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## Individualization of the Learning Process

Magdalena Christ,  
*Indywidualizacja procesu kształcenia uczniów edukacji  
wczesnoszkolnej. Ujęcie z perspektywy międzyludzkich  
różnic w zakresie zdolności kierunkowych,*  
[*Individualization of the Learning Process of Students of  
Early Childhood Education. From the Perspective  
of Interpersonal Differences in the Directional Capacity*]  
Wydawnictwo Uniwersytetu Śląskiego, Katowice 2015, pages 222

The Author has taken into consideration a significant and topical subject—the individualization of the process of teaching and learning of early childhood education. Nowadays many scientists, both pedagogues and psychologists, talk in terms of the individual process of the upbringing, education and therapy of younger learners. However, it is not fully realized in practice. There are some countries, such as Scandinavian countries, especially Finland and Sweden, UK and the Netherlands where the idea of individualization has already been released. In Poland we still trying to implement it. Moreover, it is said that for example in France the process of individual learning has not been compatible with the process of socialization that is also not convenient and suitable. The information mentioned above justify the importance of the subject that the Author has taken up.

In the context of the individualization of education the matter also arises of talented students who, apart from students with disabilities and average students, also require an individual approach. The Author addresses this subject in an interesting and innovative way.

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Recenzje

Reviews



In the first chapter the Author describes the individual differences between people in general from the pedagogical and psychological perspective. The definitions of the educational process and individualization and diversity of educational process are contemplated and these definitions are very useful for the reader to understand the context of the subject widely.

The second chapter is about the policy of the individualization of the educational process in Poland. Moreover, the Author describes some important and useful programmes and projects from the Education Ministry such as the individualization of the process of teaching and upbringing of the learners from first to third class under the Operational Programme of Human Principal; Programme called “Me and We”—the programme of teaching with the individualization of the process of education of the learners from I–III class; the Children’s University as the chance of the individualization of the teaching and the Museums and Exploration Parks in the service of individualization of teaching. This chapter is very interesting because it shows the national initiatives of the individualization educational process on the level of early education. These activities can be an inspiration for teachers of early education and encourage them to take up more initiatives to make the process of education more individual and interesting for young learners.

The third chapter describes the definitions of talent, abilities and aptitude, some chosen models of the diagnosis of talented pupils and some factors regarding the high achievements of learners. This knowledge is also very significant for readers who may be pedagogues, psychologists and sociologists, as well as parents of the children. The choice of the particular conception of talent determines the further action of the teachers or parents, in it is contained the diagnosis of the talent and options of the content, methods and didactic devices that are used in the individual process of teaching.

The fourth chapter describes the Multiple Intelligences theory of Howard Gardner—its postulates and applications in some countries in the world and, in a separate chapter, its deployment in our country. Moreover, the Author highlights some programmes based on the theory. In this chapter the Author emphasizes how important a holistic panorama of the talents and interests is and, moreover, the fifth chapter is about the methodological research that

the Author has carried out and subsequently analyzed and drawn appropriate final conclusions.

The sixth chapter, the most comprehensive one, is about some determinants of the range of the individualization of the educational process of the young learners. According to the Author, many elements influence it including: factors connected to the teachers such as additional education, teaching experience, professional degree, the ability of the diagnosis of the talent and talented learners; the second group—as the number of the pupils in the classroom, the diversity of the pupils; the factors connected to the place where they learn—the size of the classroom and the facilities and educational devices in it and also the programmes that have been chosen by the teachers to realize in that classroom. In this chapter, the Author reminds teachers of young learners how much depends on their commitment, education, preparation for individual lessons and actions at school, as well as their personality.

The seventh chapter is about the achievements in some fields of the abilities of the learners of the first class that have taken part in the research. The last chapter is a summary of the research.

This position is a compendium of scientific knowledge on the subject of the individualization of the education of younger students. It can be of use to teachers at all levels of education—from preschools to higher education, because it consists of some general ideas of the individualization at school. In my opinion, some parents that are aware of the importance of the education of their children could also be interested in this work. They can find within some useful information, guidelines and inspiration. The book is written in understandable language and some of the more difficult terms are fully explained by the Author. The work is a professional one, written with a significant understanding of the subject by the author and their personal interest and commitment. I would also recommend the book for academic teachers because it would be a stimulus to their own theoretical considerations on this issue and allow them to conduct some research on the individualization of education.

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