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# The system of educating teachers of preschool and early school education and the possibilities of teacher training in the future (or in current conditions) in Poland

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**Abstract:** This article considers how insights from psychology and educational research can contribute to enhancing teacher training. Developments in early childhood pedagogy encourage changes in the way future educators are trained. This article discusses concepts of education in pedagogical studies and the competences that are required of the future teacher. Individualization of the teaching process requires curriculum modifications, innovative ideas, creating proprietary curriculum. The article is a search/or review based on the teacher training literature for answers on how to train future teachers to be flexible, reflective, decisive and innovative. How can teachers be supported in a way so that teachers can help themselves to be teachers?

**Keywords:** teacher training concepts, teacher competences, teacher training functions, a new model of teacher training in Poland

A child becomes a student during early childhood education and learns the role that will be indicated to him/her for at least the next twelve years. The satisfaction level which stems from fulfilling the role of a student will shape child's development and will determine, to a large extent, the choices he/she will make in adult life. A child's way of thinking and functioning in a class group and at school is shaped during the first three years of primary school. Insights from developmental psychology suggest that starting education at a younger school age may be beneficial. The low level of analytical and abstractive thinking in this period encouraged holistic, integral teaching.<sup>1</sup> The evolution of psychological ideas has led to a search for the most effective solutions in educating and preparing teaching staff to work in pre-school and early school education.

In the past decades, the teacher education system in Poland has undergone transformations regarding the course of studies. The length of the course of studies of future teachers also changed – from five years, through a three year period, and was even limited to a year of completed post-graduate studies in pre-school or early school education, giving the right qualifications to perform this profession. The education of future teachers demands for them not only to be intellectuals, but also to be social and cultural mediators. Teachers need to be equipped with competencies that allow them to navigate reality efficiently. They also need the ability to equip students with the skills to deal with the chaos of information, contradictions of everyday life and to actively participate in the changing reality.<sup>2</sup> The reform of the education system is

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<sup>1</sup> A. Mikrut, *Geneza kształcenia zintegrowanego i jej znaczenie dla kształtowanie kompetencji uczniów klas początkowych*, [in:] J. Wyczesany, A. Mikrut (ed.), *Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych*, Wydawnictwo Naukowe Akademii Pedagogicznej, Kraków 2002, p. 7.

<sup>2</sup> A. Baracz, *Doskonalenie zawodowe nauczycieli jako odpowiedź na wyzwania współczesnej edukacji. Z doświadczeń Powiatowego Centrum Doskonalenia Zawodowego w Puławach*, "Kultura – Edukacja – Przemiany" 2021, no. 9, p. 105.

inscribed in the life of every generation, so are the reforms of teacher education. The concept of teacher education which has been dominant since the 1990s, is different. Tadeusz Lewowicki classified the concepts of teacher education according to the set goals (fig.1):

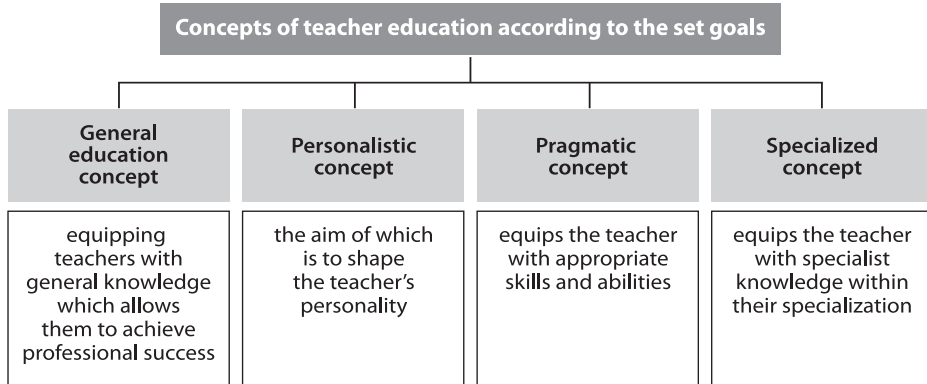


Fig. 1. Teacher training concepts according to Tadeusz Lewowicki's goals

Source: Author.

