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**SUPPORTING THE PROCESS OF FORMING POSITIVE RELATIONS,
COMMUNICATION AND DIALOGUE ON THE BASIS OF THE EDUCATIONAL
PACKAGE „KIT BOX OF SECRETS”
IN PRESCHOOL EDUCATION**

*A child that lives with affection
learns to love.*

*A child that lives with encouragement
learns confidence.*

*A child that lives with knowledge
learns wisdom.*

*A child that lives with patience
learns to be tolerant.*

*A child that lives with happiness
will find love and beauty.*

Sir Ronald Russell

*A child that lives with criticism
learns to condemn.*

Wojciech Eichelberger

1. Introduction

Interpersonal communication serves important and various functions, it is a leading activity used for building proper, desirable relations (Kazimierowicz, 2012). Before starting a relation it is important to understand oneself first, to specify one's needs, to name and feel one's emotions competently, to specify

one's targets and aspirations. It serves as a basis for empathy and understanding of others, the basis for building the dialogue and effective communication as well as close bonds.

The change of the lifestyle, increasing isolation of children, the deficiency of 'playground' peer groups and the gaps in the social skills education as well as having less time for contact with parents forces us to search for, and to introduce into the education of the youngest children, some elements determining proper communication process. Work on communication and the teacher-child dialogue requires pedagogical humbleness from the mentor. "You cannot think you are always right and that you know everything. You need to watch, feel and search. You cannot cling to doctrines and canons" (Engelbert, 2014, p. 1) and constantly work on self-improvement. "We have to do something, whatever, as much as possible in order to create for ourselves more space in which we can experience, feel, act, be, express ourselves and love" (Engelbert, 2014, p. 1).

The educational package "Kit box of secrets" based on the TOC (Theory of Constraints) is an interesting proposal for teachers interested in their own development and also in the development of dialogue and communication competences of a group and children starting from the preschool education stage. It has been created to facilitate the education process, to teach children think effectively and quickly, to use TOC tools, to have the skill of noticing the cause and effect relationship, to develop teamwork, communication, information processing as well as creative skills. The package consists of handouts for teachers, children and parents and can serve as an extra set of materials to enrich the offer of the kindergarten (the groups of older children) and first years of the primary school.

2. Everyday communication in pedagogy

"There is no education and teaching without effective communication" (Retter, 2005, p. 7). Unleashing the proper space for effective learning requires wondering about the natural conditions of this process. "Natural learning means to open the area for children's speech, 'moving' freely among those who learn, those who search for the sense and the meaning of the thing" (Retter, 2005, p. 7). Without any doubt the communication competences of the teacher or tutor serve as a crucial condition for the proper quality of the education and upbringing processes. This type of competences affects the effective implementation of the global society educational conditions, information society and education.

Teachers are facing new demands of the contemporary reality and of the world whose inhabitants need to have information, communication, learning, creation and cooperation skills.

It is very rare to support children in explaining and developing their ideas or making it easier for them to take independent decisions and bear responsibility for them [...]. What needs to be done then so that the language and good communication become the humanistic means of releasing the development potential of every person involved in education? (Retter, 2005, p. 9)

How to moderate the dominant traditional pedagogy of authoritarian communication with the expectation of gaining the reflective practitioners competences by teachers?

Generally speaking communication is the transmission of information where the sender codes the signs and the recipient decodes them, deciphering their meaning (Retter, 2005). The main subject of my deliberation is the everyday communication, verbal and non-verbal in sociological, psychological and pedagogical perspective functioning also as an interaction.

Proper communication is determined by the mutual perception of the persons communicating with one another. This perception includes the exchange of the paralinguistic and non-verbal signs in every day 'face to face' type situations. (Retter, 2005, p. 17)

The most important medium of interaction is the language; it acts as an agent in the transfer of attitudes and norms which determine the behaviour of the human being.

