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## THE STRUCTURE OF PEDAGOGICAL EDUCATION IN POLAND

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### **Abstract**

The article thoroughly reveals the structure and content of pedagogical education in the Republic of Poland. The types of specialties that train teachers for different types of educational institutions are identified. Plans for preparing teachers are considered. The list of the main documents regulating the system of professional growth and problems of providing teachers of Poland with work are presented. The forms of professional development of teachers in Poland have been identified.

**Keywords: preparation; teacher; specialty; improvement; content**

## СТРУКТУРА ПЕДАГОГІЧНОЇ ОСВІТИ ПОЛЬЩІ

**Монько Роман**

### **Анотація**

У статті ґрунтовно розкрито структуру та зміст педагогічної освіти у Республіці Польща. Визначено види спеціальностей, за якими здійснюється підготовка вчителів для різних типів освітніх закладів. Розглянуто плани за якими готують педагогів. Представлено перелік основних документів, які регламентують систему професійного

зростання та проблеми забезпечення роботою вчителів Польщі. Визначено форми професійного удосконалення вчителів у Польщі.

**Ключові слова:** підготовка; вчитель; спеціальність; удосконалення; зміст.

**Statement of the problem.** There has not been a fundamental, holistic reform of the education system, school system, education and teacher training in Poland since 1961. Only in 1998 began the implementation of fundamental changes and reforms in the education system. The reform included: checking the professional qualifications of teachers, preparing teachers, outlining the queries regarding their professional development, outlining the stages of professional development of teachers (Piwowarski R., 2001, p.23).

**Analysis of recent research and publications.** The analysis of the pedagogical literature on the development of educational systems in the countries of the European Union, in particular, in Poland, showed the presence of studies by foreign authors, in particular, in our study we will highlight Polish scholars. Actual problems of teacher training and pedagogical activity in Poland, general concepts and approaches to the formation of standards of teacher training, advanced training, deontological and theological problems are the subject of the study of Doctor of Humanities in Pedagogy Tadeusz Levowicki (Levowicki, T., 2011). Studies of individual educational systems in 17 countries, including the European Union, including England and Wales, France, Spain, Germany, Poland, Sweden, Italy, are presented in the work of Richard Pahoczynski "Modern Educational Systems" ("Wspczesne systemy edukacyjne") (Pachocinski R., 2000).

**The purpose of work** – Analyze and present the structures of pedagogical education in Poland.

**Basic material.** The Law on Higher Education establishes a two-tier system of training in higher education institutions, including the training of teachers: The first degree is the preparation for 3-4 years, which ends with obtaining a diploma of professional qualifications, the title of professional licensee or engineer, who has the right to get a job or to continue his studies; The second degree is the continuation of studies after obtaining the first degree. The second degree in higher education ends with a master's degree. Since January 2005, every institution of higher education is obliged to issue a diploma supplement. The types of specialties that train teachers for different types of educational institutions are identified (Laska E., 2007, p. 87):

1st level - pre-school teachers, primary school teachers - the teacher must have completed the first or second degree course, which lasts for 3 or 5 years and obtain the professional qualification of a licensee or master;

Level 2 - gymnasium teachers - a teacher is required to have a master's or master's qualification;

Level 3 - Higher School Teachers - Master's professional qualification required.

Psychological and pedagogical training is carried out in the following specialties: mathematics, physics, biology, chemistry, geography, history, philology (Polish, English, German, Russian, East Slavic), sociology, philosophy, musical education, art education, physical education, physical education education.

In higher pedagogical schools, psychological and pedagogical training is compulsory (Samprukh J., 2001, p.258). The number of hours allocated to a student's pedagogical preparation, for example, in pedagogy, psychology, teaching methods and computer science is from 120 to 405 on a fixed form (5 years of study) and from 195 to 354 - on a fixed form (3 years of study). The subjects of the pedagogical cycle are respectively 6.3% to 16.4% of the total amount of hours in all five-year courses and 9.0% to 16.4% of the hours of three-year license courses. The big difference in the number of hours is found in the field of teaching pedagogy and psychology on a fixed form of education for 5 years, where from 60 to 90 hours is allocated for pedagogy; 45 to 90 hours for psychology. In three-year studios, the number of hours allocated to pedagogy and psychology is 30 to 90 hours for each of these subjects (Samprukh J., 2001, p.258).

Master's level education is the dominant education of teachers teaching in high schools - high schools and lyceums. The content of students' pedagogical preparation is reflected in the plans and curricula, academic textbooks and other sources.