In the search for the optimally best teacher education, one can come across other approaches. The progressive concept captured the teacher prepared to provoke the search for solutions to problems in the educational process. The multilateral concept combined many components of earlier searches, still not presenting a simple and clear recipe for shaping the ideal teacher. Currently, Joanna Szempruch defines teacher education as a multilateral, multifunctional, interdisciplinary, prospective and innovative process, developing teacher's personality and attitudes, in connection with the environment and socio-cultural changes of the changing civilization.<sup>3</sup>

Robert Kwaśnica describes the most basic teacher competences which should be taken into account when preparing a teacher for work. These are:

- practical and moral competences, i.e. understanding the surrounding world and its interpretation, self-understanding and reflection on the course of action;
- communication competences, i.e. the ability to establish a dialogue;
- substantive and technical preparation, and therefore related knowledge and skills with the subject;
- methodological preparation and the ability to use appropriate tools for effective action.<sup>4</sup>

<sup>3</sup> J. Szempruch, *Problemy kształcenia i doskonalenia nauczycieli w Polsce – w kierunku profesjonalizacji zawodu*, "Studiabas" 2022, no. 2(70), p. 29.

<sup>4</sup> R. Kwaśnica, *Wstęp do rozważań o nauczycielu*, [in:] Z. Kwieciński, B. Śliwerski (eds.), *Pedagogika*, vol. 2, Wydawnictwo Naukowe PWN, Warszawa 2007, pp. 301–303.

The author in his reflections on the problem of preparing teachers for the profession indicates that the first type of competences occupy a “superior position in the teaching profession.”<sup>5</sup> At the same time, he emphasizes the need to have both types of competences.

He notes that substantive and technical competences are easier to check and usually this technical knowledge is the core subject of higher education. “Practical and moral competence cannot be passed on to the teacher”<sup>6</sup> because they require long-term education, personal experience, and awareness of one’s own beliefs. Main directions of changes in early childhood education:

- significantly expanding the scope of the academic discussion of this period, the use of many new currents flowing from various pedagogical considerations, their systematization and the awareness of the pluralistic foundations of various theories used in research of child raising and education;
- in pedagogical practice there was a departure from uniform, narrow, mainly methodological guidance on how to operate to existing side-by-side equivalent, often original solutions, which contributed to revolutionary changes in early school education, aiming at increasing liberalization and democratization at school;
- research and academic experiments conducted in this discipline are underpinned by clearly defined assumptions, anchored in specific theoretical trends about the approach to pedagogy.

These transformations take place in economic difficulties, as well as sometimes ill-considered administrative measures, when different regulations are implemented just to be cancelled after some time. Nevertheless, the awareness of the benefits of many solutions functioning equally side by side and the need to reflect on views, ideas and doctrines, from which they arise are being strengthened.

We are observing a gradual departure from dogmatism and arbitrary ways of describing and constructing reality, which allows for democratic decision-making involving teachers, parents and students. Extensive discussion and considering various ways of operation improves the work of the school, makes it possible to use the potential of local resources and to give up the solutions that don’t work under existing conditions.<sup>7</sup>

The development of a new model for educating kindergarten and early childhood education teachers in 2018 resulted in a new regulation from the Ministry of Science

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<sup>5</sup> Ibidem.

<sup>6</sup> Ibidem.

