

Subject card

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|--|---|--|------------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Teaching Polish Language, PG_00141468 | | | | | | |
| Field of study | Polish Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | Bachelor's studies | Subject group | | | Obligatory subject group in the field of study Optional subject group | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 2 | Language of instruction | | | Polish | | |
| Semester of study | 4 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | credit | | |
| Conducting unit | Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr hab. Zofia Pomirska | | | | |
| | Teachers | | dr hab. Zofia Pomirska | | | | |
| 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 | | 43.0 | 75 |
| Subject objectives | The aim of the course is to prepare students preparing to work as Polish language teachers to develop, organize and conduct language education classes in primary schools using methods and forms of work specific to this type of education. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|--|--|--|
| | [FPL3_K04] Builds the authority of the profession, respecting the achievements of tradition. | Student: analyzes one's own linguistic knowledge and skills and their usefulness in relation to emerging tasks and challenges; follows the principles of responsible (psycho-pedagogical, substantive and methodological) preparation for lessons, is aware of the need to conduct individualized pedagogical activities (didactic, educational and caring) for gifted students and students with special educational needs; is aware of the importance of professionalism, reflection on ethical issues and compliance with the principles of professional ethics | [SK6] demonstration of practical skills |
| | [FPL3_W12] Has an specific knowledge of literary and linguistic studies in the field of the chosen specialty, allowing to understand the phenomena of con-temporary culture and act ethically within the chosen specialty. | Student: has basic knowledge of linguistic communication and language culture, knows and understands the importance of linguistic development in building the cultural identity of primary school graduates; knows the principles of intra- and inter-subject integration, knows the goals and content of language teaching, taking into account the psychological conditions of the teaching process; knows various strategies and work methods related to language teaching in primary schools, taking into account the polyphonic nature of the "Polish language" subject; knows and understands methods that take into account the educational needs of students | [SW5] implementation of a problem task |
| | [FPL3_W05] Has specific knowledge of the place and importance of linguistics in the system of sciences and of its subject and methodological specificity. | Student: has basic knowledge of linguistic communication and language culture, knows and understands the importance of linguistic development in building the cultural identity of primary school graduates; knows the principles of intra- and inter-subject integration, knows the goals and content of language teaching, taking into account the psychological conditions of the teaching process; knows various strategies and work methods related to language teaching in primary schools, taking into account the polyphonic nature of the "Polish language" subject; knows and understands methods that take into account the educational needs of students | [SW1] oral statement/ conversation/discussion |
| | [FPL3_U02] Is capable of searching, analyzing, evaluating and selecting information in the field of linguistics using spoken and written sources available in different media. | The student applies the principles of general and specific teaching (native language); can diagnose the student's language development level; is able to create lesson units integrating literature with other cultural texts ; adapts the workshop to the needs, interests and socio-cultural experiences of contemporary students (gifted and those with special educational needs) | [SU6] demonstration of practical skills |

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| Subject contents | <p>Issues of language education in primary school (concept in the provisions of the core curriculum and subject literature, textbooks and teaching aids for Polish teachers). Creating a workshop for a Polish teacher (examples of good practices and didactic reflection). Grammar lesson models. Integration of knowledge about language with knowledge about literature and general knowledge of the humanities. Ability to organize lessons regarding the introduction of language concepts, taking into account the priority of objectives developing transmitting and receiving skills. Selection of text for language exercises. Teacher's knowledge and the scope of student's knowledge and skills.</p> <p>Learning spelling and developing reading skills. Types and functions of spelling exercises. Spelling lesson and systematic implementation of spelling skills. Specific difficulties in reading and writing. Developing transmitting and receiving skills. Work on the meaning of a word. Ways to enrich the student's vocabulary in connection with the student's experience,</p> <p>writing and listening. Planning lessons on teaching speaking and writing various forms of expression provided for in school curricula. Types of partial exercises, especially in terms of developing the ability to create descriptions and stories.</p> <p>Planning exercises, a series of exercises and lessons in language education (knowledge of the language and exercises in speaking and writing various forms of expression provided for in school curricula). Independently conducting lessons in primary school by a student after developing a lesson plan (description of the student's activities and recording the course of the lesson as a system of exercises).</p> | | | | | | | | | |
| Prerequisites and co-requisites | Classes within the teaching specialization chosen by the student | | | | | | | | | |
| Assessment methods and criteria | <table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>developing a Polish language lesson project in the field of knowledge about the language and linguistic competence for a selected primary school class</td> <td>50.0%</td> <td>60.0%</td> </tr> <tr> <td>active participation in classes</td> <td>50.0%</td> <td>40.0%</td> </tr> </tbody> </table> | Subject passing criteria | Passing threshold | Percentage of the final grade | developing a Polish language lesson project in the field of knowledge about the language and linguistic competence for a selected primary school class | 50.0% | 60.0% | active participation in classes | 50.0% | 40.0% |
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| Example issues/example questions/tasks being completed | How to enter grammatical categories? | | | | | | | | | |
| Work placement | Not applicable | | | | | | | | | |

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