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Dimensions of the teacher – pupil relation. The role of the dialogue in counteracting social marginalization of the youth

Abstract

The text is an attempt at an analysis of the multidimensional teacher-pupil relation, basing on principles of selected contemporary pedagogical trends. This basis constitutes the background for the reflection over dialogue as a tool and a method of counteracting the social marginalization of the youth.

key words: *teacher-pupil relation, dialogue, marginalization of the youth.*

The basic definition assumes that teaching is an intentional activity, the aim of which is to bring about particular changes in the way of thinking and behaving of schoolchildren. According to its assumptions the teacher is the person who organizes or even guides the process of the child's transformation. One of the most fundamental principles of the reforms introduced in schools in 1999 was the elimination of the educational system that would be aimed strictly at teaching. The person coordinating the project of this reform the then Minister of National Education Mirosław Handke declared in 1998: 'School should, above all, bring up then provide with knowledge and exercise given skills that are needed while using it. The teacher becomes therefore committed to forming the patriotic as well as civil attitude, and the one towards the family and culture' (from the conference devoted to plans of educational reform held on 17.04.1998 at the Jagiellonian University – quoted from UJ Bulletin www3.uj.edu.pl/acta/9804/7.html).

After 9 years from the moment of initiating the above-mentioned changes in the educational system, it is clear that nowadays school as the place of 'teaching art' should impose on teachers not only the duty of broadening the knowledge of their pupils, but the necessity of supporting them during the way of developing their