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Cognitive categories as inspiration for research. In search for new formula of educational discourse

KEYWORDS

the discourse of a textbook, the discourse of children, the cognitive science, the language image of the world, the text image of the world, point of view and perspective, type of rationality, method of categorizing, stereotypical and axiological overview of the reality

ABSTRACT

In order to describe in detail the differences between the discourse of a textbook and the discourse of children I used categories - applied in the area of cognitive considerations - concerning the language image of the world and the text image of the world, as well as selected sub-categories: point of view and perspective, type of rationality, method of categorizing, stereotypical and axiological overview of the reality.

I assumed that the choice of categories and subcategories will not only allow to investigate the imposed meanings of the textbook discourse, but – above all – will make it possible to notice the very process of formation, the emergence of the image of the world from the perspective of children. The adopted analysis model launches reflection on the necessary changes, exposes the oppressiveness of the language of the textbook and encourages exploring the conditions to initiate the language of children.

Adam Mickiewicz University Press, pp. 143-155
ISSN 2300-0422. DOI 10.14746/kse.2017.12.8.

The speculation included in the article will focus around the appropriate themes, regarding the reflection upon the **interdisciplinary context of education research**¹ by Maria Dudzikowa, Adam Chmielewski and Adam Grobler. Many reasons contribute to the importance of the aforementioned reflection. I find the following three, to be essential:

¹ A. Chmielewski, M. Dudzikowa, A. Grobler (eds.), *Interdyscyplinarnie o interdyscyplinarności. Między ideą a praktyką*, Kraków 2012, Oficyna Wydawnicza Impuls.

- the reflection provides the opportunity to pose questions regarding the stagnancy of school, from varying perspectives,
- the reflection activates a vast scope of possibilities regarding speculation on necessary changes,
- the reflection provides the foundation of a different approach towards the discourse of education.

The search of prevention measures regarding the contemporary school as well as the diagnosis of its flaws, create an opportunity of initiating essential modifications, redefining the aims of the school and revising all its areas of activity or, in a broader sense: of confronting the illusory adequacy of the influences of contemporary education with the actual contemporary challenges and expected directions of its modification. Let us examine these matters closer.

The cognitive science as a context of educational research

The cognitive science may provide a fresh and inspiring epistemological context for education research. As a field dedicated to the study of cognitive processes, the cognitive science is interdisciplinary; it is located among sciences such as philosophy (epistemology), psychology, linguistic studies, anthropology and neurology, and additionally, cybernetics and robotics.² The common ground is constituted by the aspect of cognition or, more precisely: thought processing, interest with cognitive processes, acquiring knowledge, and in a broad sense: learning.

The cognitive studies regard complexity and multidimensionality of reality as the starting point of the study, inquiring about the nature of the human mind and its cognition of reality, which the natural sciences deprived of firm points of reference as well as the illusory idea that the world could be encapsulated in a mechanist theory, and an assortment of objective and certain assertions.

The cognitive studies have changed the status of language. Language is no more regarded as an objective structure consisting of grammatical rules with integrated mechanisms of applications, enabling the creation of comprehensive enunciations. It is presumed, that the structure of language is determined by patterns of neural activation, constituting a part of a holistic activity of the brain and the body. However, the cognitive processes are specifically individual. Meanings consist of con-

² See: M. Wierzchoń, J. Orzechowski, J. Barbasz, *Interdyscyplinarność w naukach kognitywnych – science, fiction czy science fiction?* [in:] *Interdyscyplinarnie o interdyscyplinarności. Między ideą a praktyką*, A. Chmielewski, M. Dudzikowa, A. Grobler (eds.), Kraków 2012, Oficyna Wydawnicza Impuls, p. 114.

ceptual content, indirectly expressing particular aspects of the surrounding world; they are rooted in mental operations; or in general modes of perceiving the world, however, permeated by individual, unique perception, and apprehension of that, in which the subject of cognition is immersed.³

The cognitive science reveals an assortment of entirely new areas as well as insightful approaches, to the entire speculation regarding education. In search for answers to the principal question, namely, how it is being accomplished, how do we learn, comprehend and apprehend the world, the cognitive science directs us to the cognitive capabilities of children.⁴

The science, particularly indicates the processual aspect of learning; a gradual, subjective opening for meanings in result of individually experienced, variously conducted categorisation, profiling, and valuation. Therefore, learning is not a mechanical process, and knowledge is not available in a complete, finite form.