The development of inner speech depends on outside factors; the development of logic in the child, as Piaget's studies have shown, is a direct function of his socialized speech. The child's intellectual growth is contingent on his mastering the social means of thought, that is, language. (Wygotski, 1989, p. 70)

There are many theories of communication: sociological, psychologically oriented, emphasizing the philosophy of the language and theory of argumentation. Mead (1975) in his theory of symbolic interactionism distinguishes between the norms transferred to a child by individual persons in a specific environment and the norms of behaviour dominating in the whole society. Erving Goffman (2000) perceives an individual as a human being who plays one or even a few roles, like an actor and the audience keep on switching the roles. Habermas

(1983) lists four universal demands being the basis of communication: expressing oneself clearly, giving others something to understand, making oneself clear and communicating with one another. The use of his theory of communication seems interesting in pedagogy

a student starting verbal and non-verbal interactions with other students (and also with a teacher) gains the skill of a clear presentation of his own opinions, offers of solving a problem or a student tasks. Additionally they learn social thinking i.e. taking into account the opinions and perspectives of their interlocutors. The discrepancy which appears in the discussion violates its 'mental balance'. (Piegzik, 2008, p. 6)

A child gains the skill of argumentation, controlling its own course of thinking, the way other people think and also revising these methods so in other words the critical thinking. It enables the creation of the following skills during the activity of communication: drawing conclusions, analysis of the presented data, active listening and simultaneous processing of lots of data (Piegzik, 2008). Building of understanding, as Habermas (1983) writes, requires empathy, sincerity with interlocutors and also a partnership attitude in mutual treatment. Everyone's targets are equally important; everyone has the right to accomplish their targets. Thanks to partnership attitude, sincerity and empathy the mutual sharing of knowledge and skills becomes possible.

Work or, more precisely, cooperation and joint action in the spirit of J. Habermas ensures positive relations and bonds between students. Positive social bonds serve as a basis of safety, openness and feeling of satisfaction from learning. (Piegzik, 2008, p. 9)

In order to understand one's own teacher-tutor attitude and to improve communication Gordon (2002) proposes active listening in order to know the emotional and cognitive states of a child. It also focuses on the strategy of solving conflicts and winning of both sides (Piegzik, 2008).

In other form of communication with a child the transactional analysis of Berne (2007) may appear interesting: „Creation of trust means building the attitude 'I am OK – you are OK'. But in order to gain trust I need to gain the skill of trusting myself first” (Piegzik, 2008, p. 248).

In all the theories it is extremely important to know and to use the positive feedback:

- That’s interesting.
- Tell me more about it.
- How did you reach these conclusions?
- It’s great you came up with this idea yourself!
- Did you think over other possibilities?
- Whatever you decide, it’s going to be fine.
- Try yourself first. If you need help, please let me know.
- It is ingenious.
- That is a good question.
- I am sure you can make it.

Negative feedback can block:

- Where do you take such stupid ideas from?
- Do not ask stupid questions!
- Aren’t you able to do things properly?
- Stop behaving like a child!
- It is not as easy as you think!
- Do you ever think?
- Is that all you have to say?
- How many times do I have to repeat?
- How can you act this way?
- Think first before you start talking (Płóciennik, 2016, p. 57).

Positive communication with a preschooler serves as a basis for an encouraging teacher–child dialogue. Proper linguistic structure of feedback is crucial here since it is not only important what we say but also the way we build sentences. “That is why it is worth knowing that words not only convey information but they are also accelerators which activate the pictures, sounds and emotions in the listener” (Frąckowiak, 2011, p. 22). Far too often we use the word ‘no’ with respect to preschoolers, the word the unconscious mind does not understand. Knowing this rule the teacher knows it is worth using the positive language, instead of saying ‘do not shout’ will say ‘speak quieter’, ‘calm down’. Supporting words play a good role in communication: ‘do it’, ‘I believe in you’, ‘you can do it’, ‘you will do it perfectly’. In order to motivate children positively it is worth addressing them in a way to build an image of what they want to achieve in their imagination. Use the language which increases motivation. Build your communication so that the child’s attention is paid to this part of the sentence which will positively influence the child. “Friendly communication with a child takes place on a few levels. The fact that

we can positively influence its unconscious mind can make us more effective” (Frąckowiak, 2011, p. 24).

A positive accent of communication with a preschooler is maintaining the eye contact, using child’s first name, respect and appreciation. Labeling shall be avoided, it is better to talk about child’s behavior than about him personally. The language of acceptance guarantees building good relationships with peers and adults and it is also an important aspect of positive communication. By positive communication the teacher can enforce child’s self-esteem, respect, empathy and trust (Frąckowiak, 2011).

