

Review: Józef Węglarz, [*The Axiology of the Body in Physical Education*], Oficyna Wydawnicza “Impuls”, Kraków 2021

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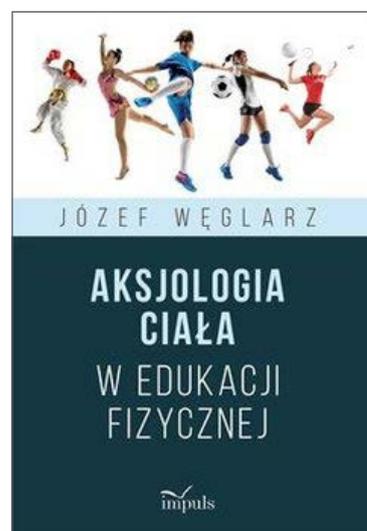
Book review

It would seem that in this area of scientific discourse everything has already been explained. However, Józef Węglarz's original view of the axiology of the body in physical education shows its multidimensionality to the reader in a slightly different way and allows to understand, which he emphasised, that “the body constitutes a special value to a human being and the care about it is included in the set of many human needs” (p. 25). The said needs, as is commonly known, at each stage of ontological development take on a new meaning. It especially concerns the care about the body from the perspective of health.

In order to emphasise the values of the author's idea I will refer to the example given by Andrzej Pawłucki: “Here is the paradox: a young man could multiply health but does not want to, the elderly would like to multiply health but is not able to do it any more or does it to a limited extent”. In order to reverse the situation in such a way that the young would like to and the elderly would be able to one should perceive the care about the body focussing both on its nursing and health aspect but not forgetting about its educational aspect, which is the view accepted in the work.

Examining the table of contents one may get the impression that the Author made really careful preparations for this enterprise, which was also expressed in the introduction “wandering on paths of the axiology of the body is not only an unusual and complicated but also a fascinating journey” (p. 10).

In the first chapter the Author, referring to eminent psychologists, analyses various human needs as a natural phenomenon, however resulting from human existence. He also attracts the reader's attention to the anti needs accompanying a human being, which as the Author claims are the result of



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Article info

Article history

- Received: 2022-04-08
- Accepted: 2022-04-26
- Published: 2022-04-26

Publisher

University of Applied Sciences in Tarnow
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Conflict of interest

None declared.

Financing

This work did not received any grants from public, commercial or non-profit organizations.

a human being's "tendency to be influenced by negative external factors" (p. 19). The Author takes the reader from the world of human needs to the world of human values, showing their complexity and interdependence.

The second chapter brings the reader closer to the understanding of the value of the body and its multidimensionality. The Author states that human body can be the subject of research and scientific interests (sociology of the body), can be analysed in terms of motor skills and physiological capacity, beauty of its shape and movements as well as health.

The subject of the Author's discussion in the third chapter is the education of a human being to the care about the body and the efficiency of the said process, which as the Author emphasises is the condition of the development of the desired prosomatic attitudes and personality with the commitment of parents, teachers (Physical Education) and other circles. The content of this chapter was thoroughly thought over by the Author and prepared with hope for its application in physical education, which is confirmed by the fact that the "areas of axiological activity in physical education for the benefit of the body presented in the work constitute proposals which can be realised in practice. Although it is not certain that each participant of this process will acquire the expected competences and will follow the proposed direction, there are symptoms indicating that

they can be more effective than the activities currently performed" (p. 84).

Chapter four has a special application value. The Author, in his own style of an experienced educator, appeals with his message to readers of all ages, in spite of the fact that the titles of subchapters indicate the recipient at the school age. I congratulate the Author on an innovative idea in the process of student intellectualisation since, as the Author himself mentioned, "introducing students to the world of the axiology of the body is an extremely complicated and difficult process" (p. 87).

What is also original and *quaint is the ending, i.e. the phenomenon of a certain letter*. The most valuable aspect of this part of the work is the fact that the proposed solutions do not require any system changes and teachers are able to put them into practice themselves. The Author only suggests "they should resign from permanent exercises with «students' bodies» for the benefit of the dialogue with them and common enterprises leading to participation in physical culture in the future" (p. 103).

Józef Węglarz undertook an ambitious task, which he completed in an excellent way. I am convinced that the book *The Axiology of the Body in Physical Education* will attract many readers and will be their inspiration for action. I recommend the book particularly to teachers, students and parents, as well as to those for whom the body is the supreme value.