The essential change, introduced by the cognitive studies to the theory of processes of education, resulted in a theory of education dedicated to the creation, in a process of constructing knowledge, of subjective means of describing reality, discovering and interpreting meaning as well as developing the attitudes of exploration and of cognitive independence. The belief, that school education consists of adopting pre-prepared knowledge, skilled educators and good textbooks, finds no place in the theory. Answers to questions regarding the means, contents, and purpose of teaching, are not to be found in a narrow, exclusively rationalist paradigm of the social sciences, nor in the structuralist approach towards the relations between language (speech) and thinking. The research regarding the cognitive processes and the function of language in the process of learning, is no longer an exclusive subject of the natural sciences – cognitive science introduces the subject to the area of psychology.

“Opening” to a different mode of thinking regarding the process of learning requires scientific daring and vigilance in initiating speculation transgressing the framework of the original discipline, and the willingness to take scholarly risks. One must also realise the dangers of falling into the pitfall of interdisciplinary guise, and losing the scope of the initial task of creating an entirely new field of study.⁵

³ The *First 40 years*, lecture held by Ronald Langacker during his University of Łódź honorary degree acceptance on the 1 October 2003.

⁴ See: L. Erlauer, *The Brain Compatible Classroom*, USA 2003; M. Sprenger, *Differentiation through Learning Styles and Memory*, California 2003; D.P. Gupta, K. Richardson, *Children's Cognitive and Language Development*, Oxford 2001 oraz *Akwizycja języka w świetle językoznawstwa kognitywnego*, E. Dąbrowska, W. Kubiński (eds.), Kraków 2003, Universitas; *Językowy obraz świata dzieci i młodzieży*, eds. J. Ożdżyński, Kraków 1995, Wydawnictwo Naukowe WSP.

⁵ M. Wierchoń, J. Orzechowski, J. Barbasz, *op. cit.*

In search for a new formula of the discourse of education

Regardless of the “specific institutionalisation of research regarding the discourse within Polish education”⁶, and the categorisation of discourse as an essential concept, allowing to take a holistic approach towards the means, forms, processes as well as the consequences of social communication⁷, the reception of the current diagnoses has indubitably demonstrated that it remains outside of the didactic reflection regarding teaching and school-based knowledge.⁸ The analyses of the discourse of education are conducted mainly within the frameworks of: the sociological discourse analysis⁹, the psychological discourse analysis¹⁰ as well as pedagogical¹¹, and educational linguistics.¹²

Therefore, the initiation of the speculation regarding the discourse of education is worth establishing, as it appears essential, due to at least two factors. First, the discourse enables to rediscover and formulate new problems and concepts within the social sciences, therefore, becoming a source of numerous research and new interpretations.¹³ Second, the attention drawn to the discourse of education may allow to abolish the ongoing impasse regarding the essential transformations in education.

⁶ H. Ostrowicka, *Przemysław z Michélem Foucaultem edukacyjne dyskursy o młodości. Dyspozytyw i urządzenie*, Kraków 2015, Oficyna Wydawnicza Impuls, p. 43 and H. Ostrowicka, *Kategoria dyskursu w języku i w badaniach edukacyjnych – w poszukiwaniu osobliwości pedagogicznie zorientowanej analizy dyskursu*, „Forum Oświatowe”, 2014, no. 2 (52), 47-68. Downloaded from: <http://forumoswiatowe.pl/index.php/czasopismo/article/view/228>.

⁷ *Jak analizować dyskurs? Perspektywy dydaktyczne*, W. Czachur, A. Kulczyńska, Ł. Kumiega (eds.), Kraków 2016, Universitas, pp. 8-9.

⁸ D. Klus-Stańska, *Dydaktyka wobec chaosu pojęć i zdarzeń*, Warszawa 2010, Wydawnictwo Akademickie Żak, p. 147.