The development of an individual and his competences gained during the process of teaching-learning depends on many factors: the level of development and experience of this individual, his personality, interests, initiatives, activeness and the need for activity. The crucial role in this development is played by the structure and the conditions of the social-cultural environment, including school environment. So in order to achieve success in education and life children need a competent teacher who understands ‘why’ and knows ‘what’ and ‘in what ways’ to stimulate and develop in each of their students. (Płóciennik, 2016, p. 61)

It also concerns the support of the process of creating positive relations, communication and a dialogue: teacher–child, child–child, child–parent in preschool education.

3. Dialogue

Dialogue “is a special type of communication oriented towards mutual understanding, rapprochement and cooperation” (Telka & Walczak, 2009, p. 9). Wal (1998) specifies dialogue as a drama and struggle, as an effort which, in spite of all, is worth taking. Dialogue, due to the complexity of its process is not the easiest conversation venture. At the same time it needs to be remembered that this skill in order to be used effectively needs to be effectively practiced and acquired

The dialogue should be taught and school in this respect has a great and responsible task to perform, a task which on each level of education, including higher education, should be taken into consideration. (Śnieżyński & Nowakowska, 2009, p. 9)

The dialogue can be practiced during the process of education, consistently and jointly by all teachers in order to create conversation skills in pupils which can serve as a good example for many adults. Dialogue is immanently associated with democracy (Śnieżyński & Nowakowska, 2009).

Unfortunately, the school reality in most cases is still the reality of a monologue (Śnieżyński, 2008). The reason why it is so can be found in historic, civilization and individualistic determinants. The prevailing, one-way message transfer done in the announcing manner is a force of habit which we will have to bear during many years to come. For that reason joining the path of the educational dialogue causes us so much trouble. "How to accept the thesis that the teacher may not always be right or that a student can know more on a given subject than a teacher?" (Śnieżyński & Nowakowska, 2009, p. 10).

In today's global village, in electronic remote communication we are facing a problem of understanding one another. To know and understand others requires to have some knowledge about them and to understand oneself. The biggest enemies of the dialogue are the rush, noise and being closed for other people, inability to have face to face meetings. The dialogue cannot be replaced by 'dialogue' with electronic equipment which makes the relationships between people superficial.

In the dialogue we should build and develop ourselves based on knowing ourselves: motivation connected with a constant effort and persistent confrontation of the actions with ourselves, recognition of our own ways of conduct, analysis of the convictions we have about ourselves, controlling our own language, drawing conclusions from social contacts. Knowing ourselves gradually gives us the possibility of controlling our behaviour, making corrections with respect to our thoughts, experiences, aspirations, values and ratings, methods of reactions and modification of emotions (Śnieżyński & Nowakowska, 2009).

"The teachers on all levels of education have the task to help students know themselves, find the harmony and mental balance" (Śnieżyński & Nowakowska, 2009, p. 11).

If this target is achieved, a child-person in the human meaning shall become the power which will develop itself creatively as a free human being if they consciously strive to accomplish welfare, truth and beauty.

Knowing oneself is an essential condition for understanding others, critical reflection, formulation of balanced opinions and distance from the entourage. Accepting oneself opens the way to accept others, which helps to build

understanding between people, resolve disputes and quarrels. Only mutual interaction enables to capture the essence of the humankind.

In the educational dialogue it is important that none of the partners imposes himself on the other, realizing this task we need to bear the following in mind:

- developing in pupils the skill of acquiring comprehensive knowledge through cooperation,
- creating the active attitude of companionship, friendship and kindness,
- developing the social and altruistic attitude,
- being able to accept criticism and drawing conclusions from it,
- respecting the dignity of every human being (Śnieżyński & Nowakowska, 2009).

Dialogue in the kindergarten serves as a chance for creation of a new arranging and organizing structure, free from commands. Already in the kindergarten children should have the possibility of uninhibited, natural expression of what they think and need, the possibility of their own interpretation of reality. The teacher should arouse children's interest in the world, organize an affluent environment of experience and learning, should help a child to interpret the reality through language. We should remember that children learn the language through copying the way adults speak and also through observation of behavior (Wieczór, 2014).

