

Subject card

Subject name and code	Art of interpreting cultural texts in in education, PG_00133640						
Field of study	Polish Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2025/2026	
Education level	Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group Specialty subject group	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	1		Language of instruction			Polish	
Semester of study	2		ECTS credits			2.0	
Learning profile	academic		Assessment form			credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Grażyna Tomaszewska				
	Teachers		prof. dr hab. Grażyna Tomaszewska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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	The aim of the subject is to expand the knowledge and skills of a future Polish teacher in the field of aesthetic awareness related to basic aesthetic categories (harmonious and disharmonious), forms of reception (traditional and contemporary) and use in school practice (especially secondary school) of various forms of art of interpreting cultural texts, so that they become real in classroom practice a material for developing empowered, but also deepened interpretative activity of students.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPMU2_W08] Recognizes in cultural texts the reflection of economic, legal and economic rules, governing the modern world and affecting the development of various forms of entrepreneurship in accordance with ethical standards.	recognizes socio-political reflections in the latest cultural texts condition	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FPMU2_W10] Has a structured and in-depth knowledge of literary and linguistic studies in the field of the chosen specialty.	-has knowledge regarding the methodology and methodology of reading cultural texts	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FPMU2_K06] He consciously fulfills and develops his own professional competence in literary and linguistics studies, becoming ready for the changing reality.	consciously exercises and develops own competences related to methodology and methodology reading various cultural texts	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FPMU2_W01] Has an in-depth knowledge of the connections between literary studies and other fields of the humanities and selected areas of the social sciences, in particular cultural studies, art sciences, philosophy, history, psychology, sociology, and is aware of the main problems and research opportunities arising from the connection of these areas.	has in-depth knowledge of the connections between literary studies and practice educational in the interpretation of various cultural texts	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FPMU2_U04] Has gained a skill of self-learning in literary studies and moderating this process by others.	is able to translate contemporary achievements into the language of educational practice humanities	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FPMU2_U02] Has linguistic and literary competence sufficient to prepare specialized written works and speeches in Polish of different form, purpose, volume and style, using methodologies appropriate to the subject of research and sources and new advanced technologies.	- has the ability to construct an educational project	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FPMU2_U08] Has in-depth literary and linguistic skills and linguistic competence to undertake work related to the chosen specialty.	has in-depth Polish language skills allowing him to: effective educational practice	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
Subject contents	Problems of the seminar - Traditional and postmodern cultural texts and their relationship with Polish language education. - The role of aesthetic awareness in Polish language education. - Dialogue of traditional and contemporary aesthetic categories and their interpretive function in application to Polish language education. - The role of the art of interpretation in approximating the student's authentic, empowered contact with a cultural text. - The art of interpreting contemporary cultural texts and the problem of values and evaluation. - Application of various post-modern formulas of the art of interpreting cultural texts in school practice. - Possibilities of reducing lesson schematism by using postmodern art forms of