



The Role of Art and the Collective Unconscious of Jung in the Process of Raising a Child

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Abstract

A child during their stay in the nursery should be equipped not only with adequate supply of physical forces but the nursery is a place where children are given a basis for their further comprehensive upbringing and are prepared for school education. During this time, a child obtains mental, physical, emotional and social maturity, as well as a certain degree of strength and resistance to stressful situations. Art and movement can help a child in this educational process. A special attention should be paid here to the theater forms that involve many elements of art. Theatre uses the word, sound, visual art and movement; it inspires and satisfies child's intellectual, expressive, aesthetic, emotional and cultural needs as well as learns how to live, explains, clarifies and comments life. A very important role in the development of child's personality is also played by fun and dance. In dance, one can reduce negative emotions, stress and tension of body and mind. Dance reduces anxiety, improves concentration, reduces psychophysical tension, relieves excess of energy and aggression, improves motor coordination and strength, improves self-esteem and changes the behavior profitably.

Key words: Movement; Dance; Rhythm; Singing; Education, Upbringing

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1. PEDAGOGY ON THE EVE OF THE TWENTY-FIRST CENTURY AND ITS PLACE IN THE INFORMATION SOCIETY

Emerging problems of the society of the twenty-first century to enforce new educational reforms and systems on pedagogy. They demand to make us aware that we live in an era which is characterized by profound changes in the socio-cultural and economic sphere. Significant changes in living conditions, social structure, politics, scientific theories, customs, material and spiritual culture are made during one generation's life. The ongoing process of integration of the world forces reforms in educational systems and changes in attitudes as well as looks for opportunities to heal the educational system through more effective education and upbringing adapted to the needs and expectations of the modern society. A rapid development of nanotechnology and biotechnology that are the most dynamically developing branches of science and technology has been observed for several years. These disciplines combine some aspects of solid state physics, chemistry, material science, bioelectronics, binary and quantum computing and molecular biology. Today, around us there are many things which owe their existence to them. However, on the one hand, they create a perspective for the development of life, but on the other, they pose a huge threat to humanity (Adamski, 2006, p.72; Juszczuk, 2000, p.98).

The dynamic development of these fields of science and technology will soon lead to the fact that our lives will be forced to adapt to the requirements of biological computers and many electronic devices recording information in the brain. All the electronics, electronic and educational programs, along with the personality of a child will be saved in one centimeter hand tattoo. Educational process will be dominated by devices supporting the process of memorizing the material. It will resemble the process of tape or CD recording. In this

new educational system, the amount of information in the brain will double; mental development will acquire a new dimension, but not every psyche will accept this style of teaching easily and this fact will often lead to pathological conditions in the personality (Adamski, 2006, p.73; Adamski, 2008).

Electronic education cannot be understood as free education. This very fact is stressed by Ivan Illich, who states that such a concept will lead to maneuvering child's personality. Therefore, education must be oriented towards certain goals, based on solid assumptions and clear for a parent. (<http://sharedzilla.com/en/getid=235822>).

Hartmut von Hentig suggests an interesting concept in which he claims that education should not limit creative and innovative possibilities of a student, but it should inspire innovative activity that will prepare students to live in the twenty-first century. School education should have practical link with the social activity (Hentig, 2004).

A great approach to education is suggested by Bogusław Śliwerski, who presents the concept of the insular education, in which the philosophy of life can be reduced to the slogan: "be free" and "be yourself" and still "be together", "among friends". Original and integration classes both in public and private schools or A.S Neill – Summerhill boarding school are examples of the insular education. According to Śliwerski, school's main task is to create conditions for personal development of students; school free of stress. Educational process cannot be a one-sided monologue of a teacher but it must be based on the dialogue. In the course of education, student's opinion must be as important as the opinion of the teacher. The contents of teaching should be in the center and all the dynamic tensions of contemporary issues, knowledge and freedom should be focused on them (Śliwerski, 2001).

These arguments are strongly connected with the development of modern civilization, where the computerized and electronic environment understood as the information environment will forget about freedom understood in a traditional way and will become an electronic prisoner. Any exchange of information will be done according to the rules dictated by the electronic device. There will be not much left for one's spontaneity, imagination, improvisation, and above all of what makes us human. The development of science and technology goes along with the development of information. A student becomes passive towards life reality due to the spate of information that is often mutually exclusive. This situation leads to confusion and blocks students' creativity. The school reality shows that many textbooks, especially those for the initial classes, are not carefully prepared. Moreover, one can observe poor methodological quality of these books; especially foreign language textbooks are characterized by grammatical and linguistic confusion. These books are poor in contents required by the syllabus; they concentrate too much on writing patterns and letters using primitive methods, without the attractiveness of a

play and a lack of learning transfer, in which all the senses and body parts should be involved, not just the sight. The value of art education, which aims at the elimination of child mental dysfunctions of a preschool or school age has been neglected in the educational programs.