Even the best teaching and educational plans, programs, procedures and recommendations with respect to undertaking the educational dialogue shall not be fulfilled without convincing teachers, without their determination and the internal agreement between tutors-teachers concerning the attitude of building positive relationships, edifying communication and the dialogue which develop a child.

The good will and commitment are needed in order to undertake the dialogue. An indifferent person, even if they started a dialogue, they would treat it as sad necessity or would do it for the peace of mind. [...] Then the dialogue shall not be a common search for values but only an arbitrary presentation of one's autonomy, sovereignty and independence. (Wal, 1998, p. 16)

4. Communication competences of a preschooler

Human speech can be considered in different aspects but above all it should be considered as a social factor of a human life (Mystkowska, 1970).

Communication between people, transfer of feelings, emotions play a significant role in development of many spheres of human personality.” Speech is also an important factor of the human’s emotional life. Along with the action it is an expression of mental, emotional and volitional processes” (Mystkowska, 1970, p. 8).

Pedagogy and speech therapy practice show an increase in the number of preschool children with speech development delay and many children are provided with speech therapy. For that reason it is very important to work on the creation of linguistic and communication competences of children in the kindergarten.

Preschool teacher is required to work with their students on linguistic education, aesthetics of speech, proper articulation of sounds, inflexion, syntax and grammar. It is important to provide children with various communication situations and systematic exercise. Kindergarten should maximize conversations with children during free, organized and thematic games, during classes, trips and encounters with literature (Wieczór, 2014).

At the age of around five a child gains the ability of adjusting themselves to their interlocutor during a conversation. Then the dialogue with a child is the basis of communication. At the preschool age the child develops dialogue speech and conversation skills. Full and efficient participation in a conversation requires the following conditions to be fulfilled: taking into consideration the point of view of the other person, careful listening of the partner of the dialogue, directing and maintaining the attention of the interlocutor and the common language of the conversation (Wieczór, 2014). “Progress of civilization and our living conditions cause that more and more often we ‘speak’ to each other rather than ‘talk’ with each other” (Wal, 1998, p. 8).

Kindergarten environment, apart from the family environment as basic and primary, is an important place for formation and development of communication skills. It is a place where the first dialogue with a tutor starts and so do some peer relations. What will these first ‘outside family’ relations look like – will they be positive, opening for one’s own and other people’s worth, giving satisfaction and fulfillment or will they be closing, hurting and stopping the development of communication and dialogue?

A child in a family should be surrounded with respect and love, should have the right to express their thoughts and needs in an uninhibited and natural way, and should have to possibility to interpret the world in their own way respecting other human beings.

5. Core curriculum for preschool education and linguistic competences

Core curriculum for preschool education (annex of the Regulation of the Minister of National Education of 16 June 2016) includes the following competences of the child with respect to speech development support and other communication skills:

- 1) addresses the interlocutor directly, speaks correctly from articulation, grammar, flexion and syntax perspective, or communicates in other comprehensible way, including the sign language or other alternative methods of communication,
- 2) speaks fluently, not very loudly, adjusting the tone of voice to the situation,
- 3) listens carefully, asks about unclear facts and creates longer statements on important matters, speaks clearly or communicates in a different way about its needs and decisions.

In the area of social competences creation, which is closely connected with the area of children's communication skills, it includes: communication with children and adults, peaceful functioning during games and task-oriented situations. Special attention is paid to the fact that each child finishing pre-school education should have the following competences:

- 1) gives attention to other children and adults in order to understand what they say and expect, politely addresses others at home, in the kindergarten and in the street,
- 2) follows the rules binding in the children group (tries to cooperate during games and task-oriented situations) and in the world of adults,
- 3) acts to a certain extent independently in everyday situations and tries to predict the consequences of their behaviour,
- 4) knows that wealth is not to be boasted about, that children who are brought up in more difficult conditions should not be teased and also that other people cannot be harassed and sneered at,
- 5) is able to introduce themselves; give their name, surname and address, knows to whom such information can be given, understands the need to respect dissimilarity and autonomy of other human beings.

