

Subject card

Subject name and code	Psychosocial Competences of Assistant Teacher, PG_00136971						
Field of study	Applied Linguistics						
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	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of Applied Linguistics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Aneta Lewińska				
	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	Learning about the complex roles assumed in the didactic process by the lector of Polish as a foreign language and the teacher of Polish as a second language. Building awareness of the multiplicity of competencies (substantive, didactic, pedagogical, social, intercultural) of the lector/teacher of Polish as a second language. Realizing the need for professional development, including with the use of information and communication technology, and adapting the way of communication to the level of development of students and stimulating the cognitive activity of students.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_K04] He is aware of the dilemmas associated with the profession.	The student understands the importance of teacher authority and the principles of student-teacher interaction in the course of a lesson.	[SK1] oral statement/conversation/discussion
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student is aware of the many roles of a teacher/lecturer, knowledge disseminator, facilitator, mediator, mentor, in which he uses interdisciplinary professional preparation.	[SW1] oral statement/conversation/discussion
	[LSL3_U08] He has the ability to substantively justify his theses, including interpretation, using the views of other authors, and to formulate conclusions.	The student is able to work in a team, diagnose problems, propose and discuss solutions.	[SU1] oral statement/conversation/discussion
	[LSL3_K03] He effectively organizes his work and critically evaluates the degree of progress.	The student is able to organize and evaluate his own work, taking care of the welfare of students and the team in which he works.	[SK2] presentation/project/paper/report
	[LSL3_K01] He is ready to think and act in an entrepreneurial manner and to perform professional roles responsibly, including adhering to professional ethics and demanding it of others.	The student can organize the teaching process in a multilingual and multicultural group, using intercultural competence.	[SK2] presentation/project/paper/report
Subject contents	Roles of the teacher/lecturer of Polish as a foreign/second language. The personality of the teacher, the authority of the teacher. Planning and organizing the workshop of work. Intercultural competence. Substantive and methodical preparation for the profession as a result of interdisciplinary knowledge and skills.		
Prerequisites and co-requisites	No prerequisite requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active attendance in class	51.0%	40.0%
	project work in a team	51.0%	60.0%
Recommended reading	Basic literature	Gębal P. (2018), Basics of didactics of Polish as a second language. An integrative-inclusive approach. Kraków: Księgarnia Akademicka. Stankiewicz K. and Żurek A. (2017). From language education to (inter)cultural education. The foreign language teacher in multiple roles. Foreign Languages at School, 4, 21-25. Reflective practitioner. On the work of a teacher of Polish as a foreign language, ed. K. Ziolo-Puzuk, Warsaw 2020.	
	Supplementary literature	Stankiewicz K, Żurek A., (2019), The role of the teacher of Polish as a second language in language and culture education, "Education" 3(150), 42-53. Wilczynska W. (2009). The foreign language teacher as a researcher. In M. Pawlak, A. Mystkowska-Wiertelak and A. Petrzykowska (eds.), Foreign language teacher today and tomorrow (pp. 493-508). Poznań - Kalisz: Wydawnictwo Uniwersytetu Adama Mickiewicza. Zawadzka E. (2004). Foreign language teachers in the era of change. Kraków: IMPULS.	
	eResources addresses		
Example issues/example questions/tasks being completed	Case study - please work in a group to propose a solution to the described difficult teaching situation (attached description).		
Work placement	Not applicable		

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