

Subject card

Subject name and code	Didactics of the Kashubian language in primary and secondary schools I, PG_00145708						
Field of study	Kashubian Ethno studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		2.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Institute of Polish Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Justyna Pomierska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Preparing students to properly understand the teaching process and organize teaching of the Kashubian language in primary and secondary schools in various sociolinguistic situations. Preparing a teacher for work, taking into account the psychological conditions of the learning and teaching process. Review of methods, teaching techniques, forms of work, teaching aids. Intra- and cross-curricular integration. Planning the teaching process: lessons, series of lessons, arrangement of educational content for a given school year.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ETNOFL3_K05] is ready to appropriately prioritize in order to achieve the task defined by himself and others	is ready to plan the activities of the student and the teacher in the lesson	[SK3] text preparation/written work [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[ETNOFL3_K06] is ready to effectively organize his work and critically evaluate the degree of progress of ongoing activities	understands ethical issues related to the teaching profession	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[ETNOFL3_K02] systematically works on his own linguistic and communicative competence	actively works for regional education (at school and during educational projects)	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[ETNOFL3_U03] has elementary research skills necessary for a focused analysis of literary phenomena, especially those occurring in Polish and Kashubian literature	257 / 5 000 is able to plan a "Kashubian language" lesson for primary school classes (is able to arrange exercises for literary texts), selects literary texts for primary school students, taking into account both the student's age and language skills	[SU3] text preparation/written work [SU6] demonstration of practical skills
	[ETNOFL3_U02] has elementary research skills necessary for targeted analysis of linguistic phenomena, especially concerning Polish and Kashubian literary language	is able to plan a lesson of the "Kashubian language" for primary school classes (is able to arrange exercises related to the development of language skills - primarily work on the meaning of words - taking into account the psychodidactic conditions of the teaching process, is able to formulate the purpose of the lesson, topic and problem, scope of educational content and learning effects uses the basic resources of methods and forms of work and a selection of teaching aids (including Kashubian language textbooks in primary schools, dictionaries and board games), is able to find (printed studies and Internet resources) and use methodological literature in planning the activities of teachers and students during the lesson	[SU3] text preparation/written work [SU6] demonstration of practical skills
	[ETNOFL3_K04] Dialogically resolves conflicts and constructs a good atmosphere for effective work	is ready to adapt working methods to the needs of students and develop students' cooperation skills, including group cooperation solving problems, shaping students' communicative and cultural competences, developing students' curiosity, cognitive activity and independence, as well as logical and critical thinking	[SK3] text preparation/written work [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
Subject contents	[ETNOFL3_W05] has knowledge of linguistic communication and language culture	has structured knowledge of the Kashubian language (language - literature - culture) to the extent and scope enabling the conduct of teaching classes in the subject: regional language - Kashubian language (with particular emphasis on developing spelling competences and methods of working on the meaning of words)	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	Main teaching principles in teaching the Kashubian language (Kashubian language compared to other language school subjects). Lesson as a system of exercises: lesson goals and formulating student learning outcomes, lesson structure (teacher's activities and student's activities). Lesson plan (methodological development and recording of the lesson). Lesson concept and lesson plan recording. Lesson topic (formulation for the teacher and for the student), place and function of the lesson topic during the lesson. Exercise: types and types, structure of the exercise, rules for formulating commands. Ways of arranging the teaching situation. Methods and forms of working and motivating students. Project method in teaching Kashubian in primary school. Lesson planning: thematic circle, selection of reading material/cultural context (including cultural texts). Developing receptive and productive skills, with particular emphasis on ways of working on the meaning of words. Developing language skills and cultural competences. Kashubian teacher's workshop. Use of the textbook and other teaching aids. Student's notebook: role in education, aesthetics, evaluation. Lesson notes; various types and forms of quotation. Learning spelling and developing reading skills. Types of spelling exercises, specificity of writing from memory and by listening. The role of calligraphy in learning spelling. Selection of linguistic material. Orthograms. Principles of teaching spelling competences.		

Prerequisites and co-requisites	knowledge of the Kashubian language sufficient to enable communication		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparation of written final work (writing a lesson plan for a class selected by the teacher)	51.0%	50.0%
	active participation in classes, performing ongoing partial tasks (including reading reports, preparing exercises, preparing teaching aids)	80.0%	50.0%
Recommended reading	Basic literature Każdorazowo na początku semestru prowadzący weryfikuje zestaw lektur wymaganych do zaliczenia przedmiotu. LEKTURA OBOWIĄZKOWA Komorowska M., Metodyka nauczania języków obcych, Wyd. Fraszka edukacyjna Pawłowska R., Metodyka ćwiczeń w czytaniu, Gdańsk 2002 (tu nauka ortografii a kształcenie sprawności czytania i metody pracy nad znaczeniem wyrazu). Pawłowska R., Lekcja języka polskiego jako system ćwiczeń, w: O porozumieniu językowym w nauce i szkole, red. A. Lewińska, J. Pomierska, Gdańsk 2005 R. Makarewicz, Kilka uwag o konspekcie lekcyjnym, Prace Językoznawcze Uniwersytetu Warmińsko-Mazurskiego w Olsztynie, z. XV/3, 2013, s. http://wydawnictwo.uwm.edu.pl/uploads/documents/czytelnia/prace/Prace15-3.pdf; Polański E., Dydaktyka ortografii i interpunkcji, Warszawa 1983. Podstawa programowa dla szkoły podstawowej (Dz. U. 2017, poz. 356), a dla szkoły branżowej, liceum i technikum (Dz. U. 2018, poz. 467) For examples of lesson plans see: Naji ùczba educational supplement to the magazine Pomerania, www.skarbnica.kaszubska.pl Ùczba kaszëbsczégò jãzëka w szkòle. Materialë dlô szkólnëch. Programy, rozkłady, konspekty i scenariusze, Òbróbk W. Czedrowskò, D. Pioch, J. Tréder, Oficyna Czec, Gduńsk 2001. Scenarniczi ùczbów kaszëbsczégò jãzëka, red. R. Wosiak-Śliwa, Wyd. ZK-P, Gdańsk 2011 materiały na www.cke.edu.pl oraz www.skarbnica.kaszubska		