interpreting cultural texts in practice school. - The art of interpreting cultural texts as a counterweight to school encyclopedism and the practice of reproducing ready-made knowledge about cultural texts. - Preparing future Polish teachers to launch various forms of authentic student dialogue with cultural texts (old and contemporary). - Preparing future Polish teachers to distance themselves and critically reflect on ready-made supporting materials (including online ones) related to cultural texts in Polish language education. - Relations between literature and other cultural texts in modern times in relation to Polish language education. - The art of interpreting cultural texts as a chance to liberate literary lessons from school stereotypes. - Using the art of interpreting cultural texts at school to prepare students for active but also reflective participation in culture, resisting manipulation and voluntary submission to symbolic violence in its various stereotyping aspects.		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	work to pass the course	51.0%	60.0%
	attendance and active participation in classes	80.0%	40.0%
Recommended reading	Basic literature	W. Tatarkiewicz, Dzieje sześciu pojęć. Sztuka Piękno Forma Twórczość - Odtwórczość Przeżycie estetyczne, Warszawa 1976 (wybrane zagadnienia). M. Gołaszewska, Estetyka i antyestetyka, Warszawa 1984 (wybrane zagadnienia). M. Wallis, Przeżycie i wartość, Kraków 1968 (wybrane zagadnienia). W. Stróżewski, Wokół piękna. Szkice z estetyki, Kraków 2002. M. Popiel, O nową estetykę. Między filozofią sztuki a filozofią kultury, w:] Kulturowa teoria literatury. Główne pojęcia i problemy, red. M.P. Markowski, R. Nycz, Kraków 2006. U. Eco, Sztuka, Kraków 2008 (wybrane zagadnienia). S. Wysłouch, Literatura a sztuki wizualne, Warszawa 1994 (rozdz. Tekst a ilustracja, Adaptacja filmowa jako przekład intersemiotyczny	
		G. Tomaszewska, Praktyki czytania. Ponowoczesna interpretacja a szkoła, Gdańsk 2019 (część pierwsza, rozdz. Interpretacja ponowoczesna a (bez)interpretacja szkolna: Drogi okrężne, s. 41-75). M. Szoska, Trudna obecność. Film w edukacji polonistycznej a interpretacja, Gdańsk 2018 (cz. 1., rozdz. Uczeń i nauczyciel w zwierciadle ekranu, s. 114-136). W. Bobiński Witold, Przygody człowieka patrzącego. Ponowoczesna teoria obrazu a szkolne praktyki interpretacyjne, w: Ikoniczne i literackie teksty w przestrzeni nowoczesnej dydaktyki, pod red. A. Pilch, M. Rusek, Kraków 2015, (s. 131-167). A. Pilch, Zobaczyć opowiadanie obrazu, w: Ikoniczne i literackie teksty w przestrzeni nowoczesnej dydaktyki, pod red, A. Pilch i M. Rusek, Kraków 2015. M. Cackowska, Współczesna książka obrazkowa pojęcie, typologia, badania, teorie, konteksty, dyskursy, [w:] Książka obrazkowa. Wprowadzenie, red. M. Cackowska, H. Dymel-Trzebiatowska, J. Szyłak, Poznań 2017. J. Szyłak, Komiksy i książki obrazkowe. Miejsca wspólne, [w:] Książka obrazkowa. Wprowadzenie, red. M. Cackowska, H. Dymel-Trzebiatowska, J. Szyłak, Poznań 2017.	
	Supplementary literature	A. Grodecka, Czytanie czy patrzeć. O różnych stylach odbioru malarstwa, [w:] Czytanie tekstów kultury, pod red. B. Myrdzik, I. Karwatowskiej, Lublin 2007. W. Bobiński Witold, Wykształcić widza. Sztuka oglądania w edukacji polonistycznej, Kraków 2016 (wybór). Skoro i tak gram. Edukacja kulturowa poprzez teatr, pod red. G. Tomaszewskiej i D. Szczukowskiego, Gdańsk 2009 (s. 197-207). M. Szoska, Trudna obecność. Film w edukacji polonistycznej a interpretacja, Gdańsk 2019 (cz. 2: Praktyka lekcyjna a interpretacja wybrane rozdziały). Adaptacje. Szkolne użycia ponowoczesnych (anty)teorii literatury, red. G. B. Tomaszewska, D. Szczukowski, Gdańsk 2018 (N. Grzeszczuk, Wieloświat W. Szymborskiej w praktyce szkolnej, s. 155-176). Myrdzik Barbara, Morawska Iwona, Łatoch-Zielińska Małgorzata, O roli kulturowego doświadczenia przestrzenności. Studia i szkice z edukacji polonistycznej, Lublin 2016. (I. Morawska, Ciało jako tekst kultury w edukacji polonistycznej, s. 149-161, M. Łatoch-Zielińska, W niewoli wyglądu. O kreowaniu wizerunku młodych ludzi w Internecie, s. 163-175). E. Nowak, Instalacje plastyczne w doskonaleniu sztuki interpretacji, w: Ikoniczne i literackie teksty w przestrzeni nowoczesnej dydaktyki, pod red. A. Pilch, M. Rusek, Kraków 2015, s. 169-178.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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