Structure of the collective unconscious containing primary picture, that is common achievements of mankind. The role of art is, above all, awakening the creative imagination, which allows the child to enter into the structure of the collective unconscious. Collective unconsciousness embody archetypes of primary pictures, being original images, defining the style of thinking and perception of the surrounding world and human interaction with the surrounding reality. These images are having common to all humanity and society. Included archetype in the collective unconscious are further carrier of our emotional states expressed in the form of joy, sadness, suffering, who is abused by us and in the same form by our ancestors and has the same sequence of experiences and social experience. According Jung: The importance of knocking, lies in the fact that she nurtures the spirit of the era and creates human psychology (Jung, 1981, p.198).

Teachers often forget that they should encourage student's creative thinking and include it into the formation of oneself and in the processes of solving various problems of everyday life.

2. INFORMATION SOCIETY VS. THE ETHICAL AND MORAL VALUES

The twenty-first century society must acquire high ethical and moral values and sensitivity to others. Human electronic products cannot tempt people to commit evil as well as they cannot destroy one's humanity. In order not to do so, ethics and art that shape beauty and sensitivity to others come for help. Psychology and pedagogy must become more open to people and they should concentrate mostly on prevention and education through art. Art for a child is not the same as for an adult. For an average individual art is usually associated with aesthetics and beauty. Art for children is a mean of expression; it becomes for them a way of expression of thoughts and experiences. Aesthetic experiences trigger mechanisms of child's psyche and activate the dormant powers and splendor of children life. Thanks to art, some of student's abilities such as sensibility, imagination, ability to respond to the stimuli of the external world are revealed in the creation of atmosphere of participation in culture. Art provides children the immense possibilities and develops them in different dimensions. Therefore, education cannot be limited to the contents posed by the educational system which focuses particularly on getting good grades, moving up from class to class, passing exams, and at the same time ignores the topic of development of child's personality through art, etc.. A person educated in such a way is often extremely

intelligent, but he or she often cannot use their intelligence in the social life. One cannot learn to recognize problems, to notice shape or order of the interiorization and restructurization or seek social competence without the presence of art and culture (Vygotsky, 1984).

The fascination of youth in computers is closely connected with denomination of culture of the word in favor of the image. Multimedia computer programs, especially educational ones, provide a broad flow of information and also have an emotional-motivational and cognitive-educational function. The Internet helps with doing homework and performing school tasks. It is also a great way to learn about people from other parts of the world and cultures. It's the cheapest ticket for a journey around the world. However, one must remember that the Internet brings many risks in the cultural, moral, social and especially health system. The electromagnetic field emitted from the monitor blocks the synthesis of melatonin and this fact results in a disorder of visual perception, lowering the threshold of relaxation, and in hyperactivity connected with attention deficit (Adamski, 2000b).

Electronic games produced mainly for the youngest children raise the biggest objections since playing them a child is not able to separate the real world from the virtual one. While playing computer games a child experiences true and intense emotions. Therefore, playing the games which aim to destroy or brutally injure the virtual opponent, a child's sensitivity is significantly reduced. Moreover, the child may have difficulties in understanding the concept of good and evil. In the computer games world the best is one who destroys the others; who is strong, ruthless and brutal. Such scenes are a model that is followed by children. Violence, rape and cruelty are present more frequently among older children and the youth and therefore they are the most frequently discussed problems among parents, teachers and educators (Vah, 2001, p.31).

Long hours spent on using a computer in the extreme cases can lead to computer addiction. This problem is possible if a child decides not to play with friends, rejects outdoor activities, sometimes neglects to school duties, and hysterically reacts to turn the computer off. In addition to emotional influences, one should consider computer impact on physical and mental health of the child. During its work, the computer sends harmful radiation and adversely affects the eyes which result in the persistent diseases. In addition, computer games replace a healthy lifestyle, sport, hiking and outdoor fun. This fact contributes to the existence of various diseases of the skeletal and circulatory system as well as mental disorders that may become a source of anxiety, neuroses and negative attitudes (Adamski, 2005a).

3. EDUCATION THROUGH ART

Education through art is defined as "all processes and operations that lead to the comprehensive development of human personality" (Wołoszyn, 1966, p.11). Morawski

says that "there is no art which would not have impacts on education" (Morawski, 1963, p.26). The concept of "art" includes only man made products, not the beauty of the nature. The importance of the educational function of art is expressed in the fact that it makes people sensitive to the needs of the world, teaches respect for it. As a result, the surrounding world seems to be more interesting, more beautiful and richer. Human spiritual experiences can be comprehensive and deep only thanks to art. It seems that the more beauty, the more happiness in the world. Contact with art giving the individual a sense of spiritual ties with the past and present. It is, therefore a factor of one's social integration. Art performs extremely important functions that fulfill child's individual needs. Among them, we can distinguish the need for experience, the need for spending free time in an attractive way, the need for creativity and feelings' expression. Art is an important factor of communication between people and consequently it allows people to become close. Art possesses a specific language, which allows you to transmit some contents and enables mutual understanding without words. Moreover, art develops perceptual sensitivity; allows to express oneself and one's emotions. While expressing themselves in an artistic way, children learn to think independently and express their opinions. Art teaches how to live, forms character traits, deepens the knowledge of life and the world, determines child's spiritual development. Not only is art a center of child's education but it also allows them to develop and understand reality. All in all, art fulfills child's curiosity of the world (Popek, 1988).

