

Subject card

Subject name and code	Didactics of the Kashubian language in primary and secondary schools III, PG_00145726						
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	5		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	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		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_U03] has elementary research skills necessary for a focused analysis of literary phenomena, especially those occurring in Polish and Kashubian literature	491 / 5 000 is able to plan a series of lessons (from reading, from teaching how to write a story or description) and present his/her concept in written form: formulating the overarching goal of the series and justifying the role of individual lessons in its implementation, planning adequate work to conclude the series and adapting 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)	[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	knows how to plan a lesson of "Kashubian language" (is able to arrange exercises related to the formation of language skills / tasks to the text / a cycle of lessons), uses a basic range of methods and forms of work and a selection of teaching aids (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 [SU6] demonstration of practical skills
	[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
	[ETNOFL3_U14] independently performs typical professional tasks in selected spheres of educational, cultural or promotional and advertising activities	systematically enriches his workshop (techniques and strategies for learning in the classroom / self-study / project work); knows how to plan a lesson introducing a grammatical concept; knows how to access the necessary factual knowledge (methodological manuals, Internet resources), evaluate and select it to use it to create his own lesson plan	[SU3] text preparation/written work
	[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 basic 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)	[SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[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
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. Principles of organization of student activities in a lesson introducing a grammatical concept: a system of exercises in awakening linguistic awareness, integration with the thematic circle of the lesson (selection of a linguistic example for linguistic analysis, work on the meaning of the word, work on pronunciation and spelling, etc.). Examples of occasional teaching of grammar and formation of language awareness. Formation of reading and cultural competence. Strategies for reading cultural texts with particular emphasis on Kashubian literature (reading list in primary and secondary school). Different ways of organizing reading exercises. Artistry of a literary work and Kashubian literature as a tool for identity formation. Integration of language proficiency training in integration with reading/cognition of literary, popular science, journalistic text.		
Prerequisites and co-requisites	Good knowledge of Kashubian language (spoken and written), basic knowledge of Kashubian literature, basic teaching skills		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes, performing ongoing partial tasks (including reading reports, preparing exercises, preparing teaching aids)	80.0%	20.0%
	preparation of written final work (writing a lesson plan for a class selected by the teacher)	51.0%	80.0%
Recommended reading	Basic literature Komorowska M., Metodyka nauczania języków obcych, Wyd. Fraszka edukacyjna Pawłowska R., Metodyka ćwiczeń w czytaniu, Gdańsk 2002 (Opanowanie strategii rozumienia tekstu literackiego). Pomierska 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. Pomierska J., Status wyjścia w teren w dydaktyce języka kaszubskiego, Język Szkoła Religia, 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 Podstawa programowa dla szkoły podstawowej (Dz. U. 2017, poz. 356), a dla szkoły branżowej, liceum i technikum (Dz. U. 2018, poz. 467) + Przykładowe scenariusze lekcji patrz Naji ùczba dodatek edukacyjny do miesięcznika Pomerania Ùczba kaszëbsczégò jãzëka w szkòle. Materialë dlô szkòlnëch. 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)		

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. Karpetka-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. 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 konsekwencjach lekcyjnych, 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. Pomierska 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
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		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	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...	
Work placement	Not applicable	

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