<sup>7</sup> E. Skrzetuska, *Kierunki przemian we współczesnej pedagogice wczesnoszkolnej*, [in:] E. Skrzetuska, M. Jurewicz (eds.), *Edukacja wczesnoszkolna w warunkach przemian społecznych i kulturowych*, WULS-SGGW Dom Wydawniczy, Warszawa 2016, pp. 32–34.

and Higher Education.<sup>8</sup> The overriding objective of the changes was the perceived need to raise the level of competence of students who would become teachers in the future. The ordinance regulated the path of study for teachers in the form of five-year study in uniform studies based on five modules within 2,800 hours of classes:

- preparation in the substantive sense;
- preparation in the psychological and pedagogical sense;
- preparation in the didactic sense;
- preparation for teaching the next subject;
- preparation in the field of special education.<sup>9</sup>

The aim of educating a teacher of pre-school and early childhood education is to form a multilateral person, multi-dimensionally prepared to teach many subjects, having subject-didactic and methodological qualifications, to diagnose, to conduct independent work in groups, to use the latest information technologies. As part of professional preparation, it is important to obtain meta-qualifications related to counselling and self-assessment and self-observation of the future teacher.<sup>10</sup> Therefore, in addition to substantive and methodological preparation, students were provided with support as part of personalized activities with elements of tutoring, taking place within 20 hours of classes per student.

The chosen course of changes in teacher education is based on two areas, which encompass shaping professional attitudes as well as attitudes in the social area, towards oneself and others. The first area concerns practical skills in supporting child's development. The second area presents the teacher as a man aware of their needs and interests, capable of self-assessment and undertaking self-development.<sup>11</sup> Subjects based on methodological and substantive preparation of teachers to implement individual types of education and integrate their content include 600 hours of classes divided into the integration of the content of supporting children in preschool and early school age. The substantive preparation program also includes music classes: playing instruments, rhythmic, vocal and methodical classes as a part of 150 hours.

The training program for future teachers of pre-school and early childhood education also requires preparing them to teach English in kindergarten. Language and methodological qualifications are necessary, therefore universities are looking for solutions by organizing language classes for small groups of students, so that the level of preparation is as high as possible. This is carried out during 180 hours of classes.

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<sup>8</sup> Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 25 lipca 2019 r. w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela (Dz.U. 2021, poz. 890).

<sup>9</sup> B. Surma, *Wdrożenie modelu kształcenia nauczycieli przedszkoli i szkół i wczesnoszkolnych w Polsce*, "Edukacja Elementarna w Teorii i Praktyce" 2021, no. 2(60), p. 81.

<sup>10</sup> Ibidem, p. 82.

<sup>11</sup> Ibidem, p. 83.

Internships in conducting classes and lessons in schools and kindergartens take 480 hours. The regulation does not include intercultural education classes and alternative forms of education. During the studies, it is assumed that future teachers will be equipped with relevant competences. Competences are understood as knowledge, a set of skills as well as values and attitudes necessary to perform the tasks set for the teacher. In the academic discourse, there are analyses and interpretations which assume that the teacher must be an individual who is aware and self-critical, active, motivated, with a high level of social competence for partnership cooperation with the student and their parents. The acquired teaching competences, understood this way, are a condition for the effects regarded as educational benefits for students. Anna Malec emphasizes that the teacher of the 21<sup>st</sup> century can support the student, prepare the student to be creative, to think innovatively. The teacher cannot be limited to transfer only expertise and knowledge. Equipping the student with the so-called soft skills and motivation to work and learn is a challenge for a modern teacher.<sup>12</sup>

The process of preparing an early school teacher according to the regulation of the Ministry of Science and Higher Education requires psychological and pedagogical preparation during:

- 720 hours of theoretical classes, substantive preparation for integration;
- classes on the content of teaching within 480 hours of theoretical classes;
- 400 hours dedicated to supporting the development of pre-school and early school children;
- 540 hours dedicated to integrated learning and methodology of particular types of education, taking into account the ways of integrating the knowledge and skills of children and students;
- 120 hours of classes on knowledge of the subject of a child and a student with special developmental and educational needs;
- 60 hours of familiarization with the organization of kindergarten and school work, taking into account the current legal basis, the basics of educational diagnostics;
- 60 hours of language culture classes;
- 120 hours on research methodology.<sup>13</sup>

The project carried out at one of the universities, the University of Lodz, is noteworthy. It is called “To Know – Understand – Experience. Practical preparation for the profession of an early education teacher”, and it increases the effectiveness of teacher training. The project, among other things, provided a forum for students preparing to work with preschool and early school children, where they posted their reflections

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<sup>12</sup> A. Malec, *Przygotowanie studentów do realizacji zadań nauczyciela edukacji wczesnoszkolnej – między teorią a praktyką*, p. 156, <http://www.repozytorium.uni.wroc.pl> [available: 21.10.2022].

