

# Ivana Rochovská

---

## Recenzja książki Valentíny Trubíniovej "Učiteľ a európske hodnoty", Wyd. Verbum, Ružomberok 2014

---

Scientific Bulletin of Chełm - Section of Pedagogy nr 1, 175-177

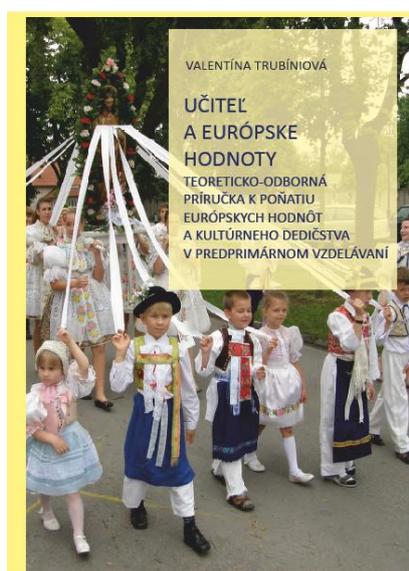
---

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

**RECENZJA KSIĄŻKI VALENTÍNY TRUBÍNIOVEJ  
*UČITEĽ A EURÓPSKE HODNOTY,*  
WYD. VERBUM, RUŽOMBEROK 2014.**



IVANA ROCHOVSKÁ

*Catholic University in Ružomberok*

The publication “*Teacher and European Values*” is intended to be the theoretical and professional handbook for the approach for European values and cultural heritage in pre-primary education. The authoress doc. PhDr. Valentína Trubíniová, CSc. has created the book as an output of the KEGA project supported by the Ministry of Education of the Slovak Republic. The title of the project is “*European Values and Cultural Heritage – a New Challenge for Education in Primary and Secondary Schools*” and it is aimed to point out in what content the European values are incorporated in the context of national and regional values, from the point of education in primary and secondary schools in Slovakia. In the framework of the project, selected pedagogical (curricular) documents related to national educational programme in Slovakia were analysed, considering the inclusion of European values. Based on the above analysis, the theoretical-methodological handbooks were elaborated and published, considering the concept of European values and cultural heritage,

separately in pre-primary, primary, lower secondary and upper secondary education, as well as in continuing education of pedagogical staff (teachers).

When creating the book, the authoress stemmed from the fact that Slovakia is a country with the significantly differentiated regions which present by their folk songs, dancing, music, artworks, traditional folk dresses, craftworks, history and others cultural values. The richness of Slovak artistic monuments and their diversity tell about the economic development of a country as well as about the social variety and cultural life of the country.

The main goal of the publication *“Teacher and European Values”* is to show on the integration of European values and cultural heritage in pre-primary education. The special aim of the publication is to analyse the issue of values and European cultural heritage in pre-primary education with special regard to a child of pre-school age and pedagogical tasks of a teacher in kindergarten.

The achieving the goal of the publication is presented in seven chapters which are logically ordered. The title of the first chapter is *“Culture and Values”* and it presents the basic starting points of the concept *“culture”* in relation to important values – morality, Christianity, etc.

The second chapter *“European culture, European heritage and European values”* continue the issue drawn in the first chapter. The chapter deals with the European identity and European values, European culture and European heritage with orientation to a man who lives and functions in the world of values. A man asks *“Who am I?”* and seeks his or her own identity which has always been connected with ethical values. According to the authoress, the human identity does not exist without the context of history, culture and values. Values are very important in relation to the characterization of identity and its creation.

The third chapter *“Slavic and Slovak benefits into European values”* is divided into the two parts – in the first one the authoress points out the basic values – Christianity, Constantine-Methodist period and the beginnings of Slavonic culture in Slovakia, and in the second one the authoress presents Slovakia and its national and cultural monuments, folk culture, folklore, songs, dancing, crafts and important Slovak interpreters of Slovak culture in the world – Slovak Folk Art Collective, art folk group *Lúčnica* and children folk groups.

The fourth chapter *“Values and education of children”* characterizes the pre-school-age child in relation to values and family education which creates the basis for the creation of a child’s personality in pre-school age.

In the fifth chapter, which is the continuation of the previous chapter, the role of the teacher in relation to values is characterized. The title of the chapter is *“Teacher and values”* and it is the starting point for the following chapters.

The following chapters present the application of the theoretical information presented in the first five chapters. In the chapter entitled *“Cultural values and their application in pre-primary education”* the authoress reflects the aims of pre-primary education regarded the education to values. The chapter provides the illustrations of innovative approaches to education to culture and values in pre-primary education.

The last chapter *“Realization of the issue in pre-primary education”* objectifies the planning of the educational work in kindergartens by use the illustrations and proposals of regional education. The text is illustrated by colorful photos from the life of children in kindergartens in several regions of Slovakia.

The world of tomorrow is depended on today's education which cannot be limited to the transmission of knowledge. The education of children is intended to be the preparation for their participation in the life in society. The respect for parents, home, cultural and national values, national consciousness and patriotism are created and developed from the earliest age of the child. Therefore, the pre-primary education plays an important role in this field. From this viewpoint the publication "*Teacher and European Values*" is extremely valuable publication and can encourage pre-primary teachers to deeper reflect the issue and to apply it in their pedagogical practice.