**Ryszard Czekalski, *In search of modern approach catechetics***

Catechetics is a field of pastoral theology, dedicated to scientific reflection on catechesis, catechization and Christian education for mature attitude of faith. Although catechesis as an activity dates back to the beginnings of Christianity, one cannot say the same about catechetics, which was built over the past two centuries. The most important factors influencing the development of the concept and Catechesis were current reflections of pastoral theology, which included catechetics, the situation and the self-awareness of the Church, its pastoral needs, and functioning at a given time of mentality. A decisive factor in shaping the perception of catechetics was the development of the concept and understanding of the nature of catechesis alone. The beginnings of catechetics as a science date back to the late eighteenth century. Catechetics from the moment of extraction as a separate scientific discipline underwent an evolutionary transformation, improving and expanding both its range of material and scientific self-consciousness. We can specify four stages of development of Catechetics 1) Catechetics as methodology of religious teaching, 2) Catechetics as didactics of religious education, 3) Catechetics as religiously-moral pedagogy, 4) Catechetics as a science of theology.

Thanks to the continuous development and the search of catechetics, which cannot be considered complete, currently, catechetics appears as a multidisciplinary science referring to a variety of scientific methods. Moreover, today it seems necessary for catechetics to be focused on interdisciplinarity, understood as an attempt to engage in dialogue with other disciplines, in order to better understand and bring together the interaction of various cognitive processes, which are involved in catechetical reflection.

**Keywords**: catechetics, catechesis, interdisciplinarity, pastoral theology

**Marek Marczewski**, ***Formal principle of pastoral theology against acquiring proper conception of catechetics***

The point of the elaboration is to remind a reflection on catechetics in publications of Franciszek Blachnicki (1921-1987). He integrally involved proper conception of catechetics with the formal principles of pastoral theology. Without that connection it is impossible to provide catechesis and catechetical preaching the Word. Because it is very specific: otherwise we can only tell at most about pedagogy of religion, didactics and methodology.

Catechesis as detailed pastoral theology discipline gained in the mainstream of the ecclesiology its rightful place, becoming the science of the Church catechumenate as a function of the Church aimed at the accomplishment of the Christians. A particularly important for such her understanding and practical implementation turned out to issue liturgical book *Ordo Initiationis christianae Adultorum*. On the basis of the suggestions contained therein Franciszek Blachnicki, the founder and creator of the Light-Life Movement, has developed a program of deuterocatechumenal program, which is one of the attempts to counteract the crisis in which finds itself pastoral theology in Poland. This action in its structure and doctrinal formation has grown so that Blachnicki presented the new idea – but it has not developed – that rises to the rank of creating a new base of principles of pastoral care, which should be read and take over the basic rights of survival and development of Christian community. It's about developing a place for principles of new pastoral theology, catechumenal theology, and the pastoral care. It is a problem that the author of that report gives into consideration for the community of Polish pastoral theology, ecclesiology, and catechetics, homiletics and liturgists.

**Keywords**: pastoral theology, catechetics, catechumenate, formal principle of pastoral theology, Light-Life Movement.

**Radosław Chałupniak, *Catechetics as the pastoral theology – the definition of ecclesiological identity***

Author defines catechetics as a subdiscipline of the pastoral theology, autonomous and interdisciplinary theological science. The definition of catechetics is conditional upon the comprehension of catechesis. The name of catechesis was given to the whole of the efforts within the Church to make disciples, to help people to believe that Jesus is the Son of God, and to educate and instruct them in this life and thus build up the Church - the Body of Christ. Catechetics is a research on evangelization and catechesis in the Church. In this article author writes about subject, division, tasks, sources and methods of catechetics.

**Keywords:** catechetics, evangelization and catechesis, methodology of catechetics.

**Piotr Tomasik, *Fundamental issues of catechetics methodology***

Author defines catechetics as a research on catechesis and points, that the definition of catechetics as a science is conditional upon the comprehension of catechesis in the Church, which was altering through the centuries. Therefore, catechetics was beeing defined either as a pedagogical or a theological science. In the second case, catechetics is implied either as a subdiscipline of the pastoral theology or autonomous and interdisciplinary theological science. Pronouncing for this last answer, the author indicates the relation between catechetics and its supporting scientific disciplines: pedagogics, sociology and psychology, elucidates the pecularity of catechetical deduction and itemises models of catechetical research.

**Keywords**: catechetics, catechesis, interdisciplinary science, model of research.

**Rafał Bednarczyk, *In search of the areas of cooperation Liturgics and Catechetics***

Teaching and sacraments (the catechesis and the liturgy), as privileged ways of God’s communication with the man, have been closely connected with each other from the beginning. Catechetics and liturgics belong to a range of practical theology disciplines which, according to their own goals and methodology, are interested in teaching and the performance of worship. There are many similarities between them. Both disciplines (through pastoral reflection) care about the development of the faith in the man. In spite of natural connections, the real cooperation between them has not always existed. Thanks to Jungmann and the reforms of the Second Vatican Council these two disciplines were brought closer again. So far, on catechesis, a lot of has been done to enable the contemporary Catholic to participate fruitfully and consciously in the liturgy.