<sup>13</sup> Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 25 lipca 2019 r. w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela (Dz.U. 2021, poz. 1450).

and experiences related to their internships in kindergarten and school. The virtual forum was used to exchange experiences, which was an additional source of students' knowledge, opportunities to confront their ideas, possible gaps in the obtained information, tips for work, gaining motivation, new solutions.<sup>14</sup> A forum for reflection on practical activities in the teaching profession can increase the level of preparation of students to fulfill the roles related to the teaching profession.

Teacher education requires the dominance of the humanistic paradigm so that the teacher's focus is on the human being, the student, and an emphasis on self-knowledge and social competence. Studies in accordance with the constructivist paradigm will prepare the teacher for educational activities in the socio-environmental area. Elżbieta Marek states that on the basis of Polish studies it is difficult to train teachers according to the critical-emancipation paradigm, due to the low intellectual level of students and low interest in studying.<sup>15</sup> There is no evident recruitment system for studies, and currently, anyone who has received a matriculation certificate, even with poor results, can get into studies of pre-school and early childhood education. There are students diagnosed with dyslexia, dysgraphia, or speech impediment. During recruitment, there is no verification of positive predispositions necessary to perform the profession. The studies cited by A. Malec indicate an average or low level of preparation of students undergoing teaching practice in the field of mathematics, environmental, language, music, art and technical education. Only the level of use of modern information technologies by students during apprenticeship turned out to be satisfactory. And only individual students prove that they are prepared at a very high level.<sup>16</sup>

The standards impose a rather rigid way of understanding learning outcomes. Bartosz Atroszko believes that the focus is on didactic aspect of education, while the upbringing aspect is marginalized. The same concerns the teacher's personal development and creativity. The researcher fears that these excessively detailed regulations (according to his calculations, as many as 1137 were formulated in the regulation of learning outcomes) limit the freedom of the teacher to a large extent and do not encourage him/her to do creative pedagogical activities.<sup>17</sup>

There is still a discussion at the theoretical level about creating a framework for qualifying future teachers for studies. The lack of selection of candidates for studies dooms the training of future teachers to fail. Checking suitability for the profession by the requirements of correct pronunciation, musical hearing, visual and artistic

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<sup>14</sup> M. Just, *(Nie)zwykłe praktyki – forum dyskusyjne źródłem do budowania wiedzy*, [in:] J. Bonar, A. Buła, D. Radzikowska (Eds.), *Poznać – Zrozumieć – Doświadczyć. Praktyka pedagogiczna w kontekście doświadczeń nauczycieli i studentów wczesnej edukacji*, Wydawnictwo Impuls, Kraków 2014, p. 131.

<sup>15</sup> E. Marek, *Przygotowanie do zawodu nauczyciela edukacji wczesnoszkolnej w Polsce*, Wydawnictwo Akademickie Żak, Warszawa 2016, p. 35.

<sup>16</sup> Ibidem, pp. 158–160.

