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POSITIVITY AS A MENTAL TOOL AGAINST BOREDOM

Boredom generally associated with negative emotions can also have a positive aspect. Martin Heidegger perceived boredom as a positive value. He explained that boredom prepared us to creative action. In this case boredom may be the new beginning for something new and positive. During my research on the 4th grade students I have focused on adaptation problems. As a researcher, I wanted to know, if boredom exists among this group of students in the adaptation process and what the main source of this emotion is. That specific period of transition from elementary education to subject education is a great challenge for students. They face a number of problems they have to solve; they meet new teachers with different expectations, each new subject comes under different rules, students are obliged to fulfill their new multiple duties. That may cause lots of negative emotions not only helplessness and irritation but also boredom. As we can observe, boredom mostly appears in the situation when students face too easy or too difficult tasks or when the school contents are not near students' interests or they are not presented in the way the students expect it. According to Martin Heidegger's claim we should recognize boredom as a signal for a good change. My intention, not only as a researcher, but also as a tutor is to find the right tool to transform boredom into the better state of student's mind. We can find positivity as a mental tool that will help in this transformation. Positivity is an attitude that helps us to live and learn with positive emotions and open mind. I also recognize positivity in education as very useful tool to develop intrapersonal skills and to cross the

adaptation threshold. It is worth to consider teaching positivity at schools to help students to learn and live in a satisfied way without permanent boredom and other negative emotions.