

Abstract of the doctoral dissertation

The doctoral dissertation deals with the socially significant problem of teachers' competences and their preparation for work with young people in the changing educational reality. Nowadays, as a result of socio-political transformations and many changes, educators face very high requirements - much higher than those that were set in the past - often exceeding the framework outlined by legal acts. The teaching profession - included in the professions of public trust - is obliging. Due to this, the image of a modern teacher, as well as his competences and educational activity, are subject to constant social control. The need to search for new - alternative solutions in the aspect of educating future teachers was noticed, while in schools - introducing new solutions at the level of information and education, care and education, preventive and preventive and social rehabilitation.

The aim of the research presented in this dissertation was therefore to understand the subjective assessments of the competences of teachers of general and vocational subjects to work with young people. The subject of the research was the competence of teachers to work with students in upper secondary and post-primary schools, and the subject - teachers of general education and vocational subjects.

Three standardized research tools were used in the conducted research: Questionnaire of Empathetic Understanding of Other People (KRE) by Andrzej Węgliński; Anna Matczak's Social Competence Questionnaire (KKS); The Rosenberg Self-Assessment Scale (SES), as well as two self-authored questionnaires: the "U - SP" questionnaire and the "OK" questionnaire. The research was carried out at the turn of 2020 and 2021 in the Podkarpackie and Lubelskie voivodships. 260 secondary school teachers were examined.

The results of the research will serve as guidelines for further activities for theoreticians and practitioners involved in the training of future teachers, training of professionally active teachers, improving the quality of education, developing teachers on many levels, preparing Polish educators for work with young people and those involved in shaping teaching competences.

The work consists of three chapters. The first chapter deals with the issues related to the formal and legal conditions governing the functioning of upper secondary and secondary school teachers in the changing educational reality. Attention was also paid to the process of teacher preparation for work with young people and the path of his professional advancement. In theoretical considerations, however, the most attention was paid to the issues of teaching competences. An analysis of the specificity of the functioning of upper secondary (currently

closed) and post-primary school students, their characteristics and the current general and vocational education system of secondary school students in Poland were analyzed.

The methodological assumptions of the conducted own research are included in the second chapter. The theoretical background for the research was the definition and theory of teacher competences by Jolanta Szempruch and the classification of competences proposed by John Erpenbeck and Volker Heyse (professional and methodological competences, personal and social competences, communicative competences and competences which are related to activity and action).

In this chapter the justification for undertaking research in the selected area and the purpose of the research were taken into account. Research questions, hypotheses as well as variables and their indicators were formulated. The research procedure was described as well as the research tools used - both standardized and compiled by the author of this work. Characteristics of the surveyed teachers were made. The area and the course of research were described. In the third chapter, the obtained research results were analyzed and the results were discussed. The chapter was divided into related areas with research problems. The obtained research results were the basis for putting forward practical conclusions. They also implied practical tips for further work in the field of shaping future teachers of the "new school" and introducing changes in Polish education.

The work is crowned with its end together with formulated conclusions and practical demands.

Key words: personal competences, professional competences, teacher, education, school.

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