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Myths about child and childhood. A social pedagogical study

SUMMARY

In human consciousness, there are existing beliefs about child and childhood. They are different from each other because adults have problems with understanding children's world. The main reason for this is that adults have fragmented memories from their childhood. Myths have a powerful influence on creating knowledge about childhood and relationship-building between children and adults. Myths are also seen as generational knowledge. Adults accept this type of knowledge and never get it under verification. Myths are usually extended and even created by adults. It is essential to start demythologizing the colloquial reflection about child and childhood. This unique mission applies to pedagogues and adults. The subject of my doctoral dissertation was myths about children and childhood. This study aimed to explore the knowledge and facts about children and childhood.

Furthermore, the main goal was to explore myths about children and childhood that existed in a colloquial human consciousness. Mythical thinking is a significant field of cognitive analysis which is still undiscovered. The prime assumption about myths is that they are untrue or half-facts that are still a part of human consciousness. My doctoral dissertation comprehends myths as oppositional to scientific thoughts about child and childhood. It is important to emphasize that myths are also erroneous truths about child and childhood. Myths are often used when adults come upon a situation unknown to them, but they can also be seen as an adult's reaction to searching or taking a position. It is essential to point out that mythical thinking, which is a part of human consciousness, is an undeniable fact. The main reason adults use mythical thinking is that it comforts them and is a security blanket for them.

What is more, mythical thinking helps adults to be active. In virtue of the above thesis, it is essential to conclude that exploring and describing objective thoughts about childhood is necessary. Those thoughts will need to be consistent with public discourses. Mythical thinking about childhood is the main reason that strengthens the formulaic relationship between adults and children.

The fundamental strategy of this showcase research was based on social pedagogy and her epistemological paradigm. The research of this doctoral dissertation was carried out among 350 adults. The diagnostic survey had the lead role, but the group case study was used as a complement to that. The most important effect of the presented research was an attention to presentational recommendation and the process of demythologizing the colloquial reflection about child and childhood, which is a response to the need to change ways of thinking about children and childhood.

Keywords: myths, child, childhood, mythical thinking