⁹ A. Grzymała-Kazłowska, *Socjologicznie zorientowana analiza dyskursu na tle współczesnych badań nad dyskursem*, „Kultura i Społeczeństwo”, 2004, 48 (1); A. Horolets (eds.), *Analiza dyskursu w socjologii i dla socjologii*, Toruń 2008, Wydawnictwo Adam Marszałek; P. Pawliszek, D. Rancew-Sikora, *Wprowadzenie do socjologicznej analizy dyskursu (SAD)*. „Studia Socjologiczne”, 2012, no. 1 (204).

¹⁰ G. W. Shugar, *Dyskurs dziecięcy. Rozwój w ramach struktur społecznych*, Warszawa 1995, Wydawnictwo Energeia; I. Kurcz, J. Bobryk (eds.), *Psychologiczne studia nad językiem i dyskursem*. Warszawa 2001, Wydawnictwo Instytutu Psychologii Społecznej PAN.

¹¹ B. Bernstein, *Odtwarzanie kultury*. trans. Z. Bokszański, A. Piotrowski, Wrocław 1990, Państwowy Instytut Wydawniczy, p. 163.

¹² T. Rittel, *Metodologia lingwistyki edukacyjnej. Rozwój języka*, Kraków 1994, Wydawnictwo Naukowe WSP; T. Rittel, *Podstawy lingwistyki edukacyjnej. Nabywanie i kształcenie języka*, Kraków 1994, Wydawnictwo Naukowe WSP.

¹³ D. Klus-Stańska, *op. cit.*, p. 145.

Scholars who employ the category of the discourse of education, are faced with the necessity of defining the aforementioned category for the purpose of their studies. Therefore, the discourse of education is given both a broad as well as a narrow meaning. In a broader meaning, the understanding of the discourse of education transgresses the positioning within the framework of institutionalised education, and is considered in broad social and cognitive perspectives as “every form of the transmission of knowledge from the perspective of an expert towards the perspective of a novice”.¹⁴ The discourse addresses significantly vast areas such as “social events, text of culture, authority, or even the entire social reality, which meanings are imposed in the course of discursive practice”.¹⁵ It is distinguished by a (1) “specialist – adept type, sender-recipient interaction (with archetypical roles of a teacher and a student) as well as an (2) educational function, resulting from a specific communicative purpose, which may be defined as a pursuit of one of the entities (the teacher), in order to induce a particular change of personality of the recipient within the interaction”.¹⁶

In the narrow meaning, discourse is considered as a (1) process of communication between the teacher and the student during school communication events, including the ones deprived of an educational function (i.e. during the breaks between lessons)¹⁷, (2) a strategy of “imparting knowledge in situations of education or in the process of education in a broad sense; in which the specialist source discourse is translated, so it is comprehensible to a non-specialist; with the teaching-taught interaction as its dominant feature”¹⁸; or (3) “an enunciation determined by particular model rules, that includes the subjective aspect, that is, of the discourse actors, and the functional, that is, the processes of communication”.¹⁹ Such understanding is expressed in various synonymous terms: the discourse of education, the didactic discourse, the school discourse, and the lesson discourse.

¹⁴ A. Skudrzyk, J. Warchala, *Dyskurs edukacyjny a kompetencja interakcyjna*, [in:] J. Porayski-Pomsta (eds.), *Czynności tworzenia i rozumienia wypowiedzi*. „Studia Pragmalingwistyczne”, 2002, vol. 3, pp. 279-280.

¹⁵ D. Klus-Stańska, *op. cit.*, p. 145.

¹⁶ J. Nocoń, *Stylistyczne aspekty dyskursu edukacyjnego*, [in:] U. Sokólska (eds.), *Odmiany stylowe polszczyzny dawniej i dziś*, Białystok, Wydawnictwo Uniwersytetu w Białymstoku, p. 190.

