

## **Pedagogy of the Heart – Needed or Inconvenient in the 21st Century? An Attempt at Ccritical Analysis**

### **Abstract**

According to the assumptions of the pedagogy of the heart, the child must always feel secure and needs to have at least one close person beside him or her at all times. If this condition is not possible to be fulfilled, one should answer the following question: is the pedagogy of the heart still needed in child upbringing in the times which are not only difficult, but sometimes even hostile to contemporary man? Or perhaps the pedagogy of the heart becomes unnecessary, since it is inconvenient and unwanted by parents struggling with the everyday challenges of ever-changing, more and more demanding and unpredictable reality?

*Keywords: pedagogy of the heart, child, subjectivity, parental responsibility, the right to love, bodily integrity, positive role models, institutionalized education based on love*

### **1. Introduction**

Maria Łopatkowa clearly determines the purpose of the pedagogy of the heart. It is such an upbringing of a good human being who in realizing love could say about himself: *amo ego sum* (I love, therefore I am). This aim can be achieved only in relationships full of love. She understands upbringing as an intentional influence, but it is an influence by love, not by power or forced obedience. In the pedagogy of the heart, confidence in development and humanity are most important. M. Łopatkowa claims that the class tutor needs simply to love his/her pupils, respect