

Subject card

Subject name and code	Didactics of the Kashubian language in primary and secondary schools IV, PG_00145748						
Field of study	Kashubian Ethno studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
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	3		Language of instruction		Polish		
Semester of study	6		ECTS credits		4.0		
Learning profile	practical		Assessment form		exam		
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	0.0	30.0	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		68.0	100
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 [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_U14] independently performs typical professional tasks in selected spheres of educational, cultural or promotional and advertising activities	systematically enriches his/her workshop (techniques and strategies for learning in the classroom/self-study/project work); knows how to plan a lesson, a cycle of lessons, plans the teaching of the Kashubian language at different stages of schooling (taking into account different sociolinguistic situations); knows how to reach the necessary factual knowledge (methodological manuals, Internet resources), evaluate and select it in order to use it to create his/her own workbench	[SU3] text preparation/written work
	[ETNOFL3_U03] has elementary research skills necessary for a focused analysis of literary phenomena, especially those occurring in Polish and Kashubian literature	is able to plan a cycle of lessons (from reading, from training in writing various forms of expression) and present his/her concept in written form: formulating the overarching goal of the cycle and justifying the role of individual lessons in its realization, planning adequate work to crown the cycle and adjusting individual lessons to effectively perform the task (selection of forms and methods of work, didactic idea, proportional teaching of linguistic and cultural skills, occasional teaching of grammar); is able to construct a curriculum. Knows how to plan a lesson in a secondary school (taking into account working with a linguistically diverse team);	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[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)	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[ETNOFL3_U02] has elementary research skills necessary for targeted analysis of linguistic phenomena, especially concerning Polish and Kashubian literary language	Knows how to access the necessary factual knowledge (method books, Internet resources), evaluate and select it to use it for planning teacher and student activities.(including textbooks for the Kashubian language in elementary school, dictionaries and board games), knows how to find (printed studies and Internet resources) and use methodological literature in planning the activities of the teacher and student in the lesson	[SU3] text preparation/written work [SU4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[ETNOFL3_W15] has advanced knowledge of the role of regional and intercultural education oriented to practical use in institutions related to education, culture and promotion of the region	has knowledge of the selection and arrangement of linguistic and literary content in teaching the Kashubian language at various stages of learning at school, knows the norms and customs of integrating linguistic, reading and cultural skills in teaching the Kashubian language at various stages of school learning (taking into account various sociolinguistic situations)	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[ETNOFL3_K03] has basic organizational skills to plan and implement educational and professional tasks	to adapt working methods to the needs of students, to shape students' cooperation skills, including group problem solving, to shape students' communicative and cultural competence, to develop students' curiosity, activity and cognitive independence, as well as logical and critical thinking,	[SK8] observation of student's independent or team work
Subject contents	The consolidation of knowledge and didactic skills in planning the didactic process in the teaching of Kashubian: the place of the lesson in the cycle of lessons, planning a lesson/cycle of lessons related to the reading, to the form of written expression (story, description), to the field trip. Literary, linguistic and cultural education in secondary school. Language education versus regional and intercultural education. Teaching the Kashubian language vs. preserving the cultural heritage of the region and participation in contemporary culture (field trip). The project method in secondary school. Different types of cultural texts used in the study of the Kashubian language with particular emphasis on literary texts (poetry, prose). The use of the textbook, magazines, the Internet in secondary school. Working with dictionaries. Strategies for reading literary, popular science, journalistic texts. Longer forms of written statements in secondary school (dissertation, analysis and interpretation of a poem, review). Lesson scenario vs. lesson record as an article for publication.		
Prerequisites and co-requisites	Knowledge of the Kashubian language to the extent necessary to conduct lessons, systematized knowledge of Kashubian literature, established teaching skills. The condition for taking the exam after the sixth semester is to pass the teaching practice - Kashubian language. The prerequisite for taking the exam after the sixth semester is active participation in class, completion of current sub-tasks (including reading reports, arrangement of exercises, preparation of teaching aids), and completion of a written credit work. The exam covers issues in all subjects of the didactic module (preparation for teaching the first subject "Kashubian language") and internships. The exam is conducted in oral form. The exam consists of an answer to 3 questions on the subjects of the teaching module and the issues included in the reading, as well as a presentation of a teaching project (from the trainee's experience resource).		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	egzamin	51.0%	100.0%