¹⁷ K. Wojtczuk *Gra oficjalności i nieoficjalności językowej jako zasada organizacji dyskursu edukacyjnego*, [in:] J. Porayski-Pomsta (eds.), *Czynności tworzenia i rozumienia wypowiedzi*. „Studia Pragmalingwistyczne”, 2002, vol. 3, p. 300.

¹⁸ J. Labocha, *Dyskurs jako proces przekazywania wiedzy*, [in:] T. Rittel (eds.), *Dyskurs edukacyjny*, Kraków 1996, Wydawnictwo WSP, pp. 9-15.

¹⁹ S.J. Rittel, *Modelowanie dyskursu edukacyjnego*, [in:] T. Rittel (eds.), *Dyskurs edukacyjny*. Kraków 1996, Wydawnictwo WSP, pp. 31-40.

The below speculation shall adopt the broad meaning of the discourse of education, as a means for “articulating the intersubjectively existing beliefs, ideas, evaluations, norms and values created via social practice, and additionally: as an assortment of practice of communicating convictions, rooted in the individual experience and in the cultural context, both related to the understanding of a certain area of reality”.²⁰ However, to my belief, the means of examining a selected discourse, the interpretations of the reality of awareness, become a discourse of its own, a peculiar meta-discourse, which reflects the beliefs of scholars and creates an assortment of concepts, terms and instruments as well as **the means of proceeding in analytic work**.²¹ The discourse of education is perceived as a consequence of the theoretical beliefs (meta-discourse) that justify the practice; it encompasses the entirety of instances: people, places, time, purposes and consequences as well as ritualised and formalised actions within institutions of education.²²

The discourse of a textbook and the discourse of children. The cognitive study perspective

The assumed research strategy relates to the interpretative cognitive study research. From such perspective, attempts were made of indicating one of the possible ways of considering reality, constituted at the intersection of public, standardised and solidified textbooks, as well as the personal knowledge of a child, immersed in its individual, continually expanded experience. The strategy allowed me to expose the differences resulting from contradictory theories of education. The former is visible in the mode of modelling of the world-view by textbook content. The latter is ground for the processes of constructing meaning in a linguistic world-view from the perspective of children.

The main aim of the research, was to confront an *a priori* established discourse of a textbook which I reconstructed, with a discourse of students, released in an

²⁰ M. Wiśniewska-Kin, *Dominacja a wyzwolenie. Wczesnoszkolny dyskurs podręcznikowy i dziecięcy*, Łódź 2013, Wydawnictwo Uniwersytetu Łódzkiego, p. 94.

²¹ M. Krauz, St. Gajda (eds.), *Współczesne analizy dyskursu. Kognitywna analiza dyskursu a inne metody badawcze*, Rzeszów 2005, Wydawnictwo Uniwersytetu Rzeszowskiego; M.A. Kowalski, *Dyskurs kolonialny w Drugiej Rzeczypospolitej*. Warszawa 2010, Wydawnictwo DiG, pp. 17-27; R. Wodak, *Badania nad dyskursem – ważne pojęcia i terminy*, [in:] R. Wodak, M. Krzyżanowski (eds.), *Jakościowa analiza dyskursu w naukach społecznych*, Warszawa 2011, Oficyna Wydawnicza Łośgraf, pp. 11-48.

²² H. Wiśniewska, *Dyskurs edukacyjny jako neologizm w nauczaniu integrującym*, [in:] E. Kozak-Czyżewska, D. Zyboł, B. Kępa (eds.), *Współczesne tendencje rozwoju pedagogiki wczesnoszkolnej*, Kielce 2005, Wydawnictwo MAC.

inspiring educational environment. In order to juxtapose an axiological and a conceptual horizon, which can be extracted from textbooks, with a linguistic-cultural world-view, emerging from the statements by children, categories of a textual world-view and a linguistic world-view, established and employed in cognitive research, were used, including the selected subcategories: **viewpoint and perspective, type of rationality, mode of categorising, stereotypical and axiological overviews of reality**. The assumption was, that the selection of categories and subcategories would not only enable the examination of *a priori* imposed meanings of the discourse of the textbook, but particularly, would allow to recognise, in the initiated discourse of children, a process of comprehending concepts from selected areas.

