sample of the study by Lamovec included students of psychology, while the one by Lepičnik Vodopivec included kindergarten teachers. The data in Table 1 is ranked according to the size of the average from the highest to the lowest in the sample of kindergarten teachers (ave-lep). The obtained results were compared by t-tests for independent samples. The table shows a statistically significant difference only in the dimension of empathy, where the result of the t-test is 7.49. This dimension was identified as non-conformism which can be understood as being open to new information, including information indicating the mental state of others Lamovec (1988).

It is estimated that kindergarten teachers are fairly reluctant in their willingness to accept new information, which can be attributed to the long lasting transmission approach to a child (Miljak, 1996) and, in connection with this, also due to a traditional understanding of the role of kindergarten teachers, according to which the success of the children's activity is assessed in relation to the activity of the kindergarten teachers.

Table 2

Commonalities, own (proper) values, variance and factor saturation after rotation

| Total | % of Variance | Cumulative % | Rotations | | |
|-------|---------------|--------------|-----------|---------------|--------------|
| | | | Total | % of Variance | Cumulative % |
| 4.424 | 6.913 | 6.913 | 3.974 | 6.209 | 6.209 |
| 3.967 | 6.198 | 13.111 | 3.584 | 5.601 | 11.809 |
| 2.947 | 4.605 | 17.716 | 3.212 | 5.019 | 16.828 |
| 2.412 | 3.769 | 21.484 | 2.980 | 4.656 | 21.484 |

Table 2 shows that all four factors together explain 21% of the variance. After rotation, the factors also demonstrate approximately the same variances.

Which dimensions of empathy can be identified will be evident from the following chart.

Table 3

Correlation between the tests and factors

| Variable | Rotated components | | | | Variable | Rotated components | | | |
|----------|--------------------|-------|--------|--------|----------|--------------------|--------|--------|--------|
| | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| EM19 | 0.501 | 0.245 | | | EM48 | | | | |
| EM39 | 0.499 | | | 0.302 | EM37 | | | 0.621 | |
| EM17 | 0.473 | | -0.276 | | EM32 | | | 0.609 | |
| EM29 | 0.458 | | | | EM43 | | | -0.479 | |
| EM11 | 0.452 | 0.336 | | | EM51 | | | 0.458 | |
| EM64 | 0.446 | | | | EM54 | | | 0.403 | |
| EM34 | 0.436 | | -0.366 | | EM49 | | | 0.386 | |
| EM38 | 0.411 | | | | EM05 | 0.218 | | 0.379 | |
| EM42 | 0.411 | | 0.359 | -0.230 | EM47 | | | -0.359 | |
| EM06 | 0.402 | | | | EM12 | | -0.216 | -0.332 | |
| EM15 | 0.399 | | | | EM07 | | | -0.307 | 0.249 |
| EM40 | 0.389 | 0.364 | | | EM52 | | | -0.271 | |
| EM41 | -0.379 | | | | EM02 | 0.319 | | | 0.517 |
| EM56 | 0.374 | | | | EM60 | 0.230 | | | 0.448 |
| EM08 | 0.365 | | 0.258 | -0.228 | EM26 | | | | -0.446 |

| | | | | | | | | | |
|------|--------|--------|--------|-------|------|-------|-------|-------|--------|
| EM25 | 0.360 | | | | EM58 | | | | 0.435 |
| EM18 | 0.339 | | | | EM62 | | 0.200 | | -0.433 |
| EM33 | 0.283 | | | | EM22 | | | | 0.415 |
| EM63 | 0.252 | | -0.231 | | EM30 | | 0.364 | | -0.366 |
| EM24 | | | | | EM01 | | | | 0.334 |
| EM21 | | 0.554 | | | EM46 | | 0.280 | 0.208 | 0.329 |
| EM13 | | 0.551 | | | EM14 | | | | 0.323 |
| EM45 | | 0.520 | 0.240 | | EM59 | | | | -0.314 |
| EM35 | | 0.490 | | | EM03 | | | | -0.294 |
| EM23 | -0.220 | 0.396 | -0.210 | | EM36 | | | | 0.257 |
| EM16 | | 0.390 | | | EM10 | | | | 0.256 |
| EM55 | | 0.382 | | | EM04 | 0.222 | | | -0.236 |
| EM50 | | 0.362 | | | EM20 | | | | |
| EM27 | | 0.339 | | | EM53 | | | | |
| EM09 | | 0.334 | | | | | | | |
| EM28 | | -0.327 | | 0.203 | | | | | |
| EM44 | -0.273 | 0.322 | -0.232 | | | | | | |
| EM61 | | 0.321 | | 0.238 | | | | | |
| EM57 | | -0.298 | | 0.263 | | | | | |
| EM31 | | 0.228 | | | | | | | |

Legend:

Variable = variables listed according to factor correlation

Rotated components = varimax rotation

1,2,3,4 = individual factors

EM 1 to EM 64 = individual tests

Table 3 shows the correlation between the tests and factors. For the sake of clarity the table shows the tests representing individual factors indicated by the numbers from 1 to 4.