Education through art should include such activities as: thematic works, artistic competitions, development of inborn creativity, exercises, artistic imitation, interpretations tests, participation in different types of events, shows, performances, exhibitions, sightseeing or even individual receptive activity: reading, listening to the radio, participation in concerts, etc.. Students' contact with art should be comprehensive, both in terms of arts, with which they face and the types of activities that arise during contact with art. Educational situations that form educational process through art must have a close relation with social life, and gradually introduce a child into more complex problems of life (Michalowski, 1996).

While observing a child who is either fascinated or frightened by the contact with the work of art, and especially with its content, one is on a "royal route" to the mysterious land of children's unconsciousness. Children are very sensitive to the different elements of art (ie: music, dance, painting, fairy tale, poetry, theater, ballet), they contemplate it and create a perpetual cosmogenesis of the world and worlds. Therefore, art can be a perfect therapeutic method for every child. A proper emotional child's development, lack of fears, anxieties and inhibitions in a child's life as well as child's willingness to creative activities and experiences are proved by child's rich and original dreams (Aries, 1966, p.195).

The twentieth century is sometimes called the age of the film. This new branch of art has dominated people's imagination and has possessed an enormous power. Culture creating function of the film does not rise any objections since from the very beginning the film became the source of norms, standards, opinions, beliefs, moral and aesthetic canons, and finally the driving power animating not only individual's actions but also those of all the nations. Thanks to the film, fantasy and magical fairy-tale elements always present in art only as a way of transmitting contents and climate of unrealistic aspects of consciousness have been fitted into our everyday life (Zawadzki, 2005).

Theatrical forms play an important role in both adult's and child's life. The theatre is a source of emotions and new experiences. It gives possibilities to create and experience a new reality that is beyond the real world surrounding the child. Theatre is one of the oldest forms of art. It is present in almost all forms of social existence. It is both an individual form of art and at the same time a discipline that connects different branches of creativity. Theatre is an art made by humans, for humans and about humans. Different forms of art present different situations, tackle various problems and help a child to better understand the world, people and oneself (Asyngier - Koziel, 2003, p.190).

Theater is stage art, which teaches how to live, explains life and comments it. It influences the whole child's personality, it satisfies child's intellectual, expressive, emotional and aesthetic needs as well as performs a significant function in human personal and social life. Taking part in different theatrical forms is needed for a child since it can create there its own world of shapes, colours, sounds and words as well as situations, problems, personal and social experiences. Moreover, the theatre plays a significant role in the process of child's education. Children's participation in theatrical activities makes them sensitive to the dramatic character of human experiences and encourages for dynamic and creative thinking (Drzewicka, 2001, p.604).

Theatre allows in-depth understanding of child's psychology and mechanisms that direct its work. Creative theatrical practice is a source of rich experiences and a factor conditioning the mental balance, as well as a mean of child's education. Any well-planned work of the theater team has huge and genuine ideological and educational advantages, because it shapes artistic sensitivity, creative imagination, expression, and independent attitudes towards the surrounding reality. It also shapes the teamwork, discipline and responsibility (Wojnar, 1995).

Teachers notice that artistic activity enable them to understand children and to establish cordial relations with them needed to shape ideas, feelings and attitudes of pupils and to assist the development of practical skills, interests, and even an integrated children's personality.

For the teacher, art is a kind of poll that allows to better understand not only children's and youth's experiences but also their possibilities and creative activity. Like in the professional theatre, also in the children's theatre groups a lot of different branches of art and technology (literature, art, music, movement, light and sound effects, construction and technical equipment) that have a positive impact on the development of child's personality "interweave." (Fres, 1990, p.87)

Drama therapy, dance therapy and dance and drama enhance self-esteem of the children taking part in the theatrical performances. Moreover, these children regain self-confidence, become open, free and independent; they show the audience their biggest secrets and the most harmful experiences, they allow us to understand their experiences and emotions connected with the fact of being rejected by the society. Drama therapy is a kind of art and craft; it can be used as a tool for the inner development and for enrichment of child's personality. Therefore, in the contemporary pedagogy, education through art should become more and more significant. Art makes children and people close and gives them opportunity to establish emotional bonds. Education through art is not only the formation of sensitivity and ability to aesthetic assessment, but it is understood as a whole process of comprehensively developed, intelligent, creative and sensitive to the others and the surrounding world education (Szafraniec, 2003, p.117).

Art and culture have a significant impact on the lives of individuals and society. This effect is achieved through imposed cultural patterns, symbols, social norms and religious rituals. The human development has significant role of collective unconscious, which is expressed in the symbolism of its structure in the field of mythology, symbolism, artistic and archetypal dreams. Collective unconscious is the source of archetypal culture and symbols. These are inherited patterns of psychological experiences, situations and behaviors relating to the basic spheres of human life. Archetypal symbols are necessary to build an integrated personality and cultural maturity. The priority of raising a child is to teach it in an early stage of development methods of recognition of cultural signs and symbols and archetypal patterns, resulting from the collective unconscious. These factors are the determinant of the development of identity and personality. Creating these priorities also has an important influence on the development of societies and entire civilizations.

4. CHILD'S EDUCATION THROUGH MOVEMENT

The movement is a fundamental attribute of life that shapes somatic, mental and motor development as well as child's health. Movement plays a very important role in the child's life and is strongly associated with the circulatory,

respiratory, neuromuscular system, and all the motor activity of the living system (Jaczewski, 1998, p.104).

