

Abstract of the doctoral dissertation

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Subject of doctoral dissertation: The fairy tale in the Polish language education. The past – the present – the prospects.

The aim of this doctoral dissertation is to study the presence and the role of the fairy tale in the Polish language education in a multipronged way as well as suggest a new method of work with fairy tales in the primary school.

To reach the main objective, it was divided into specific ones. The first was to understand the notion of the ‘fairy tale’ in particular in the context of the recipient who is a child. The second was to present opinions on the fairy tale as a children’s reading in terms of pedagogical context. The third stage included the analysis of the position and function of the fairy tale in the textbooks within 1918-2014. The analysis covered the study of the content of the textbooks, i.e. the selection of texts together with the tasks on readings recommended by the authors as well as the observation of the school practice. Finally, a new way of work with the use of fairy tales in the primary school was prepared. It had the form of the series of nine classes including eleven fairy tales. In addition to gaining more knowledge on the fairy tale, each of the projects constitutes an introduction to understanding chosen aspects of the theory of literature, for example the division of the world depicted into fictional and real elements or notions such as plot, protagonists, supporting characters, personification as well as initial introduction to understanding the notion of a symbol. The skill of creation of the framework of events, description of the appearance of both the character and the object as well as the assessment of behaviour of the character became a crucial part of the projects. New methodical projects were sent to the schools and tested in practice. On the basis of the conclusions of the teachers of the fourth grade class of the primary school, some modifications were implemented to the primary assumptions of the new way of work with fairy tales.

The implemented amendments changed the primary concept of the closed wholeness into the concept of modules. The assumptions of the modular project do not oblige the teacher to study the texts of fairy tales comprehensively and with the introduction of some notions from

the field of the theory of literature as well as the acquisition of a wide range of skills but they constitute a suggestion from which a teacher may choose some projects corresponding to the adopted aims to satisfy reading needs of his/her students.

The doctoral dissertation is composed of introduction, four chapters, conclusion, appendix as well as bibliography. The appendix contains the tables which present the most popular fairy tales published in the textbooks within 1914-2014 as well as the lists of the analysed textbooks with the data on the total number of the textbooks published in the studied period of time.

The first chapter is devoted to the history of fairy tales in Poland and the attempt of presentation of the definition of this literary genre. Subsequently, some survey methodologies of fairy tales are presented. The final part is focused on a child as the recipient of the literature. General presentation of the findings regarding conditions of reading among children is narrowed to the considerations on the child who reads fairy tales. In this part, the points of view of four researchers, i.e. John Ronald Reuel Tolkien, Grzegorz Leszczyński, Bruno Bettelheim and Pierre Pèju are demonstrated. The description of formation of fairy tales for children as well as some strategies of translation of the fairy tale taking into account the recipient who is a child supplement the presentation.

Pedagogical and didactic points of view on fairy tales as reading for children ranging diachronically from the Enlightenment to the contemporary gender research, the role of the fairy tale in bibliotherapy as well as the links between the fairy tale and pop culture are presented in the second chapter. In particular, criticism of fictional elements in fairy tales, especially the negative influence of the development of imagination, post-war discussions on the Grimm fairy tales, the phenomenon of 'monotony of criticising fairy tales' as well as the influence of psychological studies on the development of fairy tales are described. The presentation is supplemented with the description of the position of the fairy tale in educational models by Rudolf Steiner (the so-called Waldorfian schools) and Maria Montessori and the points of view of foreign researchers (inter alia Jeanne Marie Leprince de Beaumont, Maxim Gorky or Korney Ivanovich Chukovsky) which have influenced the formation of the Polish thought of the fairy tale.

The third chapter was divided into two parts. The first one includes the role and significance of the fairy tale in the textbooks. The analysis of texts of fairy tales published in the textbooks as well as reading tasks was presented in five time intervals (1918-1945, 1945-1969, 1969-

1989, 1989-1999,1999-2014). Special attention was paid to the analysis of textbooks published from 1999 to 2014. The reading tasks included there were analysed with the use of typology of tasks by Wojciech Kojs, the recommendation of work with fairy tales worked out by Bożena Chrzastowska as well as the concept of controlling text according to Alicja Rosa. The analysis of definition of the fairy tale as well as the presentation of a unique concept of the textbooks belonging to the series '*To lubię!*' constitute addition to the presentation of the role of the fairy tale in the textbooks of that time. The second part of the chapter includes the presentation of considerations after observation of school practice with the analysis of fairy tales written by the students. The chapter finishes with some guidelines for the creation of a new project of work with fairy tales in the primary school.

The new way of work with the fairy tale based on three models of reading worked out on the basis of the contemporary condition of theoretical and literary studies by Anna Janus-Sitarz may be found in the first part of the fourth chapter. These are models of hermetic, deconstructive and intertextual reading. They were supplemented with the model of context reading and the project which allows students to understand the notion of a symbol. The presentation of particular projects was preceded by the description of each concept with the demonstration of the assumptions of the theory of literature where they have their roots. The second part of the chapter includes some conclusions after teaching in the primary school on the basis of particular methodological projects forming the new project of work with fairy tales. The conclusions drawn from the questionnaires which had been used to sum up the work on each lesson caused that the primary assumption of the cycle was transformed from the concept of the closed wholeness into the modular one. As the word 'module' suggests, the concept assumes that every teacher will be able to choose some methodological projects which will reach the adopted aims as well satisfy reading needs of the students. Finally, the presentation of the suggestion of work with fairy tales on the following levels of education may be found in the chapter.