<sup>17</sup> B. Atroszko, *Miejsce innowacji w standardach kształcenia nauczycieli*, "Forum Oświatowe" 2020, no. 1(63), p. 122.

abilities, doctor's certificate of suitability for the profession has not been in force since 1999.<sup>18</sup> Most European countries have not abandoned exams for suitability for the teaching profession, they are administered by university authorities or education authorities. It is interesting how Finland treats recruits with poor entrance exam scores. Such students are not deprived of the opportunity to study pedagogy, but they are entitled to individual additional support for self-development. After the first year of study there is an exam, which eliminates unsuitable students from further education in the teaching area. In Europe, language tests are practiced, and in some countries, there are reading and writing tests. We should take a closer look at these solutions and adopt some specific ones in the domestic system of recruitment of future teachers of pre-school and early childhood education, because there has been a significant decrease in the level of students interested in training for the teaching profession.<sup>19</sup>

The process of becoming a teacher is a long process, and apart from theoretical preparation, it is a process of dynamic practical experiences. These experiences are collected during apprenticeships during studies, but also in the undertaken professional work. Gained experiences cause reflections on one's own abilities. Tang postulates that the teacher should receive the support necessary for professional development. To develop a sense of self-agency and appropriate values support from academic teachers is required.<sup>20</sup>

These experiences are acquired through professional work undertaken separately during training and apprenticeship. In this process, candidates are expected to transform experiences into contextual and personal-based professional knowledge. It is possible for the candidate himself/herself to practice in the environments where his/her professional practices take place and to provide him/her with a planned professional support structure in this process.

This support structure includes two the support mechanisms. The first includes providing the candidates with the information and ideas such as designing instruction, applying and evaluating instruction they need by experienced teachers and academic staff. The second one includes a form of support that complements the first, which is important in terms of allowing the candidate to see that professional knowledge is formed in a contextual structure. In the first one, the information that supports more candidates to practice has the quality that activates their feelings of self-confidence, while the second one is the instructional design that more candidates apply directly. Experienced and academic staff assist candidate teachers to think reflectively on their practices, and on their own professional knowledge.

Studies educating teachers of pre-school and early childhood education should also shape the attitudes of active, critical teachers, so that they are able to choose the

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<sup>18</sup> M. Suświło, *Przygotowanie do zawodu nauczyciela wczesnej edukacji w percepcji studentów Uniwersytetu Warmińsko-Mazurskiego w Olsztynie*, "Forum Oświatowe" 2015, no. 27(2), p. 77.

<sup>19</sup> Ibidem, p. 78.

<sup>20</sup> S. Tang [in:] M. Suświło, *Przygotowanie do zawodu...*, op. cit., p. 81.



curriculum, and not uncritically implement imposed curricula. The individualization of the teaching process requires curriculum modifications, innovative ideas, and the creation of one's own proprietary curricula.<sup>21</sup> It should be emphasized that a teacher cannot be a random person who does not understand the purpose of interacting with a child in kindergarten, or with a student at school.<sup>22</sup>

The specificity of the work of a professionally active teacher is the constant need to deepen knowledge and competences in the field of the teaching-learning process, shaping the attitudes and students' worldview, preparing them to take advantage of the achievements of civilization and adapting to the needs of the changing job market. Continuing teacher education takes place in formal and non-formal education. Formal education takes place in workshops, courses, training, seminars, conferences, post-graduate studies, qualification courses. Informal education refers to the teacher's self-education consisting in reading methodological and specialist literature, observing other teachers at work, self-improvement. In order to implement formal education programs there are local, provincial and central training units and methodological consulting centres of various scope. These institutions belong to the education system.<sup>23</sup> There is in-school improvement in every school as part of a collaborative learning process in areas relevant to the particular school.

Summing up the analysis of the teacher education and training system, we should mention the central institutions established to support the teacher training system. There is the Educational Research Institute under the supervision of the Ministry of Science and Higher Education, and its task is to conduct research on the effectiveness of the functioning of the education system in Poland. It performs research, expert and advisory functions. The Education Development Centre established at the central level is responsible for undertaking and implementing activities aimed at improving the education system.