The importance of movement for the development of child's personality was proved by teachers who lived at the turn of the nineteenth and twentieth century. Among them we should mention the Austrian Rudolf Steiner (1861-1925), the Swiss Emil Jacques-Dalcroze (1865-1950), Rudolf von Laban, the Hungarian (1879-1958) and his student Veronica Sherborne (1922-1990) as well as SN Coleman. Rudolf Steiner is a founder of anthroposophy and the theory of eurhythmics. Eurhythmics is defined as visible speech, art, movement and gesture that lead to spiritual introspection. Steiner's eurhythmics theory assumes that an individual expresses one's personality - feelings, thoughts, and all the contents of mental life, through rhythm and movement. In the Steiner's school practical classes are complexly linked with other subjects of the curriculum, and they occupy a privileged position. They include, among others, works in wood (carpentry, sculpture), in clay, knitting, crocheting, weaving, baking bread, cooking, weaving wicker, works in the forest, garden, field, etc. This variety of different practical and artistic activities contributes to the formation of a strong-willed personality that is action-oriented, able to overcome difficulties, solve problems related to the achievement of the intended purpose. Moreover, it also corrects psychotomimetic and improves eye-hand coordination. This process leads to integration of the personality (Steiner, 1992, p.117).

Emil Jacques-Dalcroze is a founder of a modern music education that is based on rhythmic gymnastics. His concept transforms Steiner's ideas to the field of pedagogy whereas music education is based on rhythm and music. „Education by the rhythm and for the rhythm produces a variety of motor habits; it makes our nervous system more harmonious, and the body more flexible and allows us to control it simultaneously (Dalcroze, 1965, p.45).

Being a connection of music and movement, rhythmic looks for the relation between body and sound movement. A sense of rhythm is the basic musical skill apart from ability to recognize its pitch. Every musical work proceeds in time and this progress are regulated by the rhythm. Music is therefore characterized by shorter and longer sounds, various rhythmic and repetitive patterns. The specific sense of rhythm conditions the reception of rhythm-time musical progress. It is a factor that allows to notice, remember, reconstruct and create new time relations in music (Przychodzińska-Kaciczak, 1974, p.49).

The organization of the pitch height is based on a very specific musical phenomenon, namely tonality. Tonality helps to establish the rules of sounds' importance with regard to their height. This property increases informative capacity of musical language and it is common musical phenomenon (Rudzinski, 1987, p.112).

Rudolf von Laban, the founder of modern kinetography and expressive gymnastics claims that the movement reflects the human need for activity. By

the movement of our body we learn to interact with the surrounding world. According to Laban, “creative movement” that gives possibility to satisfy creative needs, is the highest level of motor activity's development. Creativity manifests the inner states of consciousness and human emotions. This fact allows to relieve negative experiences and to release psychological tension. On the one hand, movement has a significant importance for the development of human personality, on the other, it can become a vital element of a therapy (Laban, 1948; Gniewkowski, 1985, p.42).

Modern civilization gradually limits the movements and this fact can consequently lead to the slow elimination of the natural kinetics of the body. Many forms of activity are not done by children who spend most of their time watching TV or using the computer. According to Laban, the constant reduction of the movements that begins in an early childhood, continues through the adolescence until the adulthood leads to the internal tensions that can become „a chronic state of the organism.” If this condition is not temporarily released it can lead to stress, anxiety and psychological inhibitions as well as to the loss of self-confidence. The concept of supporting child's development through movement, dance and emotional interaction with other people is extended by Veronica Sherborne. Sherborne's and Laban's method distinguishes several categories of the movement:

a) Movement leading to the understanding of one's own body. Movements that belong to this category allow to gradually realize different parts of the body.

Feet, knees, legs and hips are of the greatest importance because the whole body weight is based on them. Moreover, these body parts form connection between an individual and the ground. Everyone wants to understand and control their own body. If such a control and understanding are not possible, anxiety, tension and behavioral disorders can occur. Therefore, the ability to understand and control the body movements allows to shape one's identity and one's “ego.”

b) Movement shaping the relation of a person with the physical environment-This category develops the sense of direction and on this basis this relationship can be formed.

c) Movement leading to the formation of relationship with another person. It allows to trust the others and build positive relationships with other people.

d) Movement leading to group cooperation. It is an adaptation of one's movements to the movements of a partner and a group (Sherborne, 1990).

e) Creative Movement- it is a spontaneous movement. It is a form of free dance that allows to express oneself in a creative way (Sherborne, 2003).

f) Improvement of the smoothness of movements and the sense of the body weight in the space.