The textual world-view (TWV) was reconstructed from the discourse of a textbook.²³ The contents of the textual world-view were examined in lexical-semantic fields, filled with grouped meanings, in four environment models: microsystem, mesosystem, exosystem and macrosystem. The environmental models served as indicators during the reconstruction of the linguistic world-view (LWV) which activated in the discourse of children.²⁴ The thoughts of children, regarding the existential aspects of a human being were focused on four semantic fields (HOME, SCHOOL AND ME, AMONG PEOPLE, THE WORLD), specified in issues, released in conditions of a varied, inspiring, and development encouraging, educational environment. A group of deliberately selected literary texts provided the source of the themes, with the dominant existential, axiological and metaphysical models.

²³ In terms of researching the textual world-view of textbooks, the assumption was made, that the aim would be the analysis of articles, particularly a description of the frequently mentioned “educational culture of meanings”. Due to the fact, that the new data provided no other representations, an analysis was conducted regarding six sets of textbooks (a thematic-frequency dictionary consists of 600 pages), approved for use for the 2012/2013 school term (a detailed list of textbooks can be found in a publication: M. Wiśniewska-Kin (2013). *Dominacja a wyzwolenie. Wczesnoszkolny dyskurs podręcznikowy i dziecięcy*. Łódź). Additional research was conducted in 2016. The main concern was not only to explore new semantic fields of the textbook currently in use, titled *Our ABC-book (Nasz Elementarz)*, but, simultaneously, to confront the semantic and axiological horizon of the alphabet book, with a textual world-view emerging from the hitherto used example textbooks. The aim of the comparative analysis, was, to determine the scope of change, in constructing a textbook world-view.

²⁴ To identify the meanings of third-graders of the public primary school, a didactic intervention was conducted, which I, following D. Klus-Stańska, consider to be an “intentional creation of didactic conditions not available within public education, in order to examine the processes of learning in situations unforeseen and not proposed by institutions” (D. Klus-Stańska, op. cit. pp. 131–132). In result of the participative examination, I gathered data encompassing the activities of students, as well as consequences of these activities (particularly plastic substantiations, the evidence of the reception of existential themes taken from literary texts, as well as audio and video recordings of a substantial portion of children’s reactions (in result of the transcription, I created roughly 400 flashcards with the children’s reactions).

Table 1. Types of rationality and modes of categorisation in the textual world-view of textbooks and in the linguistic world-view from the students' perspective.

Cognitive study research categories: types of rationality and modes of categorisation
The textual world-view of textbooks
<p>The overview is intentionally reduced to the obvious</p> <ul style="list-style-type: none"> – a dominant belief regarding the ordered structure of reality: “Our courtyard is a place, that we know best. We all have such a courtyard, with no exceptions! Sometimes, from our courtyard, where we play every day, we can see the mine towers and the ironworks chimneys”. “It’s freezing outside, and there’s a storm – the radiator keeps us warm”. “The courtyard is grand: there’s houses all around, the sand-pit – to make mud pies, and a bike alley to ride away, and two brand new goals to play”. – a strong tendency is apparent, to poetise the everyday reality: “The house is playing a melody! Creaking floor and door, it plays with the footsteps on the stairs, the house is playing when the radio in the room sings, and the tap is dripping”. “Nurse Maryla is like a butterfly, and she flies around like a white butterfly, here and there, there she flies. (...) She flies around like a white butterfly, she sits on your bed and you’re never sad. No one’s ever mad”.
Linguistic world-view from the student perspective
<p>In an individualised narration regarding the world the main features are: the utilitarian approach, the sensory approach, an anthropocentric viewpoint:</p> <p>“I was very scared on the first day at school; my hands were freezing and wet, and I couldn’t utter a word”.</p> <p>“I remember the teacher reading our names aloud, and when my name came up, I went and stood in front of the class, because I didn’t know that the teacher was just checking the attendance list. I thought she wanted something from me”.</p> <p>“When the teacher first said to me: “Your grade book please” I thought that I was supposed to simply show her the grade book”.</p>