In every curriculum, it is expected that epistemological explanations about how learners can acquire knowledge either implicitly or explicitly, are defined in pre-service teacher education curriculum. In other words, the "curriculum theory" that gives the rationality of the pre-service teacher education curriculum should be defined by the institutions which are responsible for developing of teacher education curriculum.<sup>24</sup> The curriculum theory and the learning approach contributes to the development of the teacher education system. Curriculum theory and the vocational learning

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<sup>21</sup> M. Chuncia, A. Wilk, *Nauczyciel wczesnoszkolny i jego „zawody”*, [in:] J. Bonar, A. Buła, D. Radzikowska (eds.), *Poznać – Zrozumieć – Doświadczyć. Praktyka pedagogiczna w kontekście doświadczeń nauczycieli i studentów wczesnej edukacji*, Wydawnictwo Impuls, Kraków 2014, p. 131.

<sup>22</sup> A. Klas-Markiewicz, *Nauczyciel w obliczu rewolucji edukacyjnej*, [in:] E. Sałata, J. Bojanowicz (eds.) *Edukacja wczoraj – dziś – jutro. Edukacja w dialogu budowania lepszej przyszłości*, Wydawnictwo RTN, Radom 2015, p. 468.

<sup>23</sup> A. Baracz, *Doskonalenie zawodowe...*, op. cit., p. 106.

<sup>24</sup> W. Pinar, *What is Curriculum Theory? Studies in Curriculum Theory Series*, Routledge, London 2019, p. 201; G.J. Posner, *Analyzing the Curriculum*, McGraw-Hill, New York 1995.

approach are defined as “official signs” to administrators, teacher educators in education faculty and school teachers in practice schools who will implement the curriculum in practice. It is important to define the curriculum theory and the vocational learning approach which forms the main idea of the curriculum.

Tadeusz Nowacki distinguished four functions of teacher training (fig. 2).

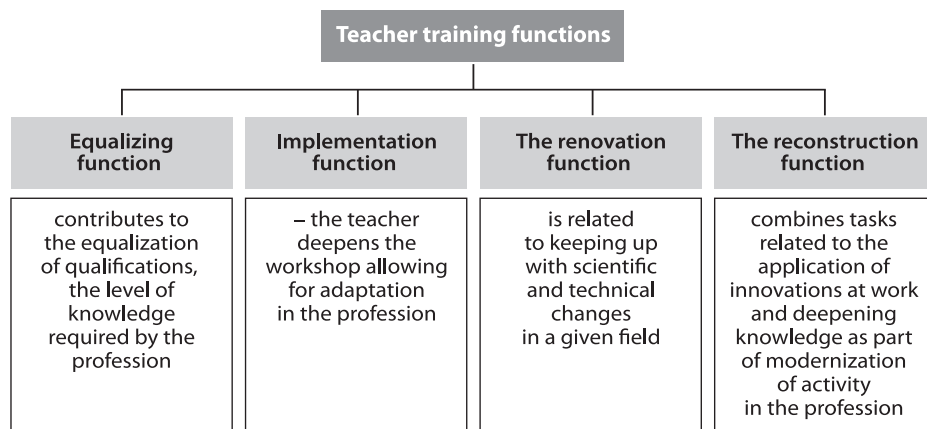


Fig. 2. Functions of teacher training according to Tadeusz Nowacki

Source: Author.

Teacher training, in accordance with the idea of continuous education, is an investment in one's own personal and professional development. It is undoubtedly a contribution to the improvement of the quality of functioning of educational institutions, such as kindergartens and schools. Among the surveyed teachers, 88% declare self-improvement, which proves a high level of self-awareness of their own professional needs. Teachers declare their willingness to improve their qualifications and to acquire and deepen their knowledge in a given field. Methodological workshops, improvement courses and methodological conferences organized by methodological centres are the most preferred. In-school forms of improvement include training of pedagogical councils, workshops and observations of lessons carried out by other teachers. The organization of the in-school improvement system and inspiring teachers to undertake other activities and forms of improvement are the tasks of school headmasters. Most teachers stated that headmasters help in the implementation of professional development. Teachers are encouraged by headmasters by subsidizing training, enabling participation in various forms of improvement through the appropriate organization and schedule of classes, granting leaves, using reinforcements in the form of praise and awards.<sup>25</sup>

<sup>25</sup> P. Kowolik, *Doskonalenie zawodowe nauczycieli zintegrowanej edukacji wczesnoszkolnej*, “Nauczyciel i Szkoła” 2011, no 2(50), pp. 102–104.

