

Subject card

Subject name and code	Psychological foundations of education and upbringing, PG_00150564						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	1		ECTS credits		4.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Division of Theory of Education and Pedagogy of Care -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marcin Welenc				
	Teachers						
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		68.0	100
Subject objectives	Learning selected concepts of human personality that constitute the theoretical foundations of the diversity of educational interactions; learning models and concepts of human development and using them to justify the psychological aspects of the functioning of a student or ward.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W23] He knows and understands to an in-depth degree the theories of human development, especially his communication skills, in the life cycle both in the biological, biomedical and psychological and social aspects, as well as in the context of his subjectivity in the educational, social and cultural area, including the psychological basis of language teaching, upbringing, teaching, models of learning and the various conditions of these processes, and can critically evaluate and creatively use them.	Has in-depth knowledge of human development in the cognitive aspect, especially speech and language development; knows the factors influencing this process and is able to predict the effects of their interactions.	[SW4] test/exam - oral or written
	[LOGJ5_K05] He is ready to build proper ties in the social environment and to initiate activities for the benefit of the social environment, prepared to responsibly perform the professional roles of a teacher and school speech therapist, including adherence to the principles of professional ethics and demanding this of others, as well as caring for the achievements and traditions of the profession.	Is ready to assume the responsibility associated with the profession of teacher and speech therapist, applies and observes the principles of the professional code of ethics.	[SK4] test/exam - oral or written
	[LOGJ5_U17] He is able to use theoretical approaches in an in-depth way to analyze motives and patterns of human behavior; he can diagnose situations that exclude and integrate a person in need of support; he can analyze normalization and integration activities in the environment; he can, using the acquired psychological and pedagogical knowledge, work with children from culturally different backgrounds and with limited knowledge of the Polish language.	Is able to analyse the behaviour of a patient/student in order to identify possibilities of support and stimulation of his/her development.	[SU4] test/exam - oral or written
	[LOGJ5_W26] He knows and understands in an in-depth way selected concepts of the human being: philosophical, psychological and social concepts that constitute the theoretical foundations of pedagogical activity; he knows the philosophical, axiological, socio-cultural, historical, biological, psychological and medical foundations of upbringing and education, understands the functioning of social structures and institutions of social life (political, social, educational, cultural and welfare) and the relations between them.	Knows and understands in depth the various concepts of man that are important for the processes of educating and raising a child; understands the interdisciplinary foundations of education and training.	[SW4] test/exam - oral or written
	[LOGJ5_W30] Knows and understands the place of special pedagogy in the system of sciences, as well as its subject and methodological links with other scientific disciplines, knows the system of special education and sub-disciplines of special pedagogy.	Knows what special education is, what its position is in the system of social sciences, and knows its subdisciplines.	[SW4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U18] Using the knowledge and experience of the teaching profession, he is able to use theoretical approaches in an in-depth way to analyze, interpret and design strategies for speech therapy and pedagogical activities; he is able to generate solutions to specific problems, forecast the course of their solution and predict the consequences of planned activities for the effective implementation of speech therapy and pedagogical activities.	Using the accumulated knowledge, he/she is able to solve specific speech therapy problems, program ways to prevent them, and predict the effects of his/her therapeutic interventions.	[SU4] test/exam - oral or written
	[LOGJ5_U19] He is able to use theoretical knowledge from the field of special pedagogy and related disciplines to analyze and interpret the problems of life of people with disabilities, including educational, upbringing, caring, cultural and support problems, as well as the motives and patterns of human behavior, and to take practical action to eliminate differences and equalize educational opportunities for students from different backgrounds, religions and nationalities, as well as people with disabilities.	231 / 5 000 Using the acquired knowledge, is able to analyse and interpret the problems and developmental difficulties of people with various types of disabilities and work to eliminate differences and support their functioning.	[SU4] test/exam - oral or written
Subject contents	1. Psychodynamic approach to personality, views of Z. Freud, C.G. Jung, A. Adler, E. Fromm and their significance for contemporary psychotherapy.2. Behaviorist model of learning in the approach of B. F. Skinner, social learning of A. Bandura, theories of J. Dollar, N. Miller.3. Cognitive psychology - phenomena of information deprivation, information noise and cognitive dissonance for learning processes.4. Humanistic psychology in the approach of A. Maslow and C. Rogers and the significance of their views for contemporary pedagogical thought. Psychological foundations of education and upbringing.5. Human development as the primary pedagogical and educational category.6. Intellectual development of J. Piaget and moral development of L. Kohlberg as examples of the stage model of development.7. The course of development in the cyclical-phase model: K. Dąbrowski, L. Wygotski, E. Erikson.8. Disability as a risk factor for human development in the process of education and upbringing.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test	52.0%	100.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed	nie dotyczy		
Work placement	Not applicable		

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