

## Summary

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Title of work: New information and communication technologies in elementary polonics education in the era of technological acceleration.

Keywords: Digital education, media in education, technological acceleration, digital school, information and knowledge society, network society, new information and communication technologies in education, ICT in Polish education, digital revolution.

This dissertation deals with new information and communication technologies in elementary polonics education in the era of technological acceleration. The primary purpose of the work based on the main research question was to investigate, to what extent Polish language teachers teaching at the elementary school level use new information and communication technologies in their work. Three main research questions were formulated for such a broad objective:

1. Do Polish language teachers teaching at the elementary school level use information and communication technology in their teaching work?
2. Has the “technological acceleration” caused by the Covid-19 pandemic affected the increased use of new ICT by Polish language teachers at the elementary school level?
3. What is the ICT toolbox of a modern Polish language teacher teaching in an elementary school?
4. Which of the applications, websites, programs present on the market can be successfully used by Polish language teachers teaching at the elementary school level?

The main research hypothesis assumes that Polish language teachers teaching at the elementary school level are responding to the challenges of the digital revolution and are making intensive use of new information and communication technologies in their teaching work.

Supporting research questions and hypotheses:

P1: Does the Polish school educate graduates - participants in the knowledge and information society?

H1: Polish school educates participants in the knowledge and information society.

P2: Has the digital revolution had its impact on the state of school digitization, and what do educational regulations and EU law say about it?

H2: The digital revolution has had a significant impact on the digitization of the Polish school, and regulations, both internal and European, regulate the above issue.

P3: Are the needs and specific conditions of today's students reflected in teachers' working methods?

H3: Polish language teachers use information and communication technologies in their teaching work.

P4: Do Polish language teachers take care to develop their competencies and participate in relevant trainings?

H4: Polish language teachers eagerly take advantage of the training opportunities available on the market.

P5: How do Polish language teachers teaching at the elementary school level evaluate the content of the core curriculum in relation to the challenges of the digital age?

H5: Polish language teachers are overwhelmingly negative about the content of the core curriculum for teaching Polish in a digital context.

The realization of the research objectives was subordinated to the construction of the work. The dissertation has a theoretical and empirical structure. The work consists of an introduction, six chapters, including one of a research nature, and a conclusion. Each chapter is divided into subsections, at the end of which there is a summary. It is supplemented by a list of literature and an appendix containing a questionnaire survey for Polish language teachers as well as lesson plans.

The object of the research was to verify whether Polish language teachers teaching at the elementary school level are responding to the challenges of the digital revolution and the needs of their students. To accomplish this task, research methods were used:

- Literature studies - Polish and foreign literature (legal acts, compact and continuous literature, Internet resources),
- analysis of reports made available by research institutions, organizations and associations dealing with the subject of the use of information and communication technologies in education, including Polish education,
- analysis of data from sources provided by, among others, the Statistical Office in Lublin, the Board of Education in Lublin, the Center for Public Opinion Research,
- the author's survey and statistical analysis of the data provided.

Based on the statements of Polish language teachers teaching at the elementary school level, hypothesis one was partially confirmed: Polish school educates participants in the knowledge and information society. Teachers increasingly, without forgetting hard competencies, pay attention to the formation of soft, pro-innovative competencies. They take care to include information and communication technologies in a number of didactic and educational

activities. At the same time, they continue to require typically encyclopedic knowledge from their alumni, and rely heavily on this when evaluating their students.

Hypothesis two was given credence: the Digital Revolution has had a significant impact on the digitization of the Polish school, and regulations, both internal and European, cover the above issue. The digital evolution has significantly accelerated the process of digitization of the Polish school. This is evidenced both by the statements of teachers themselves in the author's own research of the work, as well as by educational regulations governing this issue. Teachers in the didactic and educational activities must respond to the needs of young people, including those related to technology. Suffice it to say that the annual directions for the implementation of the state's educational policy always appear one that deals with the effective and proper use of information and communication technology. Numerous educational programs aimed at equipping teachers with appropriate digital competencies have also had a positive impact on the digitization of Polish schools. Also in the context of teachers' professional promotion, requirements are made for knowledge and effective use of information and communication technology. Another, third research hypothesis was partially confirmed: Polish language teachers surveyed indicated the use of information and communication technology in their teaching work. The responses of teachers in the surveys quite clearly indicate the use of information and communication technology by teachers. Almost all respondents explicitly indicated the use of digital tools. This is a kind of response to the specific needs and conditions of today's students. Polish language teachers are quite eager to reach for materials posted in open resources, offer their students numerous online applications to achieve educational goals, reach for readings in a form other than printed, test educational tools based on artificial intelligence, and use multibooks. Teachers are aware of the fact that, when used properly, technology can help get students interested in the issues covered, make lessons more attractive, and serve as an aid in preparing materials for student activities. They also know that it is the natural environment of today's young people. This is reflected in the answers given by teachers to the question about the Polish language core curriculum. Indeed a significant number of Polish language teachers believe that it does not meet the requirements and needs of students. As a result of the research the fourth hypothesis was confirmed: Polish language teachers quite willingly take advantage of the training offerings available on the market. Teachers of the Polish in more than 90% benefit from training on how to use new applications and how to use them in their teaching work. They recognize the need for continuous improvement of their qualifications due to the constant development of technology and the appearance of new solutions on the educational

market. The vast majority of respondents indicated that they choose the form of online training, which appeared during the Covid-19 pandemic. Polish language teachers teaching at the elementary school level declared that they most often take part in training courses that focused on the use of information and communication technology once every three months. Every fifth polonist surveyed, participates more often than once a month. This proves a partial awareness among teachers of the need to “adjust” their teaching methods to the needs of young people. The hypothesis **Surveyed Polish language teachers overwhelmingly negatively evaluate the content of the core curriculum for teaching Polish in the context of digitization** was confirmed. Polish language teachers were critical of the content of the core curriculum. This applies both to the objectives, ways of its implementation, content and the possibility of its implementation in the context of the use of information and communication technology. A small percentage of Polish language teachers indicated that the Polish language curriculum stance corresponds the needs and opportunities of today's young people. A small percentage of respondents noted that the content of the core curriculum gives teachers freedom and liberty in the selection of methods, forms and teaching resources used.