The differences between the textual world-view and the linguistic world-view, that appeared in the reactions of children, were particularly visible in: the types of rationality, the modes of categorising terms, as well as the stereotypical and axiological overview of reality. The areas of study, their mutual connections and the internal complexity of both discourses, of a child and of a textbook, are presented in a table below.²⁵

In the textbook world-view, the description is intentionally reduced to linguistically relevant features, efficient and necessary, by reducing the viewpoint to the obvious. The formula of a closed description, drawing upon the principles of scientist rationalism, expresses a belief on the objective character of the systematic

²⁵ The discrepancies between the textual and linguistic world-view are briefly discussed in the article: M. Wisniewska-Kin, *Miedzy schematyzmem a autentycznością. Próba konfrontacji dyskursu podręcznikowego z dyskursem dziecięcym*, [in:] J. Bonar, A. Buła (eds.) *Poznać – Zrozumieć – Doświadczyć. Konstruowanie wiedzy nauczyciela wczesnej edukacji*, Kraków 2013, pp. 21-35.

cognition, and on the ordered structure of reality. The description is reduced to the analysis of the supralinguistic reality, with the exclusion of the human as a subject interpreting that very reality.

A strong tendency appears in textbook strategies of coordinating reality, a tendency to: mythologise reality, to remain in the area of the obvious, to simplify genuine problems, to reduce or even exclude views of complex reality. The selection and arrangement of profiles and facets, reveals a defined, pre-prepared world-view.

Table 2. A stereotypical overview of reality in a textual world-view of textbooks and a linguistic world-view from a student perspective

Cognitive science research categories: stereotypical overview of reality
Textual world-view of textbooks
<p>The creation of a model view is enhanced by:</p> <ul style="list-style-type: none"> ● mythologisation of reality: <p>“Mum and dad, wise owls, no lie, like two pieces of a pie” “And mum hands out smiles to everyone, like fragrant apples, sweet nuts, like the milk we drink everyday” “At grandma’s there’s no cry, everything smells of apple pie.”</p> ● simplification of genuine problems: <p>“Children have the best of lives! They don’t have to go to work, they don’t have to worry, whether there’s money for food, they don’t have to clean the house, nor cook. Basically... they don’t have to do anything” “What would happen, dare you say, if mum didn’t have to worry all day? Every day, since dawn, we’d have a Super-Mum at home!” “And when bother or hardship befall our friend, our pack of friends won’t let him worry again”.</p> ● reduction or exclusion of the view of complex reality: <p>“The house opens its stores, for grandma, grandpa, daddy and mum.” “I patted Izunia and Danusia on the heads, they care for their mum, how nice this gets.”</p>
Linguistic world-view
<p>Subjective apprehension of the world is characterised:</p> <ul style="list-style-type: none"> – awareness of conflicts and inconsistencies: <p>“There are the good and happy homes, but I don’t think there’s a perfect home, as, even if children get good grades, the parents work hard and meet with aunts or uncles, there’s always something not right. There’s either not enough money, or there’s not enough money to buy medicine, and there’s children who don’t eat regular meals. Every house is somehow imperfect”.</p> – knowledge of reality and disappointment of thereof: <p>“I barely talk to parents, because they’re always away, and when they are home, they watch TV all the time, and I’m sitting in my room, in front of the computer” “Sometimes, when I’m sad or angry, I hide behind the table, so no one can find me, I only get out when I can’t stand it. My brother Jasiek is the one looking for me, because my parents won’t bother” “The mornings are the worst, everything must be done quickly, quickly, and in the morning you can barely remember where everything is, and you can’t even say it, you must do what your parents tell you to, and be quiet”.</p>

Contrary to the TWV of textbooks, the children's ways of commenting on the world, are rooted in individual experience, which implicates particular modes of comprehending the "mental object". The prevalent features of an individualised narrative on the world are: utilitarian approach, sensory approach, anthropocentric viewpoint, mode of thinking "wrapped" around the particular, context-sensitive cognition (regarding both the spatial and the temporal context). The multidimensional, diversified, ambiguous discourse of children: it transgresses the established borders of issues, manifests the inventiveness, variety and the sensitivity of children, it reveals children's awareness of conflicts and inconsistencies, it manifests children's knowledge and their disappointment with reality. The selection and assortment of profiles and facets, reveals a picture of a difficult, ambiguous, conflicted and mutable reality.