We identified 4 factors of empathy. These are factor 1 - calmness, factor 2 - sensitivity, factor 3 - social self-confidence and factor 4 - nonconformism. Similar results are reported in the studies of Johnson *et al.* (1993) and Lamovec (1988) who also defined four factors by using factor analysis: calmness, sensitivity, social self-confidence and non conformism. According to Johnson *et al.* (1983), Hogan's scale of empathy (Lamovec, 1988) measures not only empathy but also certain aspects of social behaviour.

The identified factors of kindergarten teachers' empathy will be further interpreted as follows:

Factor 1 - Calmness

Calmness can be understood as the opposite of anxiety. As a dimension of empathy, it is explained best by looking at its opposite, i.e. excitability or irritability. Inappropriate behaviour of kindergarten teachers can be explained by a low degree of calmness and sensitivity. The fact remains that an individual who is excitable cannot focus on the problems of others, since s/he has a lot to do with her-/himself. When talking about calmness we think of those characteristics of the individual, which besides solving personal problems, enable this individual to accept and solve the problems of others. E. Fromm (1979) maintains that in order to acquire this ability one needs knowledge, respect, responsibility and care for oneself. In his opinion the knowledge about oneself and others is a part of interpersonal relations. He understands respect as the acceptance of oneself and one's own concreteness. The interaction of mutual acceptance and respect develops through interpersonal relations between a kindergarten teacher and children. During this process a feeling of mutual adherence and willingness to share one's own destiny with the destiny of the group they belong to gradually develops within children. Based on this, children gradually develop the sense of responsibility towards themselves, the others and towards the environment in which they live.

Factor 2 - Sensitivity

Sensitivity, as one of the dimensions of empathy, is defined as the emotional responsiveness of an individual and as a tendency towards social acceptance (Lamovec, 1988). Based on the study by Bratanić (1991) and Lamovec (1988) it can be estimated that sensitivity is one of the more important abilities of a successful kindergarten teacher. According to Nastran-Ule (2000) the development of sensitivity is based on a cognitive process in which an individual perceives himself, others and social situations. Nastran-Ule defines this process as social perception, which is in a close relationship with other dimensions of empathy. As opposed to the traditional way of communication, governed by the rule "never show how you feel", the new way of communication puts another rule into focus: use your feelings if you want to achieve better connectedness with your own self and with the others. The implementation of this principle requires a certain degree of empathy from the participants in the communication

process, since only a sensitive individual is capable of becoming accustomed to the others. The success of the interpersonal relationship between a kindergarten teacher and a child depends on the fact that the kindergarten teacher judges the child on the basis of everything she perceives in their interpersonal relation.

Factor 3 – Social self-confidence

This factor is closely connected with the social perception of oneself, others and the social situation. The findings of the research by Johnson *et al.* (1983) and Lamovec (1988) emphasize the fact that it is possible for an individual, who is sensitive to the social expectations of others, to become popular and hence to gain social self-confidence. It is also estimated that the experience in the field of interpersonal relations is important for the development of social self-confidence. If education is considered from the interaction-communication aspect, it is a process based on interpersonal relations. Bratanić (1991) believes that trust is the basis of any real, humane, interpersonal relation. It is also estimated that trust will develop between kindergarten teachers and children, their parents and the others in the kindergarten only in case the kindergarten teacher trusts herself, her work, and if she has confidence in it. Mutual trust between a kindergarten teacher and a child is developed, which is considered important, according to our estimation, since the existent interpersonal relation between the kindergarten teacher and the child very often serves as a model of the child's future interpersonal relations. Different naïve theories and intuitive personal concepts, which are created by individuals in order to justify their perception, play an important role in this process. Samples of such hypotheses and beliefs are known as implicit theories (Miljak, 1996). By observing direct pedagogical practice and specific/concrete behaviour of a kindergarten teacher, the discrepancy/disharmony between the anticipated and actual behaviour of the kindergarten teacher or her theory of action, which she expresses verbally, and her actual practice, is discovered. By means of permanent perception, assessment and interpretation of the others and of the social situations individuals constantly judge or appraise and recognise our feelings, viewpoints and other inner or internal states to further recognize their implicit theory.

Factor 4 – Non-conformism

As one of the dimensions of empathy, non-conformism presents an individual's open mindedness to new information (Lamovec, 1988) including information that indicates their mental state. Nastran-Ule (2000:292) explains

conformity as a wilful acceptance of majority or governing norms of behaviour although they might be in contradiction with personal points of view or desires of an individual. Our knowledge and experience in the process of education and in interpersonal relations are always under the influence and pressure of other people, groups, requirements or norms. In case our behaviour is adjusted to the pressure of the others it is called conformable behaviour. In the opposite case it becomes non-conformable behaviour. Musek (1982) estimates that from the anthropological point of view conformism inclines towards conservatism, whereas non-conformism is an innovative and creative tendency. Non-conformism as a dimension of empathy enables a kindergarten teacher to behave professionally, competently and responsibly on the basis of appropriate, solid professional knowledge.