Core curriculum in the area: Conditions for linguistic and communication experiences with respect to representative and communicative functions of the language (with special consideration of the acquisition of reading skills) emphasizes the following skills linked to communication:

- 1) listens to or receives in other form of communication available for them the following content e.g. stories, fairy tales and is able to discuss them or communicates in other comprehensible way, including the sign language or other alternative methods of communication, shows interest in books,
- 2) understands the sense of information given in a form of simplified drawings or frequently used signs and symbols e.g. in the preschool, in the street, in the train station,
- 3) is interested in reading, using letters, is able to form simple words and read them,
- 4) is interested in writing, draws character-like signs and makes attempts in writing,
- 5) understands the skill of reading and writing.

It has to be emphasized that the core curriculum includes much wider communication scope concerning the use of modern foreign language, the language of national or ethnical minority or regional language including also the needs of deaf children using the sign language.

6. The educational package "Kit Box of Secrets" as a program and a tool supporting the process of creation of positive relations, communication and dialogue: teacher-child, child-child, child-parent in preschool education.

"Kit Box of Secrets" is an educational package based on the TOC program (Theory of Constraints). Its main target is the introduction of TOC tools into the education of the youngest children, at the same time the package perfectly introduces and teaches the basic rules of understanding of oneself and others, cooperation, communication and the dialogue in different fields. Its structure supports the development of skills defined in the core curriculum for preschool education concerning the communication competences of a child (with respect to speech development and other communication skills, creation of social competences, creation of conditions for linguistic and communication experiences with respect to representative and communicative functions of the language) so that the teacher can adjust work for age-homogeneous and age-diversified groups.

The package includes the following materials for the teacher:

- guidebook with detailed sessions, including photos and illustrations with children's activities and methodological guidelines for the teacher,

- stories with illustrations in the form of photos,
- TOC tools pictured elements (cloud, logic branch, ambitious target tree),
- pictographs,
- cards with schematic drawings of situations and characters,
- ready worksheets for children giving the teacher the possibility of modifications,
- mats to play with children on the floor.
- Package for a child and for a child and parents includes:
 - picture elements of TOC tools (for kinesthetic specification of a problem),
 - emoticons,
 - cards with mini pictographs,
 - worksheets with a symbol, the title of the story and the type of tool for individual work of the child in the kindergarten,
 - worksheets with a symbol, the title of the story and the type of tool for individual work of the child with a parent at home (Guła, Urbańska & Witkowska, 2011).

The package includes full range of teaching aids facilitating the job of the teacher but not depriving them of their own invention and creativity. Pictographs and emoticons enable children who do not know the letters yet to code and decode information independently; they also allow performing an independent thinking and cooperation within a group, presenting one's own ideas.

What makes the package the most distinguished among others is the work with a parent and with a child as a continuation of the teaching and educational interaction from the kindergarten. Common tasks for children and parents encourage a child to share their knowledge and skills with adults, a child can take a role of a teacher, it allows parents to see how the child thinks and know what the child is like, what they dream about, what they want – it is not as obvious as one may think. During this activity the most important thing is having a discussion, knowing one another and acting together.

Obviously an essential element in here is the cooperation with parents, the willingness on their side to undergo such an experience which, as a result, leads to great findings, knowing each other better (a child, a parent and a teacher), and most importantly it leads to building mutual positive relations, communication and dialogue.

It is also observed that in education we often ignore the area of educational interaction also with respect to building new relations between teachers and

parents based on partnership in cooperation supporting the participation of parents in teaching and educational activities. (Płóciennik, 2016, p. 51)

That is why the courage of the teachers is needed for these actions. In my opinion, if a parent feels the sincere interest of the teacher in the child's well-being, then they cooperate willingly. As teachers we can always show our good will, try and give a chance with full respect for all the parties.

The work with the package is based on the analysis of five stories which help children to look fearlessly on their everyday problems. We teach children how to help themselves and others in difficult situations, we break the spells of the events through making connections between the causes and their effects. "Thanks to that, the mysterious and gloomy events lose their power. Children learn the positive thinking and coping in feared situations effectively decreasing the level of fear" (Guła, Urbańska & Witkowska, 2011, p. 6). We teach children the understanding of themselves and others, defining emotions, feelings, demands and needs. Children discover themselves and look at others with empathy. They try to solve conflicts following the *win-winrules* (Guła, Urbańska & Witkowska, 2011).

