addition, bounded thinking is based on beliefs, attitudes, and biases, hence, it is difficult to implement changes.

That type of thinking is closely linked to the use of a restricted code distinguished by Bernstein (2000). As indicated in another study (Kaczmarek & Markiewicz, 2003), the restricted code is characterized not only by simplified grammar, but also by the specific use of words, and above all, it is closely linked to a simplified mode of thinking. In consequence, its users display a simplified world image, overconfidence, belief in one truth, and lack of insight.

Unfortunately, contemporary schooling does not help in overcoming that type of thinking. First, due to the ways of teaching, second, to the use of standardized tests in assessing learning outcomes. It is worth pointing out that learning by memorizing facts and technical details concerns not only science but also the humanities. Pupils are required to memorize dates and names of important persons while leaving aside the significance and consequences of those facts. In effect, they become similar to efficient robots or computers, capable of fast calculations and performing various complicated operations without seeing the sense of all those procedures.

This calls for a need to create such forms of training that would make it possible to overcome the natural tendency to use well-learned automated mental schemas in solving every-day problems, and acquire the capability of abstract thinking.

Acknowledgements
This study was supported by an internal grant of the authors’ University.

References


Third Mode of Thinking