A method that plays a pivotal role in the child's education through movement is called Amerta Movement. It is based on the natural movement and relaxation. It was

created by an Indonesian philosopher Suprpto Suyodarmo (Prpto), The combination of his own spiritual development with Indonesian dance inspired him to create a “philosophy of movement.” This method is based on simple elements such as sitting, swimming, walking, lying down, and on two forms of meditation. The first form is based on body, mind and feelings’ relaxation that is done by subjecting oneself to the body movement and intuition. The second puts emphasis on thoughts, feelings and emotions’ concentration that come from the inside of the body. Amerta Movement’s philosophy and practice are related to three aspects of consciousness, namely the awareness of one’s body, thinking and feeling. Prpto develops the concept of sensitivity to the feelings. It is important to feel comfortable while expressing one’s emotions and interacting with other people. Prpto method has many benefits, they are as follows: The state of relaxation, increased self-expression, self-understanding, broadening awareness of one’s own body, feelings and any problems, concentration, the opportunity to learn and realize the limits of one’s ego and of interpersonal relationships. Broadening the scope of our body’s expression we can find out what is hidden in us and learn how to use it more effectively (Wojciechowska & Bielanska, 2001).

It is important to mention here the American philosopher and teacher P. Dennison and his concept of educational kinesiology. This method uses alternate movements, lazy eights, drawing with both hands, alphabetic letters, the elephant, the neck rotations, diaphragmatic breathing etc.. This method positively results in improving: hand movements, smoothness and flexibility of fine motor skills, visual-motor coordination, sight, hearing, writing, laterality and reading skills (Dennison, 1990, p.114).

Research made by Dorothy Dziamski is important for the development of concept of education through movement since it presents the role of movement in releasing the spatial configuration. While moving rhythmically to the music children hold crayons or markers and draw spots, lines, circles, ovals on their friends’ pieces of paper and in this way they can draw, for instance, a meadow, a sea, a field, trees, an umbrella, the sky or other spatial configurations that appear in nature. Therefore, in this game, children practice very important for the development of their imagination hand movement and space orientation on the paper. Following these steps children learn the subjects’ proportion in a spatial configuration, such as the home distance proportion, windows in the house, objects, or trees around the house and school. Such fun at the same time calms children down and practices their concentration (Dziamska, 2005).

Through the play, a child does not only practice movements, but also learns about the social and natural world. The play is for children a kind of work, thinking, creativity, realism, fantasy and above all, it is a source of happiness for them (Żebrowska, 1973, p.243). Moreover,

the play eliminates the egocentric characteristics of children, makes them sensitive to the problems of others and enriches the emotional contents in a child’s life (Kopacz, 2000).

Musical elements present in the songs are not indifferent for children. While singing, children physically experience the beauty of melody, rhythm, tempo and dynamics. Moreover, both in therapy and self-therapy, the ability to sing can help a child to forget about their problems. Singing can be a form of releasing emotions that a child cannot express using words. It releases the sense of joy which fact has therapeutic effects on children suffering from speech delay or stammering because it prompts in them the willingness to sing. Lengthening the syllables while singing allows to shape precisely the vowels. The rhythm and tempo of a song allow a child to express the text’s fluency and thereby prevent from stammering (Stadnicka, 1998, p.241).

Through singing children can also develop their breathing apparatus. The rhythmic speech that is formed from phrases and sentences, singing that preserves formal structures and various forms of movement, especially those using props, stimulate the breathing process and affects its change. Therefore, they should be treated as a breathing therapy. During the exercises one should strive to achieve the greatest possible relaxation of the whole body. Teaching the proper way of singing, voice production, articulation, and breathing is an important aspect of self-understanding and the development of child’s personality (Uchyla-Zroska, 1999, p.88).

Poems, songs, fairy tales and stories, staging, having contact with nature, or motor-artistic activities help to develop aesthetic feelings, enrich child’s knowledge and develop intellectual feelings. Singing has a positive impact on cardiac cycle, it contributes to the total muscle and mental relaxation (Loba-Wilgocka, 1992).

Dance is a very complex form of art since in connection with music it involves several analyzers (motor, auditory, visual, tactile) simultaneously, and thereby activates almost the entire child’s body to work. In emotional disturbances, the dance therapists notice a pathological split between body and soul. Due to this fact one feels separated from the body and inner emotions. This split is caused by the body, which muscles are tensed, and the breathing is irregular. This is the way our organism reacts to repulse any internal or external threat. While dancing children learn about themselves and their psyche. They analyze the repressed emotions using movements, so that they can understand and verbalize them. Dance contributes to the acquisition and shaping elegance and the culture of the movements; it provides children with aesthetic experiences and artistic sensitivity. It gives many pleasant feelings and personal satisfaction; it improves one’s self-esteem; it allows to better understand one’s own body and helps children to express themselves without words, and show what happens inside their bodies (Koziełło, 2002).

5. MOVEMENT PATHOLOGY AND ITS CONSEQUENCES IN DESTABILIZATION OF CHILD'S PERSONALITY

Hyperactive children make many disordered and unnecessary movements. They show the intensified motor activity, impaired concentration, excessive impulsivity, they often change the form of their activity; they take up actions that they do not finish, they are talkative, noisy, and sometimes aggressive. We can treat these children in two ways: either to allow them to release their energy but in a directed way through dance, psycho gymnastics (running, catching, turning, etc.), singing, rhythm, or to teach them how to focus on one activity. Rhythmic organizes movements through music-motor fun and dance. A very important role is also played by swimming and Dennison's exercises called the alternate movements (Worszawski, 2002, p.145; Nartkowska, 1986, p.17).