7. CONCLUSION

Our research findings offer an insight into the empathy of kindergarten teachers in Slovene preschool education. The level of empathy of surveyed teachers was established and four dimensions of empathy were identified. According to Hoffman (1987) empathy plays an important role in the process of establishing a relationship towards oneself as well as to the others. It is estimated that kindergarten teachers possess the ability to accurately perceive the behaviour and experience of children in different circumstances. Likewise, it is established that kindergarten teachers influence the formation of favourable emotional prerequisites in educational processes in kindergartens with their empathy, and above all with their calmness, sensitivity and social self-confidence. There is a slight reservation in the openness towards the acceptance of new information, which is attributed to the traditional understanding of preschool education based on the behaviouristic concepts. Regarding the fact that empathy is an important component of social cognition, which is closely connected with knowledge, it can be assumed that emphatic kindergarten teachers encourage or foster the development of the child's empathy and emphatic knowledge which is holistic, participatory, synergic, and responsible for the present as well as for the future. It is the kind of knowledge that respects life, differences or diversity and non-violence and also supports the quality of life; therefore, according to Rifkin (1986) it has an important place in the process of developing a critical relationship of the children towards themselves and the others.

Many sensitive questions connected to the empathy of kindergarten teachers still remained unanswered, yet that was not our main aim. We nevertheless managed to emphasize the importance of empathy as an element of the hidden curriculum which is, according to Kroflič (2001), particularly important in working with the youngest ones. Kindergarten teachers gradually take over the role of critical, reflective researchers of their own practice, which requires them to evaluate or assess their work and the values they represent. Finally it is imperative to mention the need for further investigation of the hidden curriculum to discover the factors which significantly influence educational processes in kindergartens.

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REVIEW

Title: Handbook of drama therapy and theatre therapy
Rukověť dramaterapie a teatroterapie
Author: Milan Valenta *et al.*
Published by: Palacky University in Olomouc
Year of publication: 2006
ISBN: 80-244-1358-2

In the Czech Republic, more and more often we can witness various forms of expressive therapies. Drama therapy and theatre therapy belong to the wider conception of art therapy and they become more frequently used as techniques in special education. Elementary skills and knowledge of these curative techniques are also part of curriculum in various branches of study at the Department of Special Education at Faculty of Education, UP in Olomouc. The aim of this publication is to introduce the practical impact of drama therapy and theatre therapy in various institutions that work with clients with special needs to students and professionals.

This publication is the outcome of the first Drama Therapeutic Conference where the professionals who use these techniques in their practice presented their papers on using these techniques in all sorts of branches of the Special Education.

Although this book is not subdivided into some thematic units, we can soon recognize that the first three chapters describe drama therapy and theatre therapy in theory. The authors of these three parts define the key terms and look for the position of these therapeutic techniques in the system of psychotherapy and special education. We can understand that these techniques lie on the borderline between special education, psychotherapy and arts. Drama therapeutic projects balance among art, therapeutic and educative factors, always according to the current needs of clients.

Other chapters view the specificities of therapeutic intervention from both aspects; the age and the special needs of clients. The specificities of work with children and with adult clients are described too. There is also a special chapter that deals with drama therapeutic projects for seniors, especially, what projects can be adapted to this group. The application of findings from andragogy is also discussed there.

There are several chapters that inform readers about special needs of some specific groups e.g. persons with mental disability, persons with hearing im-

pairment or persons with behavioral disturbances, and some of the attitudes towards these groups. The topic – behavioral disturbances and curing them by therapy – form the major part of contributions, e.g. persons in jail, drug addicted persons etc.

Besides theoretical and practical contributions on the discussed issues, a drama-therapeutic project is included here.

This book is an attempt to map the usage of these techniques in practice within the various institutions working with all sorts of clients. This publication will be of a great benefit not only for the students of special education but also for the attendants of psychology, social work and other helping professions that can work with the mentioned techniques.

This work could be also understood as an appeal for those professionals who use theatre in therapy within the work with their clients, so that they actively participate in the next conference and bring further valuable findings on the usage of drama therapy and theatre therapy with other clients. It would be definitely very interesting to map the current situation for instance in persons with visual impairment, with psychiatric problems and other groups.

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Anotace

Časopis e-Pedagogium je nezávislý odborný časopis. Je určen pedagogickým pracovníkům všech typů škol. Svým obsahem je zaměřen na prezentaci výzkumných sdělení, teoretických studií a odborných prací, vztahujících se k problematice vzdělávání a školství, zejména pak z oblasti pedagogiky, speciální pedagogiky, pedagogické psychologie a oborových didaktik všeobecně vzdělávacích předmětů.

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Pedagogika, vzdělávání,

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Nezávislý časopis určený pedagogickým pracovníkům všech typů škol

Ročník 2007, 1. číslo
Reg. č. MK ČR E 13459

Vydala a vytiskla Univerzita Palackého v Olomouci
Křížkovského 8, 771 47 Olomouc
www.upol.cz/vup
IČO 61989592
Olomouc 2006

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ISSN 1213-7758 tištěná verze
ISSN 1213-7499 elektronická verze