

Subject card

Subject name and code	Didactics of the Kashubian language in primary and secondary schools II, PG_00145716						
Field of study	Kashubian Ethno studies						
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 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	4		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_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_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_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_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
	[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_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	Core curriculum vs. curriculum and textbook. Proper organization and planning: lesson, lesson cycle. Various forms of work outside the school classroom. Planning the "Kashubian language" with special attention to the role of "extracurricular work", cross-curricular cooperation and the didactic function of the excursion. The use of cultural institutions in school practice of teaching Kashubian language. Types and role of competitions in teaching Kashubian language. Formation of receptive and productive skills with special emphasis on writing a story and description. The educational, cognitive and educational functions of working on various forms of speech. Headline, topic and problem of student speech (oral and written). Creative and restorative, complete and partial exercises. Types of partial exercises in the preparation of description and story (conceptual, exploratory, compositional, editorial). Applied texts. Implementing, checking and improving exercises. The place of stylistic exercises in the course of education. Formation of reading and cultural competence. Ways of processing cultural texts with particular emphasis on Kashubian literature. Knowledge, skills and social competence of the student vs. selection of reading. Strategies for introducing the text in the lesson. Preparation of exercises for text analysis. Voice interpretation of the text. Recitation and stage performance.		
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
	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 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 Zwykle 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 kaszëbscziégò jãzëka w szkòle. Materialë dlô szkólnëch. Programy, rozkłady, konspekty i scenariusze, Òbróbk W. Czedrowskò, D. Pioch, J. Tréder, Oficyna Czac, Gduńsk 2001. Scenarniczi ùczbów kaszëbscziégò 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/fo-materiay-do-pobrania?...2691.. • https://www.ore.edu.pl/jezyki-obce-etap-i/fo-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... 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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