The most important areas of the cooperation between catechetics and liturgics are: the delivery of liturgical contents, the introduction of liturgical methods, the initiation catechesis, the catechetical dimension of liturgy, the liturgical formation of the parish groups. Still however, one should care about the liturgical formation of catechists and the catechetical education of priests, in order to integrate both fields.

**Keywords:** Catechetics, catechesis, liturgics, liturgy, kerigmatic movement, methodological correlation.

**Anna Zellma, *Teaching for Catechetics***

In the Polish catechetical literature of the late twentieth and early twenty-first century there reveals a turn towards teaching. Religious educators, referring to the principle of fidelity to God and to man analyze issues related to the implementation of religious education in the schools and catechesis in parishes.

The presented text is a voice in the ongoing debate about the place of teaching in catechetics. It does not pretend to formulate definitive solutions. It has a form of a sketch rather, signalling problems. First was to clarify the central category of research. Attention was paid to the understanding of the terms "teaching for" and "catechetics". Religious educators' studies were cited, who have long been involved in teaching catechism (eg W. Kubik, J. Szpet, S. Kulpaczyński). Then there was described the status of teaching in catechetics. Attention was drawn to the servant and supporting role of teaching in catechetics. There were described four functions (descriptive-diagnostic, explanatory, predictive-prospective and practical ones) that the teaching meets in catechetics. In the final part of the analyses undertaken there were highlighted the ways of using the achievements of modern teaching in catechetics and also the open issues requiring future discussions and empirical verification.

**Keywords:** teaching, catechetics, teaching catechism, catechetical literature, the place of teaching in catechetics, the role of teaching in catechetics, the principle of fidelity to God and to man.

**Wojciech Osial, *Catechetics in a meeting with pedagogy***

The article develops an important theme about the relationship between catechetics and pedagogy. Assuming that there is a need for pedagogy in catechesis, the Author tries to show not only the need for pedagogy in catechesis, but much more its place and role in the scientific reflection on catechesis. For this purpose, the following issues were discussed: the development of relations between pedagogy and catechetics in the history of theology, educational nature of catechetics that constitutes the foundation of its dialogue with pedagogy, a warning about openness catechetics on pedagogy, interdisciplinary dialogue between catechetics and pedagogy and searching for the ways of that dialogue. At the end there are some identified challenges at further reflection, among which it is underline the need of using pedagogy in catechetics. The whole concludes that the search for catechetics relationship with pedagogy must be marked by a spirit of faith, because faith is the soul of catechesis, inspiring all educational effort in the teaching of religion.

**Keywords**: pedagogy, catechetics, catechesis, upbringing.

**Janusz Mastalski, *Contemporary educational principles in the service of catechesis***

In order to increase effectiveness of catechetical teaching it is worth searching for spaces shared by catechesis and pedagogy. It seems that such common places are educational principles, which are specific indications for proclaiming the Salvific Message. In the article the author’s own typology of principles is discussed. Its basis is composed from two pedagogical theories: the upbringing teaching theory and the multidimensional activation of students theory. Three areas of catechetical education can be singled out, in which educational principles are of special use: the area of perception, the emotional area and the sensomotoric area. We can speak consistently about principles that strengthen perception and thinking, release emotional involvement and influence the forming of skills. Therefore, the following principles are discussed: the principle of methodical correctness, the quantum principle, the principle of catechist-student cooperation, the permanent incentive principle, the principle of teleological directing, the internalization principle, the principle of usefulness, the principle of adequacy and the exemplification principle.

**Keywords:** catechesis, pedagogy, educational principles, effectiveness.

**Elżbieta Dziwosz, *“Ortodydaktyka” in the catechesis of people with disabilities***

In Polish literature on special education, there is the term "ortodydaktyka", which is derived from teaching special education. He is, like teaching general, the process of teaching and learning methodology, but it does so in the context of the specific job of teaching the subject, which is disabled pupil. In catechesis special rules apply teaching developed by “ortodydaktykę. “Ortokatechetyka” as catechetical teaching in special education, is the theory of teaching and learning catechetical people with different disabilities. The ministry of catechesis addressed to people with special educational needs have similar principles of teaching and education, such as those that are defined in special education. This mainly concerns the activities undertaken teaching catechism. In the teaching of religion shall also determined by the *General Directory for Catechesis* teaching principles which, in relation to persons with disabilities specifically provides core curriculum *Catechesis Catholic Church in Poland* from 2010 on the basis of these tasks concrete action in the process of teaching a lesson of religion and catechesis disabilities. The paper is widely discussed this issue with particular emphasis on people with intellectual disabilities.

**Keywords**: student disability, special education, “ortodydaktyka”, Special catechesis, “ortokatechetyka”, Directory, the core curriculum, the teaching of religion, tasks, teaching process, the comprehensive development of the student.