Building of understanding is based on the rules mentioned by Habermas (1983): empathy, being sincere towards interlocutors, partnership approach, respect, mutual fair treatment, the importance of everyone, the importance of targets of every person and the right to achieve one's own targets.

Working on stories children help the characters, look for solutions of difficult situations, for children it is nothing else but the preparation for handling their own difficult situations.

Discussing the life situations presented in the educational package a child names the emotions and tries to control them consciously, specifies the emotions of others, distinguishes between needs and demands, looks for constructive solutions to problems, gives their attention to other children and adults, understands what they say, feel and expect. A child learns harmonious cooperation with others, joint action, observance of rules and social norms specified by the adults while keeping their individuality. They learn to respect others and also the understanding of the need to respect the dissimilarity and autonomy of the other person.

During game-like situations a child asks questions to adults and other children more freely, they are more willing to start a conversation, and practice the skill of communicating their needs and decisions in a comprehensible way. A preschooler develops their lexicon, uses full sentences and speaks properly

with respect to articulation, inflexion and syntax. The commands included in the scenarios of the package motivate children to act, make them eligible for synthesis and analysis of the situation and also for making attempts in logical thinking. Children know and practically use the TOC tools – cloud, logic branch and ambitious target tree, which help them to cope in real life situations, predict the effects of behaviour and do critical thinking.

Tasks for children and parents equip the child with a skill of passing information, giving instructions, asking for help, they show the important role of the conversation, cooperation, motivate for common meaningful ways of spending time for children and adults.

A child practices cause and effect thinking, understands the sense of information given in a simplified form of signs and symbols and frequently used marking, prepares picture-word books, ‘reads them’, presents their own books to the group.

Working with the package is based on the basic rules of child’s development stimulation: creating positive atmosphere of education, building child’s self-esteem, motivating them to undertake tasks, providing materials and creating situations so that a child can learn to learn and think on their own, not limiting time frames, providing optimal conditions for creative actions, encouraging a child to finish what has been started, discussing, presenting or using later on the works done by a child and, what is most important, praising and highlighting interesting ideas, solutions and actions, fostering originality and uniqueness. It is also important to let a child find mistakes, correct them and propose actions requiring problem solving and teaching the skill of using argumentation (Broda, 2016).

Realization of each of five stories of the educational package of “Kit Box of Secrets” consists of 6 sessions in which children learn the structure of the TOC tools and at the same time work on different competences.

The basic rule is to make children properly interested into information which is being submitted by introducing interesting teaching aids – photos, objects which children know and which are interesting for them (e.g. magnifying glass, collection cards with football players, treasure box) and connecting words with pictures by drawing the attention of children to pictures in the form of photos.

Then we concentrate on noticing the cause and effect relationships where the scheme of a logic branch helps children to organize the information in the logical way. We also use the kinesthetic story in which we simultaneously engage the picture, word and motion and safely base the action of a child on

the logic branch scheme. Telling the selected fragments of the stories during which children are able to tell the story starting from a selected point and also create the series of events analyzing the behaviour of characters, teaches children to create different, better solutions for everyone, for the characters of the stories and for themselves. It is also associated with the skill of predicting the consequences of one's behaviour or taken decisions.

The next stage of working with the story is the identification of the conflict, specification of the external and internal conflicts and the demands. It becomes essential to specify the needs, where the calming down takes place as well as looking at the conflict from the perspective of the other person. In this process we establish a common goal; we look for areas of understanding, which is the last stage of conflict analysis. We look for solutions which satisfy the needs of both sides, where the theory of constraints proposes a win-win type of solution.

Checking the logic of the actions and the way of thinking is done with the use of TOC tool – a cloud on which the child practices the skill of analyzing problems in order to understand the point of view of others and logically assesses the ideas and also to solve problems in logical and carefully thought out ways.

The next stage is the establishment of the ambitious target as a specification of what is important to children, knowing their own needs, desires and aspirations so the self-awareness, defining what kind of obstacles can appear when trying to achieve the targets, setting the intermediate targets – small actions which are bringing us closer in achievement of targets and overcoming obstacles.

The last stage of working with a story is to define and set the action plan – learning how to overcome obstacles (Guła, Urbańska & Witkowska, 2011).