Recommended reading	Basic literature	Każdorazowo na początku semestru prowadzący weryfikuje zestaw lektur wymaganych do zaliczenia przedmiotu. 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 + Makarewicz, O konspekcie lekcyjnym polemicznie (w internecie) Polański E., Dydaktyka ortografii, Warszawa 1983. Pomierska J., Bajka kaszubska w edukacji. Podsumowanie projektu dydaktycznego <i>Zwykłe niezwykle w krainie bajek kaszubskich</i>, w: Bajki, legendy i podania kaszubskie dawniej i dziś. Materiały pokonferencyjne, red. Dušan-Vladislav Paždjerski, NCK i MPiMK-P, Gdańsk Wejherowo 2016. Pomierska J., Status wyjścia w teren w dydaktyce języka kaszubskiego, <i>Język Szkoła Religia</i>, Tom 13 Nr 4 (2018), s. 68-80. Pomierska J., Czëtôj (dziecóm) pò kaszëbskù. Utwory prozatorskie z kanonu lektur na lekcji języka kaszubskiego w szkole podstawowej, "Języki obce w szkole", DOI:10.47050/jows.2022.3.21-28 + Przykładowe scenariusze lekcji patrz Naji ùczba dodatek edukacyjny do miesięcznika Pomerania Ùczba kaszëbsczégò jãzëka w szkòle. Materialë dlô szkólnëch. Programy, rozkłady, konspekty i scenariusze, Òbróbk W. Czedrowskò, D. Pioch, J. Tréder, Oficyna Czac, 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 (tu podręczniki, Naju uczba, artykuły, uchwały RJK, słowniki)
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	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. 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. Seretny A., Lipińska E., ABC metodyki nauczania języka polskiego jako obcego, Kraków 2005 Z zagadnień dydaktyki języka polskiego jako obcego, pr. zb. pod red. E. Lipińskiej, A. Seretny, Kraków 2006.
	eResources addresses	

Example issues/ example questions/ tasks being completed	Describe the general goals of teaching the Kashubian language, consider the scope of knowledge and skills development in comparison to other school subjects (with particular emphasis on language subjects). Describe the structure of the core curriculum... List the elements of the Kashubian language teaching program... Explain the implementation of the principle of visibility in teaching the Kashubian language against the background of other teaching principles; Support your argument with examples of good teaching practices. Describe the selection of teaching materials and teaching aids for learning the Kashubian language. Describe the textbooks for learning the Kashubian language used in school practice... Describe the role of the textbook in teaching Kashubian. Present several ways of arranging the teaching situation during a Kashubian language lesson, explain the role of motivation in teaching and learning the regional language. Justify the need to develop language competence in order to develop communicative and cultural competence; in your statement, use an example of a Kashubian language lesson at any educational stage. Explain the role of teaching language skills in Kashubian language lessons in the aspect of developing the student's general linguistic competence. Present the principles of teaching pronunciation / grammar / grammatical concepts / in Kashubian language lessons at selected educational stages, Describe principles of organizing teaching of writing a story/description/essay. List the methods of working on the meaning of a word, List the types of partial exercises preceding the writing of a longer stylistic statement (story / description / essay), Formulate the principles of organizing work with a specific work at a selected stage of learning the Kashubian language. Explain the didactic function of going into the field as a way to achieve the goals of language learning Kashubian; Justify the need to use cultural institutions in the school practice of teaching the Kashubian language,
Work placement	Not applicable

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