

Subject card

Subject name and code	The basics of psychology and pedagogy, PG_00150190						
Field of study	Russian Philology						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social 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	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Russian Language Pragmatics, Communication and Didactics -> Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Aleksandra Klimkiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		34.0	50
Subject objectives	Introduction to basic psycho-pedagogical issues; knowledge of learners' personality types, motives for learning at different educational stages and in different environments, preparation for the implementation of educational tasks; provision of tools for reflective and critical improvement of professional practice; knowledge of the educational system and its contexts (ideological, political, social and economic requirements), the need for lifelong learning.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[FROSL3_U06] The graduate is able to present the results of their work in Polish and Russian in a clear, systematic, and well-thought-out manner, using various modern methods and techniques.		The student is able to prepare a report, lesson plan, or teaching outline in Polish or Russian; use modern presentation tools (such as PowerPoint, Canva, or Prezi) and word processors; and ensure coherence and logical structure when presenting the outcomes of their work.		[SU2] presentation/project/paper/report [SU3] text preparation/written work		
	[FROSL3_W11] The graduate has basic contextual knowledge of auxiliary and related fields relevant to Russian philology, which support research on the Russian language and literature, as well as the professional development of a Russian language specialist.		The student possesses knowledge of fundamental pedagogical and psychological concepts (including processes of socialization, teaching styles, educational ideologies, the role of the teacher, and communication within the educational environment), which are essential for the didactic practice of a Russian philologist.		[SW3] text preparation/written work		

Subject contents	Social and cultural conditions of human development, socialization and education; educational ideologies; contemporary trends in education and their practical implications (new education, radical, critical and emancipatory pedagogy); teaching styles; social inequalities and their impact on school selections; marketing of education; teacher as a creator of the program, textbooks for learning, teaching and the socio-economic system; teacher (practitioner, organizer, social worker, leader and communication in the educational environment.		
Prerequisites and co-requisites	choice of specialty: teaching Russian at specialized language courses		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	permanent monitoring	51.0%	25.0%
	active participation	51.0%	5.0%
	completion of a written assignment	51.0%	70.0%
Recommended reading	Basic literature	Kuźma J., Morbitzer J. (red.): <i>Nauki pedagogiczne w teorii i praktyce edukacyjnej</i> . T. 1 i 2. Krakow 2003, Wyd. AP. W. Berger P., Luckmann T., <i>Społeczne tworzenie rzeczywistości</i> , Warszawa 1983. Śliwerski B., <i>Współczesne teorie i nurty wychowania</i> , Krakow 2001. Barnes D., <i>Nauczyciel i uczniowie. Od porozumiewania się do kształcenia</i> , Warszawa 1988	
	Supplementary literature	Lewowicki T. (red.): <i>Pedagogika we współczesnym dyskursie humanistycznym</i> . Krakow 2004, Oficyna Wydawnicza Impuls.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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