Pathological processes occur in organisms that are devoid of movements. These organisms often get sick and get old faster. The Research concerned motor inactivity has proved that the lack of movement leads to such pathologies as: muscle and tissue atrophy, osteoporosis or cardiac volume reduction. Being in the environment that constantly limits natural needs for movement causes psychological stress, anxiety and inhibitions in physical development. This fact results in the loss of self-confidence and interpersonal isolation. We can help timid children through dance; by providing them with a permanent place in the group and with roles in a pair, or in a group. It is important to allow every child, even the one who is convinced about their difficulties, to realize their abilities and experience the success. One of the major therapeutic achievements is to make a child aware of their own self and self-acceptance. A strong self-image allows a child to believe in success; it does not lead to anorexia and bulimia, it reduces the rate of depression and mental illnesses. Children suffering from anorexia and bulimia have a distorted image of their bodies (Adamski, 2003, p.132).

Music can open the child's soul in a magical way. Children can experience music and at the same time discover their own feelings and emotions. Music has the ability to harmonize child's relationship with the world. As far as communication is concerned, music is universal especially in the emotional sphere; it favors the inner regeneration. Musical treatment works well while we deal with children who have various mental dysfunctions; while treating neuroses, autism and mental retardation. Music is often used while working with blind children since it plays an important role in their life, because it gets directly to their emotional realm. Music perception forms the character of the child, reduces fear, anxiety and the sense of isolation as well as affects positively the body posture and general physical and psychological development of a child. The mentality of the blind children requires a special care. Due to their disability such children become withdrawn; they are

not eager to work in groups and they suffer from inferiority complex. Music and rhythmic activities satisfy child's natural needs; they are associated with fun and fill children with joy (Dalcroze, 1965; Gallic 1981, p.38).

From the aesthetic point view, music forms sensitivity to beauty, develops imagination, satisfies the need for expression, teaches independent thinking and aesthetic assessment (Suchodolski, 1969). Moreover, music has a positive impact on child's intellectual development. In the process of feeling and sensibility development, music satisfies the needs of the inner life; it evokes aesthetic emotions and new experience for a child (Jakubiec, 2006)

6. EDUCATIONAL STUDY FOR A PRESCHOOL AND AN EARLY SCHOOL CHILD

The concept of "New Education" puts emphasis on multifaceted values of education. The preschool and elementary education should be changed since the current educational system often produces psychological dysfunctions in children. Too much amount of information, not enough time for the child's imagination, abstract transfer of information from the teacher and teaching materials, poor methodology, educational differences between the kindergarten and school cause stress and frustration. This psychic disharmony results in the lack of concentration, rebellion, impaired synthesis and analysis of a given material, verbal and physical aggression, disturbed rhythm of a day, intensification of mental dysfunctions which a child brought to school. Drawing up the new educational programs that would have the dimension of a preschool study is necessary for the comprehensive development of a child as well as for building the fundamentals for healthy and mature child's personality. In this program the following elements should be taken into account:

A. Every teacher and educator should be aware of the fact that, according to Freud's theory, a child creates a unity with the mother until the age of three. Around the age of three, the "self" of the child is isolated and the child begins to build fundamentals for the future identity and for controlling their behavior. The building of fundamentals for this child requires from parents and especially from preschool teachers broad knowledge. A preschool child manifests a strong need for movements (the hunger of movements). Particularly the age of five is characterized by the dynamic motor development often known as the golden age of the child's motor development. Children of this age acquire several motor abilities simultaneously. Combinations of different forms of movement are shaped: running, jumping, running and kicking the ball, catching and throwing. A large variation of movements and poor ability to concentrate are noticed. A preschool child has problems with time and space orientation therefore it is required to practice these skills. The understanding of the

concept of space can be practiced for example during the trip to the neighborhood, by observing and describing objects that are close to and far from children. Children can then create thematic scenes maintaining mutual proportions of figures, people, animals, models, objects buildings, configurations of fields, roads, lines etc. They become sensitive to colours and other artistic values. At the age of three children can distinguish four basic colours: red, yellow, green and blue. The ability to distinguish other colours and their shades increases while children get older.

The author's research shows that the reception of color by a child is a sign of their mental life. Experiment done using the spectroscopy confirms that the child's mental state is reflected in the colour scheme. Children with psychological balance are able to receive these four basic colours: red, yellow, green and blue.

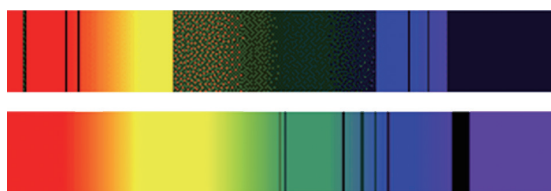


Figure 1
Shows the Optical Spectrum Received by the Human Eye

colors	wavelength nm (10^{-9} m)	frequency THz (10^{12} Hz)
red	~ 625-740	~ 480-405
orange	~ 590-625	~ 510-480
yellow	~ 565-590	~ 530-510
green	~ 520-565	~ 580-530
cyan	~ 500-520	~ 600-580
blue	~ 450-500	~ 670-600
indigo	~ 430-450	~ 700-670
violet	~ 380-430	~ 790-700

Figure 2
Colors Represent the Length of the Electromagnetic Wave

Note. Red - 625 - 740 nm, orange - 590 - 625 nm, yellow - 565 - 590 nm, green - 520 - 565 nm, cyan - 500 - 520 nm, blue - 450 - 500 nm, indigo - 430 - 450 nm, purple - 360 - 430 nm.