It is worth organizing teaching situations which promote the empathic sensation of what is pleasant or unpleasant for people and to use it for building proper behaviour of a child in real life and school situations. (Guła, Urbańska & Witkowska, 2011, p. 8)

7. Conclusions

In the positive communication with a child we have to remember how many aspects it consists of. It is not only a positive language but also the attitude and, most of all, the approach and treating a child with such a respect which we would like to be shown. Only positive approach enables the

effective interaction. We have to be credible so that children like to listen to us. Only then things we say are interesting for them and worth listening to. (Frąckowiak, 2011, p. 28)

Except for good communication the humankind needs the dialogue. In the history of the humankind we have reached the point where we should look for the things which bring us together, not apart.

Dialogue helps all of us to live more fully. In the dialogue a person discovers themselves, not in the sense of spiritual exposure but rather an internal appreciation. Through dialogue we also learn not only tolerance but we also enrich ourselves sharing the truth and the goodness in the spirit of love. It is the dialogue which makes us more human. (Wal, 1998, p. 7)

In a properly functioning group of children an optimal form of referring to one another is the dialogue relation. We, teachers and tutors, should improve our everyday relations with children giving them a form of a dialogue, an authentic conversation, exchange of thoughts and a personal gift. The dialogue of the tutor with children will help the former to build authentic human relations with pupils and also will enrich the children in their lives (Wal, 1998).

During teaching it is important to maintain partnership relations by way of noticing the fundamental equality of human beings and also the eagerness to start various relationships with them for mutual enrichment of the child, parent and the teacher.

The educational package “Kit Box of Secrets” has been designed in order to help children to gain independence but it is also a great support in creation of communication attitude – dialogue with a child, peer group, teacher and parents. This package can help teachers not only to build authentic and positive relations with children and parents but also it can be a factor contributing to self-development. Self-knowing serves as a basis for empathy, understanding, building the dialogue, efficient communication and good relationships with others.

“Maybe it is the dialectics which rules the reality arousing the instincts of fight and competition, but Love is the greatest thing, it searches for the things which unite us [...]. The dialogue lets us live more fully, we also enrich ourselves sharing the truth and the goodness in the spirit of love” (Wal, 1998, p. 7).

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SUPPORTING THE PROCESS OF FORMING POSITIVE RELATIONS, COMMUNICATION AND DIALOGUE ON THE BASIS OF THE EDUCATIONAL PACKAGE „KIT BOX OF SECRETS” IN PRESCHOOL EDUCATION

Summary: At the outset, the author presents reflections on the contemporary challenges facing education and its importance in shaping the foundation of positive relationships, communication and dialogue. The purpose of this article is to show the benefits of using an educational package “Kit Box of Secrets” in the process of teaching and educating in kindergarten, with particular emphasis on building the foundations of communication, dialogue and forming positive relations. This is an interesting way of working with a child, a group of children as well as parents in terms of children self-knowledge and the development of constructive peer and social relations in preschool education.

Keywords: dialogue, communication, educational package “Kit Box of Secrets” program TOC (Theory of Constraints), preschool education

WSPIERANIE PROCESU KSZTAŁTOWANIA POZYTYWNYCH RELACJI, KOMUNIKACJI I DIALOGU NA PODSTAWIE PAKIETU EDUKACYJNEGO „KUFEREK TAJEMNIC” W EDUKACJI PRZEDSZKOLNEJ

Streszczenie: We wstępie autor przedstawia rozważania nad współczesnymi wyzwaniami, przed którymi staje edukacja, oraz jej znaczeniem w kształtowaniu podstaw pozytywnych relacji, komunikacji i dialogu. Celem niniejszego artykułu jest ukazanie korzyści, jakie płyną z wykorzystania pakietu edukacyjnego „Kuferek Tajemnic” w procesie dydaktyczno-wychowawczym w przedszkolu, ze szczególnym uwzględnieniem budowania podstaw komunikacji, dialogu oraz kształtowania pozytywnych relacji. Jest to interesująca propozycja pracy z dzieckiem, grupą i rodzicami w zakresie samopoznania dzieci oraz kształtowania konstruktywnych relacji rówieśniczych i społecznych w edukacji przedszkolnej.

Słowa kluczowe: dialog, komunikacja, pakiet edukacyjny „Kuferek Tajemnic”, program TOC (*Theory of Constraints*), wychowanie przedszkolne