The curriculum in the field of pedagogy preparation covers three groups of subjects:

The first group is a general subject, required for all specialties that form the teacher as an individual. These subjects provide general training at the academic level (philosophy, sociology, economics, politics, research methodology), foreign language teaching, physical education;

the second group - subjects of the psychological-pedagogical cycle, which provide not only general training aimed at educating the internally and intellectually disciplined person with a certain amount of knowledge, but also preparing the student for future pedagogical activity taking into account specific features of school and extra-curricular education ;

the third group consists of special subjects selected by the future teacher (Shempruch, J., 2001, p.263).

Casimir Denek writes in his book "On a New Kind of Education": "The process of preparing future teachers should be taken seriously. It covers: introductory training, practice, entry into the profession, further training and improvement in the course of work, as well as advanced training "(Denek K., 1998, p. 57).

Preparing teachers for the profession comes in three areas:

- 1) scientific - in the context of the content of training;
- 2) pedagogical and methodological - in the context of forms, methods and means of work;
- 3) methodological - refers to innovative and research functions that must be complementary to integrity (Sampruch J., 2001, p.247).

Teacher training in Poland is carried out in two legal and administrative systems - public and non-public; in two environments: academic (universities, higher vocational schools, higher pedagogical schools) and educational (teacher colleges with the status of higher schools); in three forms: inpatient, correspondence, evening; at different levels - specialist training (3 years), supplemented by a master's degree (2 years), master's degree (5 years), as well as postgraduate study.

The training is academic, implemented within one subject of specialization and supplemented with pedagogical training (270 hours) in psychology, pedagogy and didactics, as well as 150 hours of pedagogical practice. In some institutions of higher education - in line with European requirements - two-subject training begins to be introduced. It can be said that the main standard of teacher training in Poland was the level of five years of higher education.

The results of the analysis of documents, which normalize the process of pedagogical preparation, enabled J. Sampruch to determine the main goals of pedagogical training in higher schools:

- Students acquire knowledge of the cycle of social disciplines, the laws governing this development, the achievements of civilization and culture and the values embedded in them;
- ways of formulating, solving and evaluating individual and social tasks in different spheres of professional, cultural, public life; ways of scientific knowledge of the environment;
- goals and educational tasks of the young generation, their preconditions related to the transformation of the social system in Poland;
- the directions of development of education and upbringing in the world, their preconditions related to the transformation of the social order; directions of development of

education and upbringing in the world against the background of global problems of humanity and possible ways of their solution;

- planning and programming of own and student activity;
- improvement of own pedagogical activity and work of students;
- formation of students understanding of the broad context of the social role of the teacher; a sense of responsibility for one's own activity, readiness for knowing oneself, the student and the surrounding reality;
- willingness to cooperate with different educational entities (Shempruh J., 2001, p.251-252).

Czeslaw Kupisiewicz sees the importance of training teachers in improving their skills while reforming their further training. The author believes that the following factors influence the essence and methods of teacher training: desire to learn; volume of information; professional mobility; scientific progress; mass media (Kupisiewicz Cz., 1999, p. 107).

The main documents governing the system of professional growth and the problem of securing the work of teachers in Poland are: Teacher's card of January 26, 1982, as of December 6, 2007 (Karta nauczyciela po zmianach z 6 grudnia 2007); Code of Administrative Procedure; The Law of February 18, 2000 "On Amendments to the Law on Teacher Status, as well as Amendments to Some Other Laws"; The Law of August 23, 2001 "On Amendments to the Law" On the Education System", Laws on the Reform of the Education System, as well as some other laws"; Order of the Minister of National Education of August 3, 2000, to obtain the degrees of professional development of teachers; The Law of July 15, 2004, on changing the status of a teacher, as well as on changes to some other laws; Decree of the Minister of Education and Sports of December 1, 2004, to facilitate the acquisition of teacher degrees. Teacher status, qualifications, job descriptions, professional development principles, etc. enshrined in Article 9a of the Teacher Card.

According to this legal act, four stages of professional development of the teacher were introduced: teacher-trainee, contract teacher, full-time teacher, honored teacher. An honored teacher can also receive an honorary diploma of an Honorary Professor of Education.

The trainee teacher passes the probationary period for one year; the contracted teacher must have 9 months of work experience at school; full-time teacher and qualified teacher - 2 years and 9 months; full-time or post-doctoral teacher - 1 year and 9 months. To qualify for the next qualification category, the teacher must meet these requirements (Karta nauczyciela, 2008). It should be noted that a prerequisite for providing the teacher with the next level of professional development is the availability of appropriate qualifications. This means that the

teacher must have: higher pedagogical education; pedagogical experience, positive characteristics, and approval of the commission (for a contract or graduate teacher) or to pass the examination before the commission (for a full-time teacher's degree) (Skaldanowski H., 2002, p.4).

