

THE THEORY OF HUMAN DEVELOPMENT

[*Teoria rozwoju człowieka*]

PSYCHOLOGY OF HUMAN DEVELOPMENT AND RATIONALISM AN INTRODUCTION TO A COLLECTION OF ARTICLES ABOUT THE POWER OF REASON AND RATIONALITY IN THE PSYCHOLOGY OF HUMAN DEVELOPMENT

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The collection of five articles presented to readers was created as a result of 7th Session on the Theory of Human Development held during the 30th National Conference of Developmental Psychology at the University of Gdańsk. The session had the format of a panel discussion over a lecture introducing the topic, as adopted in this series. The lecture was prepared and delivered by Janusz Trempała, and of the four voices commenting on the lecture, two professors prepared the articles posted here. These are Lucyna Bakiera and Jan Ciecuch, who contributed to the creation of this collection. Janusz Trempała posted a response to the comments of his lecture, and the whole was summarized by the author of these words.

Janusz Trempała addressed the fundamental issue of rationality in the context of examining mental and socio-moral development. Data from empirical research cast doubt on the mastery of the logic of scientific research in the form of hypothetical-deductive thinking as the goal of the ontogeny of the human mind. This may undermine belief in human reason and rationality if they were to be understood in this way. The forms of thinking detected in adulthood in the context of adult life tasks and research on compliance with social and moral norms are different. The rejection of belief in science by social movements such as anti-vaxxers, as well as

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the declarations of the post-truth era, raise the question of human rationality anew. Trempała argues for saving the belief in the power of reason and the rationality of psychology by using Kurt Lewin's concept of the motivational force field and the pragmatic theory of cognition as an instrument of human action in the social world.

The lecture comments are the examples of polemical culture, and their reception by the lecturer is exemplary factual. In conclusion, the writer of these words tried to follow those models that are worth disseminating not only to strengthen resistance against *ad hominem* polemical tendencies but above all to educate young people in the virtue of using criticism to advance our knowledge, not to fight adversary, which is indispensable for the cultivation of science. I recommend this collection not only for substantive reasons but also for the pleasure of being in an atmosphere of mutual respect among the authors focused on the subject of discussion, despite differences in their approach to it.

These are the examples of this series of panel discussions on the issues of the psychological theory of human development. Every theory is a hypothesis. Some of them are more weakly and others more strongly recognized in the critical discourse as justified by the results of research and inquiry. If applicable, they become part of the content of textbooks and teaching subjects from the canon of studies, as well as their application in the practice of social life. It is worth remembering that before they became such, they competed with a multitude of rejected hypotheses in critical discourse. And in such a discourse, no participant has the final say. What passes into the current canon is the majority's belief in the cognitive value of the winning hypothesis. This is the temporality of our knowledge, even if it is hundreds or thousands of years old. Each of its components and syntheses has its own history, including its birth, flowering and fall. Our minds and desires along with it are historical. Even Master Johann Wolfgang's eternal tree of life changes but remains green.

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