The research done using the spectroscope shows that the reception of colour changes with the child's mental state. Children suffering from depression and strong neurosis receive colours from the lower range (blue, violet) and they do not receive colours from the upper range (red colour). The respondents were in the age of 3-10.

- Depression: 280 - 580 nm.
- Discrepancy of colour perception between the first and the second eye is observed in children suffering from dyslexia.
- Hyperactivity: 450 - 750 nm.
- Schizophrenia: Low coherency in colour perception can be noticed in people suffering from mental illnesses.

There is the liability trend from red to blue. In the rare case sees a reception in the middle band of the visible spectrum

- Vitiligo - autism - 350 - 740 nm - diffused picture, blurred contours
- Color-blindness - 360 - 520 and 570 - 625 nm

The author continues the research on this topic and the results are very interesting as far as dyslectic children, daltonists, albinos, children suffering from ADHD and those mentally handicapped are concerned.

A line is another example of the visual quality. Perception of the line is considered to be one of the directional experiences of space. The perception of direction, figures and shapes is connected with this ability (Lindsay & Norman, 1984). Improvement of the line can be done by observing the nature, describing the shape and texture. Children observe the texture by touching, hearing and taste and then they represent their textural experiences with the line. The landscape can be described using lines, texture and colour. In this way, children can learn how to:

- Create artistic composition by means of spots, lines and solids. Moreover, they can compose simple static or dynamic configurations on the surface;
- Cut out different figures from the coloured paper or glue together the pieces of grey paper creating in this way various objects;
- Shape spatially by bending and comprehension bending;
- Present and clarify colour saturation, draw with the bird's feather, charcoal, stick, brush, ink;
- See the perspective- child's task is to draw and distinguish lines in the perspective. The full potential of the three-dimensional vision develops over time and requires experience whereas in identifying the bulges and curves one has to learn the distribution of light and shadows (Hannaford, 1995). People practice these abilities through many years since they are necessary in children education in order not to have problems with the space geometry. However, these activities are often neglected by the nursery and school.

Solid perception is associated with perception of space, depth, size, estimation of distance and speed. Children learn to distinguish the solid's weight in relation to their size, material, people, animals and trees proportions. During the preschool education children should also be taught such activities as: under the table, above, beside, inside, side, rear, front, and according to the axis of the dance front-rear, right-left, up - down. These activities are taught by play: a child hides behind house, tree etc. Understanding of these activities allows a child to solve Maths problems and develops geographical orientation.

B. In every kindergarten classrooms there should be a large clock that will help a child to understand when their staying in the kindergarten finishes and when their mum picks them up. The clock shows the time of the day so the child does not have to ask the teacher what time does

the mum come because the answer for such question is often: "later." Such the answer does not give the child any information

C. The preschool children tend to be emotionally unstable. They persistently look for the answers to questions that raise when they explore the world. The preschool children are not able to link the new facts and situations logically. They learn how to think; they become acquainted with the basic symbols and signals and start to use them. Such children say what they think. The preschool children learn more and more words and even create neologisms. However, these children cannot concentrate and understand the differences since they assume that everybody thinks like them. They cannot find themselves in the new roles well. However, they can perfectly notice differences between the objects. They can segregate things taking into consideration their similarities and differences. Children at the age of five can qualify objects to a given group taking into account specific features of these objects. Children at the age of six and seven, on the other hand, manifest social, moral, aesthetic and intellectual emotions. The Prato method can be used for the child's better development since it makes the child sensitive to experiences and emotions, leads to relaxation, increases one's expression, concentration and makes a child aware of the boundaries within the self and in interpersonal relations (Wojciechowska & Bielanska, 2001).

The preschool education should take care of the development of child's creative activity - healthy children dance when they hear music, they sing when they know the song, they draw when they see crayons or markers. The preschool child is full of expression and spontaneity. Children creativity allows them to satisfy their cognitive and aesthetic needs. Preschool children's drawings change constantly and improve together with the manual development. Firstly, there is the phase of scrawls to develop later more specific shapes and forms. As a result, children more precisely colour their drawings; they love cutting out and sticking pictures. Drawing is a form of expression, not a way of creating art and its beauty. Building the figures deprives the child's drawings of proportions; the pictures are a little transparent, monumental and archaic, though they are original and fresh. Moreover, drawings of the preschool children are characterized by a large amount of colours and different signs that are well-known to them. These drawings express child's knowledge about reality. Children draw only the things and concepts they understand ignoring at the same time the boundaries of the visual world. They present only the essential characteristics of a drawn object and transform three dimensional object into a two dimensional one. Children like taking part in different kinds of performances. They create and recite poems. They learn songs by heart easily. They can march rhythmically, tap simple sounds on the side-drums, and repeat clapping the hands after the teacher. All the children products serve as a wide source of information about children themselves and their family situation. They are also the basis for

diagnosis and recognition of developmental disturbances of the childhood (Cybulska-Piskorek, 1976).