In Poland, the candidate for the post of teacher is subject to requirements relating to qualifications, moral characteristics, health. Qualification requirements for applicants for teaching positions are governed by Section 9.1 of Article 3. Teacher Cards, as well as the decree of the Minister of National Education of 10.10.1991, stating that the post of teacher may be occupied by a person with higher education with appropriate pedagogical training or graduated from an institution providing teacher training and working experience in a relevant position; adheres to basic moral principles; able to perform professional duties for health reasons (Karta nauczyciela, 2008, p.7).

Graduates with a master's degree have the right to work in any type of school. Teachers who do not hold a masters degree can work in secondary schools and lyceums if they teach a subject in a narrow specialization and have additional pedagogical training in youth work (Laska E., 2007, p.153).

Casimir Denek in the book "On a new kind of education" outlines the competencies that a teacher should possess:

praxeological - express the teacher's skills in planning, organizing, controlling and evaluating educational processes;

communication - linguistic features that are expressed in educational situations;

interactions - characterized by the clarity of the teacher's integration actions;

creative - innovation and non-standard (Denek K., 1998, p.49).

In this context, Maria Jakowiczka points out that "apart from knowledge and ability, such competencies of the individual are distinguished, such as the ability to find a compromise, to work with other people, to be open to others, to be able to analyze the situation in advance, to evaluate their own thoughts" (Jakowicka M., 2008, p. 113).

Joseph Kuzma states that in the process of pedagogical education it is necessary to strive for mastering the following competencies: knowledge about the object and subject of pedagogical activity, about the purpose and tasks of the school, about the interaction of teachers, students and parents in the educational process, about the conditions, methods, means of action, about designing and solving of atypical educational and educational situations by means of various forms of classes and activating methods; formation of future teachers skills such as knowledge of himself, the student and the surrounding reality,

accepting and self-solving tasks arising from the purpose of school and extracurricular environment, cooperation with various subjects of school self-government, self-control, self-development and self-esteem (Kuzma J., 2000, p.157).

The integration of Poland into the EU is the impetus for the implementation of the program of increasing the level of competence of teachers, adaptation to Western European standards. There is also a need to train teachers in two specialties, to decide on the choice of educational impact strategy and to implement training programs. A creative approach to the profession is also an important issue. The pedagogical innovation of the teacher can give impetus to the development of pedagogical education in Poland.

Teacher training in Poland is usually carried out at universities, academies, as well as at higher educational establishments. The two-stage education resulting from the implementation of the conditions of the Bologna process enables future teachers to start work after completing the first degree (3 years) with a bachelor's degree. Universities play a key role in educating teachers, especially in the case of secondary school teachers (Laska E., 2007, p.59).

Teachers are trained for all levels of the school education system in Poland (Laska E., 2007, p.143):

- Universities and higher pedagogical schools (pedagogical academies) - train teachers of different professions for schools of all levels;

- Polytechnics - provide training for teachers of vocational subjects for secondary schools, technical education institutions, and, to a lesser extent, teachers-subjects of general subjects of the natural and mathematical cycle for schools of all levels;

- economic academies, agrarian, medical, as well as one mining and metallurgical academy train teachers of professional subjects for secondary vocational schools of all levels;

- Higher vocational schools - train teachers of various specialties for work in preschools, primary schools, educational and educational institutions, school libraries, as well as teachers of theoretical vocational subjects and practical vocational training for secondary schools;

- Teachers colleges - train teachers of various specialties for work in preschools, primary schools, educational and guardianship institutions and school libraries; Teachers' colleges of foreign languages - train teachers for teaching foreign languages in primary and secondary schools.

Teachers working in the system of school vocational education belong to one of three categories: teachers of general subjects, teachers of vocational subjects, teachers of practical vocational training. According to the rules, the hands-on teacher trains young workers.

Particular attention in the teacher education system is given to self-education during the discharge of professional responsibilities. There are many interpretations of the professional development of the teacher as well as the development of the school in the pedagogical literature.

M. Grondas states: “The professional development of a teacher is an orderly, systematic process of changing personal priorities, didactic-educational concepts, knowledge, skills and practical activities aimed at optimizing professional efficiency and personal satisfaction with work” (Grondas M., 2004 , p.123).

**Conclusions.** On the basis of generalization of official documents, scientific and methodological sources and methodological literature, it is established that two-stage education (bachelor's-master's degree) is introduced in the system of higher pedagogical education of Poland; a two-tier elementary teacher education system enables you to continue your studies in two-year master's or part-time programs; teachers of different types of educational institutions are trained in the following specialties: pre-school teacher, elementary school, gymnasium teacher, high school teacher; teacher training for all levels of the school system of education is carried out by the following institutions: universities and higher pedagogical schools (pedagogical academies), polytechnics, economic academies, agrarian, medical academies, higher vocational schools, teacher colleges, teacher colleges; two-profile future teacher training provides a combination of pre-school teacher education with primary school teacher training; pedagogical preparation is carried out in three forms: stationary, correspondence, and evening.

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