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**Pedagogy of integral human upbringing  
in the view of Cardinal Marian Jaworski**

**PHD THESIS SUMMARY**

Cardinal Marian Jaworski is one of the most important personages of Roman Catholic Church in Ukraine after the collapse of the Soviet Union. Moreover, opulent academic and homiletic achievements, the Cardinal left behind, allow to undertake academic research based on his pedagogical thought. The academic purpose of the dissertation is to reconstruct and analyze the main assumptions of integral human education in the sense of Cardinal Marian Jaworski. Integral pedagogy has not only practical application, but also a thorough theoretical foundations rooted in the philosophy of the person. This kind of education consists in shaping an "integral human", who is an indivisible whole. The integral character of human upbringing leads to the inclusion of the whole person in this process. Therefore, integral education is to develop the inborn physical, moral and intellectual properties of pupils and puts emphasis on acquiring a sense of responsibility in shaping own live, as well as forming to dialogue in worldview, social, cultural and religious aspect.

The dissertation is divided into four chapters. The first chapter is devoted to the socio-politico-cultural determinants of the educational activity of Cardinal Jaworski in Ukraine. This part of the dissertation presents the main aspects of the activities of the Roman Catholic Church in Ukraine after 1991. The socio-cultural context had a significant impact on the activity and the subject of Jaworski's teaching, therefore were discussed the processes taking place in Ukrainian society over the last 31 years. Moreover, the legal context of teaching and upbringing has been shown.

In the second chapter were discussed the sources of Jaworski's pedagogical thought. This part of the dissertation presents the biblical sources of education, considering those issues, that influenced on the pedagogical thought of the Cardinal. It has also been shown his philosophical thought based on Thomism supplemented with a phenomenological method. In

addition, this chapter discusses the Church's Magisterium documents about education and highlights those aspects which were an inspiration for Jaworski's educational thought.

The third chapter presents the Cardinal Jaworski's model of Christian education. In this part was presented a reflection focusing on the upbringing of an "integral human". Jaworski's concept of upbringing emphasizes a personalistic approach to a person and points out that a human person can be formed and brought up. Jaworski shows the family environment as a place to promote personal development. Apart from the family, the communities with educational tasks are responsible for human upbringing, among which Jaworski mentions the school and the university as places for the integral humanism development. Moreover, the Cardinal points out that the Church, which is an evangelizing community, is also responsible for human development. Talking about the Church in the educational context draws attention to the role of catechization and the formation of people responsible for the realization of the Church's teaching mission (priests, people of consecrated life, the laity).

The fourth chapter emphasizes that Jaworski's educational thought is in many aspects up-to-date for modern human and society. This part of the dissertation shows, how the Cardinal's teaching, referring to the anthropological foundations of education, can conducive to discover the full truth about human. This chapter also show, how Jaworski's teaching can help a contemporary educator in shaping a new culture of social life. Moreover, this part of the dissertation indicates, how the Cardinal's thought can be used in the religious formation of the future generations.

Despite the passage of time, changes taking place in Poland and Ukraine, as well as new pedagogical challenges, Jaworski's pedagogical thought, due to its universality, is still relevant and can be used in many aspects, regardless of time and circumstances. The human cause and his full personal development is the only criterion for valuation and assessment of upbringing systems, educational programs. The problem of integral education is not only about discussions on the theoretical foundations and models of education, but also many issues for contemporary pedagogy. It is a pedagogy that emphasizes the uniqueness of the person and its purposefulness, taking into account the transcendental perspective. Therefore, in human upbringing it is necessary to prepare the pupil for independent functioning and cooperation with the family, educational centers and the Church, as well as awareness of contemporary challenges and readiness to take them.