The envisioning of a "genuine" object in textbooks, leans towards the model view. The presence of an element of idealisation, postulative or wishful, "mythological" thinking, results in imposing a view of what should be, rather than the view of what is.

However, the children's stereotypical approach, allows children to recognise objects within surrounding reality. In the responses, in which a typical view appears, they lean towards the descriptive approach, to tell what a particular person "really is". By employing repetitive, as well as variable "stereotypical" semantic features: relative, functional, and perceptive, children preserve the notions related to a given object.

Table 3. Axiological horizons in the textual world-view of textbooks and the linguistic world-view from a student perspective

Cognitive studies research categories: axiological horizons	
Textual world-view of textbooks	
Dominant values, within the following aspects:	
–	cognitive-intellectual and social:
	"Our teacher has a way with words... Knows about everything! Knows it all! When we listen to our teacher, it is not raining, but singing and playing."
	"Remember friends, the greatest call: all for one and one for all!"
	"When the sun shines alight, the children go out bright. Brooms and brushes away, going to dust the room all day. Can't live in such clutter, so we clean without a bother."
–	predisposed individuals:
	"Everyone likes me, and it's great, so I think that I tried really hard. I wanted someone to like me, so I acted polite and kept saying: please, I'm sorry, thank you, smiling and all that. Now everyone likes me, so I jump with joy – up to the very clouds!!"
	"Snivelling begone! Tomorrow, kids get the cleaning done! Brushing teeth, and washing ears! From the dirt the child appears!"
	"It's nice to be nice, and it's not that difficult."

Linguistic world-view from a student perspective

Conceptualisation of value names by children, extends from values to anti-values:

– **individuals and their personalities:**

“Whenever I’m alone, I’m very nervous and worry, whether my mum had an accident, but when I’m with somebody, I pretend nothing happened”.

“I always look out the window; check, whether the telephone’s working; I look at the watch; run to the door; sit in a corner; I try to read, but I can’t focus”.

“When your friend hurts you, it will never be the same as before, you always remember about that betrayal.”

Valuation emerges within **orientational metaphors:**

“Whenever I have a good day, I feel as if I’m flying”

“When there’s love within the family, you can feel this airy feeling”

The aspect of values, imposed by the textbook limits children, deprives them of motivation regarding the effort of exploration, annihilates their chance to enrich their portrayal of selves with the satisfaction of engaging in serious and significant matters, excludes the individual meaning of students from the scope of school’s responsibility, and leads to the suppression of their curiosity of the world. An unreal, infantile, idyllic-optimist view deprives students of the capability of understanding the ever changing and chaotic contemporary reality.

The discourse of children liberates thinking about the necessity of accepting an open cognitive attitude, giving students the right to: grow past the egocentric world-view and expand the horizons of own existence with general and future-oriented aims, to know self, to rationally nurse own individuality in dialogue with others, with respect of difference in a culturally diversified community, to spend time and space prudently, and to deal with adversities.

Significant discrepancies between the discourse of a textbook and the discourse of children, and the belief in the possibility of extending the semantic field in the discourse of a textbook, by introducing omitted or marginalised themes, allow to formulate a number of conclusions and postulates addressing the education practice, and questions on the possibility of including the open cognitive attitude within the discourse of education.

It is imperative to remove the infantile aspect of the early school education, and to overbear the schematic role of institutionalised education by expanding the semantic field within textbooks, in order to include the values, which constitute education as an essential and venerable experience in the process of becoming a complete human. Therefore, one should establish an aim to create, within the discourse of education, a space for truly enriching intellectual and spiritual experience, a place, where children discover, apply and develop their potential, and find satisfaction in discovering essential life truth. Equipped with the ability of critical

thinking, combined their cognitive curiosity, they are able to choose between the world of shallow pleasure and illusion, and the privilege of using own intellect in a creative manner, and of drawing upon the legacy of culture.

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