In addition to professional development, which includes the tasks of deepening knowledge, expanding experience, developing new attitudes and beliefs, rebuilding and improving professional qualifications, developing professional and social competences by contributing to the teaching staff, each teacher has personal mechanisms for self-assessment and self-development. Wincenty Okoń particularly emphasizes that professional development of teachers is an extremely important element of teachers' out-of-school education because it is a link in the adaptation period in the profession, and during the time of professional independence it serves to expand pedagogical and subject knowledge, it contributes to individual and collective self-education and supports the teacher in research.<sup>26</sup>

The wide range of requirements for teachers presented in the literature focus on being: a "reflective educator", a "thinking teacher", a "teacher researcher", "reflective teacher", "problem solver", "undertaker"<sup>27</sup> is very difficult to implement. However, the continuous improvement of competences by professional teachers will increase the effectiveness of the teaching process. Teacher training determines the development of future generations and the whole world according to the statement that "the role of the teacher is to prepare himself and his students for the world that does not exist, and which is coming true."<sup>28</sup>

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<sup>26</sup> W. Okoń, *Słownik pedagogiki*, Państwowe Wydawnictwo PWN, Warszawa 1984, p. 58.

<sup>27</sup> B. Śliwerski, *Mysleć jak pedagog*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2010, pp. 56–58.

<sup>28</sup> A. Baracz, *Doskonalenie zawodowe...*, op. cit., p. 127.

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### Legal acts

- Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 25 lipca 2019 r. w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela (Dz.U. 2021, poz. 890).
- Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 25 lipca 2019 r. w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela (Dz.U. 2021, poz. 1450).

### **System kształcenia nauczycieli edukacji przedszkolnej i wczesnoszkolnej oraz możliwości kształcenia nauczycieli w przyszłości (lub w obecnych warunkach) w Polsce**

**Streszczenie:** W artykule rozważono, w jaki sposób spostrzeżenia z psychologii i badań edukacyjnych mogą przyczynić się do ulepszenia szkolenia nauczycieli. Rozwój pedagogiki wczesnoszkolnej zachęca do zmian w sposobie kształcenia przyszłych pedagogów. W artykule omówiono koncepcje kształcenia na studiach pedagogicznych oraz kompetencje przyszłego nauczyciela. Indywidualizacja procesu nauczania wymaga modyfikacji programów nauczania, innowacyjnych pomysłów, stworzenia autorskiego programu nauczania. Artykuł jest poszukiwaniem/przeglądem literatury dotyczącej szkolenia nauczycieli w celu znalezienia odpowiedzi na pytanie, w jaki sposób kształcić przyszłych nauczycieli, aby byli elastyczni, refleksyjni, zdecydowani i innowacyjni. Jak można wspierać nauczycieli, aby sami mogli pomóc sobie w byciu nauczycielami.

**Słowa kluczowe:** koncepcje kształcenia nauczycieli, kompetencje nauczyciela, funkcje szkolenia nauczycieli, nowy model kształcenia nauczycieli w Polsce

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Mykoła Orlykowski – dr, Dziekan Filii Gnieźnieńskiej Wyższej Szkoły Zawodowej „Millennium” w Wągrowcu (Polska). Stypendysta międzynarodowego Programu im. Lane’a Kirklanda finansowanego przez Polsko-Amerykańską Fundację Wolności. Kierunek: ekonomia i zarządzanie. Autor ponad 45 publikacji naukowych i monografii oraz podręcznika „Zarządzanie czasem: podstawy praktyczne”. Działalność naukowo-badawcza obejmuje takie zagadnienia jak: zarządzanie strategiczne, samorządność i zarządzanie organizacją.