**Anna Walulik, *Empirical Sciences and Research Methodology in Catechetics***

The basis of empirical research is experience. Talking about everyday experiences humanities refer both to the objects of research and to the researcher. As a result of reflection and meditation on the events experience becomes an internal perception of reality, which in turn leads to the search for their meaning. In theology basic human experiences constitute a "gate" for the Spirit “coming” to illuminate human life.

In seeking answer to the question what relationships exist between natural science, humanities and catechetics, and what it means for the research practice, the specificity and individual character of the scientific discipline should be taken into consideration. The use of methodology of the social sciences in catechetics requires stronger justification than in social sciences themselves. Catechetics is much closer to the empirical sciences cultivated in the spirit of the interpretative, and even critical, paradigm, rather than positivist. The humanities and social sciences also tend to move in this direction.  
Methodological synergy within the *Geisteswissenschaften* may assist in the interpretation of the world, which in turn may help in the search for life orientation, in finding oneself by discovering the meaning of life. Man looks for comprehensive forms of knowledge, and spontaneously discovers the value of experience, including religious and faith experience.

**Keywords**: empirical science, experience, empirical research, catechetics, methodological synergy

**Dariusz Kurzydło, *Empirical studies in catechetics: the anonymous auditorium survey***

Catechetics is the field of practical theology, it means that in addition to scientific reflection on the issue of transmission of the faith provides for the analysis of empirical data, through which he sees better potential for more effective proclamation of the good news. In this paper an attempt has been made ​​to the presentation of such studies auditorium example, anonymous questionnaire. Author conducted a study in four schools over seven hundred pupils small and large cities. The aim of the study was to identify - from the recipient - relevant to adolescence risks faced by teenagers on the threshold of adult life and attempt to interpret the results for the analysis of catechesis. The conclusions reached by the show that this type of study provides the knowledge necessary to create by theologians modern education and educational projects, while paying attention to issues not present in the previous reflection. Empirical studies in catechetics are therefore an important support, both from the point of view catecheticians and recipients ministry of the word.

**Keywords**: catechetics, empirical studies, anonymous auditorium survey , adolescence, adolescent development risks.

**Tomasz Kopiczko, *Catechesis and faith communication in a contemporary context***

The article shows catechesis as a tool for faith communication in a contemporary social context. Along with Vatican Council II a new chapter in the Church’s dialogue with the world and its achievements of civilization begins. Theological sciences should also solicit for co-creating this dialogue. The Church, undertaking the work of catechesis, brings the Good News to different corners of the world. It can be acknowledged that every catechetical activity, which leads to knowing the God and deepening the faith, is a communication act. It uses the tools provided by pedagogical sciences and those related to social communication. Hence, the communication process seems to be very complex and comes across many obstacles. It is the catechesis that takes care of the fact that communication process between the God and the human and vice versa is the most fruitful. Responding to current challenges, contemporary catechesis should seek for the ways and possibilities of affecting many senses at the same time.

**Keywords**: communication, communication scheme, relation between catechesis and communication.

**Elżbieta Osewska, *Search of the Concept of Religious Education in School in English-speaking Countries***

The author of this article refers to a whole range of methodological aspects, which may be identified as crucial for religious education in schools in the United Kingdom of Great Britain and Northern Ireland and the United States of America. Over the years, the attention shifted from the catechism and the teaching of doctrine and morality into a multidimensional educational process, from a monoreligious system into multireligious approach, from a typical classroom setting proper to schools, also for religious instruction, into a learning process with a variety of interactions. The constant search for understanding of religious education in English-speaking countries helps to see the difficult task religious education in schools was facing as regards the problems to be addressed, the choice of aims, of the content, and of the methods in order to guarantee its credibility.

**Keywords**: catechesis, religious education, multireligious learning.

**Ryszard Czekalski, *New evengalization in Poland***

In Poland, along with a new social and political situation, it became necessary to seek new forms of evangelization in reaching out to modern people. It was necessary to change the current pastoral work. For many decades it dominated mass kind of working. Currently, the Church does not resign from it completely, but it recognizes the need for pastoral care more and more individual, specialized, open to the laity and nation. A manifestation of such structural changes in Poland is the appreciation and the presence of the laity in the life and activity of the Catholic Church. An expression of such involvement include public manifestations of their faith, courageous confessing to being witness of faith. There is a need to be presence at public space, mass media and socio-political structure of the state. Polish community needs brave professors, scholars, intellectuals, politicians who have no problem with admitting to the world of Christian values ​​against political correctness in a modern world. We can say about new different areas of evangelization in Poland. Some theologians call them “basic areopags” of new evangelization. They are: first of all family, youth, education, professional work, culture, media, internet, social and political life, migration, ecumenism, new religious movements and communities, schools, the new evangelization parish . There is no "new evangelization" without the "old evangelization” .

**Keywords:** evangelization, new evangelization, catechesis, religion teaching.