D. Shaping the magical imagination of a child by reading fairy tales and fables. In the world of fables and tales children can find what they experience and what frightens them. This world allows them to understand the rules governing the world and people's behaviors. In fairy tales not only does the good triumph over the evil but also the one who is small and weak and has a good heart and fortitude can defeat the stronger ones. Such situations raise child's hope and optimism. Moreover, the child recognizes abstract concepts such as good and evil, justice and injustice, love and hatred, friendship and hostility and many other. The child learns sensitivity, prosocial behaviors' and empathy.

The preschool children should be taught to write tales in the form of spots, lines and drawings that will be often unreadable to the teacher but well understood for them. They should read these stories. Children's tales are rich and sophisticated. While children read their stories the teacher notices images that are emotional and important for the tale's author. The teacher uses this information and tells to the child: "it seems that the world 'park' is your favourite word. Would you like to see how do we write it?" Then, the teacher writes this word on the board or in the child's notebook. In the next tale, the child will include this word among other scribbles. Therefore, a child can learn a word without any effort (Hannaford, 1995, p.85).

Children should be taught the alphabet at the age of seven since the brain is then prepared to it. However, they should be taught the whole emotive words in the form of the picture since this form is easy for them. Dance and movement can be supportive methods of teaching the alphabet. For example, children are with the instructor in the class that has a mirror wall. The instructor draws a given letter with his/her hand and children seeing his/her movement in the mirror repeat this activity. These letters can be written also with a leg or with the whole body; they can be also danced. The author has also done research in which children drew a letter with their legs on the wet sand, and at school they used cardboards with cereals or drew with their toes of fingers on the grey paper. All that was done in the form of play and with the music accompaniment. As a result, children learn the letters and write them on the board without any effort or tiring writing patterns, having fun at the same time.

E. Music activities and art expressed through speech and singing are seen as a basic form of child's development. Preschool education should teach pronunciation through distinguishing intonation, timbre, expressiveness of the word, precision and pronunciation, expressiveness of speech construction, declamation and recitation that are defined as artistic speaking and rhythmic precision. Children are taught by means of Orff's approach and various plays that use texts' rhythmicization are organized for them.

F. Children are taught the beauty of movement, the looks, the balance of the body etc. In order to accomplish

this task the elements of dance and ballet are incorporated to the educational process. Moreover, children are taught right and left lateralisation, visual-motor coordination by means of Dennison's exercises that simultaneously eliminate dyslexia, ADHD and emotional disturbances (Dennison & Dennison, 1990, p.113).

Steiner's eurhythmics assumes that an individual expresses their personality - feelings, thoughts, and all the contents of mental life- through movement and rhythm. The movement is an indispensable mean of moral, aesthetic and social education. In the ontogenesis movement is recognized as the base for physical and mental health of the child. From a biological point of view, the lack of movement can lead to pathology in the operation of neuroendocrine system, metabolic disorders, muscle and tissue atrophy, osteoporosis as well as this lack reduces lung capacity and ventilation; it is the cause of stress, anxiety and inhibitions. These children often lose self-confidence, they are closed, lose contact with the environment. Therefore, it is why the movement is so important for the child.

G. Formation of the imitation mechanism- this mechanism is extremely important both in the educational process, and in children's mental development. The imitation mechanism does not exist in children suffering from autism neurosis and mental retardation. While learning the language, a baby firstly mimics the sounds and intonation only then the syntax. The formation of the proper actions and behaviours of children depends on the values' patterns that we show while being with a child. The imitation mechanism activates the entire educational and health process of the child.

H. The preschool education should develop child's intellectual, expressive, aesthetic, emotional and cultural needs through art. Art teaches and explains the life. Dance reduces negative emotions, stress, tension of body and mind. Moreover, dance reduces anxiety and psychophysical tension, improves concentration, relieves the excess of energy and aggression, improves motor coordination and endurance, improves the self-esteem and preferably changes the behavior. The harmony of body and mind helps to know oneself and one's emotions, it teaches to communicate with others.

I. The school readiness, which is determined by proper physical and mental development. The school readiness is strongly connected with child's experiences in the motor, mental, emotional and social sphere. The socio-emotional maturity provides some degree of socialization, and allows children to develop relationships with their peers and the ability to start school education.

SUMMARY

A lot of mental dysfunctions manifest themselves when children start their preschool and school education. However, rhythmic, dance and music eliminate many of these negative features. The "true" dance tells about

children's problems, worries, old complexes and about all what is remembered by one's body. Therefore, we can observe that children clench their mouth, slouch their shoulders, move their hands nervously and above all, they are ashamed of themselves. Dance is treated as the dialogue of the bodies since our bodies express interests, impatience, anger, the lack of trust and confidence, love and hatred, shyness and openness. Dance allows to discarding masks and to regain one's own rhythm, smoothness, grace as well as it clears us from many negative emotions. Motor plays activities have a positive impact on child's mental development, on shaping their will and character developing at the same time such traits as independence, courage, creativity, self-control and self-discipline. Education through movement and art develops the sense of rhythm, music memory, thinking, attention, spatial intelligence, movements' aesthetics and music sensitivity (Krawicewicz, 1974; Kuźmińska & Popielowska, 1995).

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