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Psychosocial competences of special junior high school teachers

A doctoral dissertation in the field of pedagogy, written under the guidance of prof. dr hab.
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Summary

The purpose of the work was to deepen knowledge and update the state of research on psychosocial competences of special high school teachers. The subject of the work falls within the scope of pedeutologia issues and concerns a professional group working in junior high schools. This is probably one of the latest research reports concerning this professional group, because after 20 years of activity gymnasium was liquidated. Explorations regarding this educational stage have historical value on the one hand, but on the other they can and should create a comparative context for analyzes of the problems of the Polish school after the next reform, the effects of which cannot be assessed yet. The group of teachers working in junior high school was special, as were the students from this educational stage. Work with a child during adolescence requires high psycho-pedagogical skills, especially if the student also has limitations in physical and/or intellectual functioning.

This work has literature as well as research aspects and is divided into chapters and subsections. Three chapters are of a theoretical nature, while the next three present a research analysis preceded by a methodological chapter.

Chapter I presents the educational specifics of people with intellectual disabilities in Poland in both historical and contemporary terms. It also focuses on previous and current legal foundations regulating their access to various forms of education. It also characterizes individual educational forms. Dissertation tries to highlight the issue of effects and barriers in the education of people with intellectual disabilities, characterizes upbringing and teaching in the work of a special educator.

Chapter II is devoted to the teacher's professional competences, indicates their educational dimension expressed through psychosocial competences. Presents the definitions

and classifications of teaching competences proposed in the pedagogical literature. Registers a review of research on teachers' psychosocial competences.

Chapter III deals with models of psychosocial competence of special educators. It presents the silhouette of an educator teacher in the concept of Maria Grzegorzewska. Presents the competences of the teacher-educator in selected systems of modern pedagogy and discusses research in this area.

The following chapters present the assumptions and analyze the results of research and final conclusions.

Chapter V characterizes psychosocial competences, i.e. social and communication competences, assertive, emotional and anti stress competences of teachers functioning in special education, compared to the competences of teachers representing public education.

Chapter VI deals with the diversification of the psychosocial competences listed above for special and general lower secondary teachers due to their seniority.

Chapter VII presents an analysis of individual psychosocial competences of teachers of special and public high schools due to their level of self-assessment.

The final part presents conclusions resulting from research, cognitive and application. The first enrich the knowledge in the field of special education, and practical conclusions can be used to design modifications in the education and training of special educators.

Agnieszka Berona