Supplementary literature	Badecka-Kozikowska M. , Siedem grzechów głównych nauczycieli języków obcych oraz jak je przekuć w metodyczne cnoty, Wyd. Fraszka edukacyjna 2008. Doskonalenie warsztatu nauczyciela polonisty, red. A. Janus-Sitarz, Kraków 2005. Edukacja kaszubska. Tradycje, aktualność, perspektywy. Praca monograficzna pod red. A. Kuik-Kalinowskiej i D. Kalinowskiego, ZGZK-P i AP w Słupsku, Słupsk-Gdańsk 2012. Edukacja kaszubska, red. R. Mistarz, CENne praktyki t. VIII, Gdańsk 2018 (pdf dostępny w internecie na stronie CEN w Gdańsku) Język, literatura, kultura i edukacja kaszubska, 1, pod red. D. Stanulewicz, E. Komorowskiej, B. Afeltowicz, Uniwersytet Szczeciński, Szczecińskie Towarzystwo Naukowe, Rada Języka Kaszubskiego, Szczecin 2016. Kotłarczyk M., Sztuka żywego słowa. Dykcja ekspresja magia, Rzym 1975 lub Podstawy sztuki żywego słowa (instrument dykcja ekspresja), Warszawa 1961 lub najlepiej najnowsze wydanie 2011!! Uzupełnione o niewydane w PRL fragmenty; Kompetencje szkolnego polonisty, t. 1 i t. 2, red. B. Chrzęstowska, Warszawa 1997 (wybór). Obracht-Prondzyński C., Dylematy edukacyjne. Z Kaszubami i Pomorzem na pierwszym planie, Gdańsk 2017. Pakiet metodyczny dla nauczycieli języków obcych [kolejne etapy edukacyjne M. Janicka I etap, M. Kleban II etap, B. Karpeta-Peć, J. Peć III etap] http://bc.ore.edu.pl, tamże: Programy nauczania w rzeczywistości szkolnej i inne. • https://www.ore.edu.pl/jezyki-obce-etap-i/jo-materiay-do-pobrania?...2691.. • https://www.ore.edu.pl/jezyki-obce-etap-i/jo-materiay-do-pobrania?...2690... Pomirska Z., Wygraj z dysleksją, Kielce 2004, Pomirska Z., Wygraj z dysortografią, Kielce 2005. Polonista w szkole. Podstawy kształcenia nauczyciela polonisty, red. A. Janus-Sitarz, Kraków 2004. Pomirska J., Królewionka w pałacu. O korzyściach płynących z Dyktanda Kaszubskiego, w: Język. Tradycja. Tożsamość, pod red. E. Rogowskiej-Cybulskiej i M. Milewskiej-Stawiany, Wyd. UG, Gdańsk 2013, s. 45-51. Pomirska J., Bajka kaszubska w edukacji. Podsumowanie projektu dydaktycznego Zwykłe niezwykle w krainie bajek kaszubskich, w: Bajki, legendy i podania kaszubskie dawniej i dziś. Materiały pokonferencyjne, red. Dušan-Vladislav Paždjerski, NCK i MPiMK-P, Gdańsk Wejherowo 2016. Pomirska J., Status wyjścia w teren w dydaktyce języka kaszubskiego, Język Szkoła Religia, Tom 13 Nr 4 (2018), s. 68-80. Seretny A., Lipińska E., ABC metodyki nauczania języka polskiego jako obcego, Kraków 2005
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		Źródło: Zapamiętaj, a będziesz wiedzieć jako obcego, pr. zb. pod red. E. Zaprutkiej, A. Gasińskiego, Warszawa 2006
	eResources addresses	
Example issues/ example questions/ tasks being completed	Arrange an exercise/exercises for the text... Plan the arrangement of the teaching situation for the lesson during which a poem/story will be read... in the classroom... Select a set of words related to the topic appropriate for a given class... + plan methods of working on new vocabulary . Select a spelling exercise appropriate for the class/lesson topic/students' linguistic predispositions... Save the course of the lesson as a system of exercises for the class...	
Work placement	Not applicable	

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