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## RECEPTION OF THE IDEA OF RESPONSIBILITY FOR OWN AND OTHERS HEALTH BY CANDIDATES FOR THE TEACHING PROFESSION

### SUMMARY

The subject of the research, the results of which are presented in this paper, is knowledge and opinions (reception) regarding the idea of responsibility for one's own health and that of others (students). Their sources were sought in the educational experiences, attitudes and knowledge about health of candidates for the teaching profession. The author of the dissertation focused her interest on learning and collecting data on the perception of the acquired knowledge about health, opinions and sources, directed at changes in general education curriculum of the Polish education system since 2009 in the field of health education.

Factors that may be significant for the reception of the idea of responsibility in future teachers were searched for. It was assumed that its level may be conditioned by: participation of candidates for the teaching profession in formal and informal health education; knowledge of the educational law - precisely defining the consequences of negligence by teachers responsible for the health of students left under their care; decisions made on responsibility for one's own health and that of others, resulting from health and legal activity in the studied area. As a consequence of internalizing the applicable health and legal norms, their level of acceptance was adopted, which, as a result of socialization, shaped the level of development of moral reasoning manifested in the surveyed candidates in pedagogical faculties, and in their level of self-efficacy, i.e. the impact of the education system of future teachers on the perception of their ability to cope with educational tasks in the future profession. In the part concerning the research - the effect of the analyzes carried out were presented in order to answer the questions posed regarding the diversification of the reception of the idea of responsibility depending on educational experience, the level of moral reasoning development and the acceptance of legal and health norms, taking into account the moderating/mediating importance of factors such as the field of study or the level of self-efficacy.