РЕЦЕНЗИИ

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Клим-Климашевска Анна. Авторский класс: забытая инновация в дошкольном образовании. Седльце: Издательство АККА, 2018: Рецензия

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Аннотация. Автор рецензии отмечает главные достоинства монографии Анны Клим-Климашевской, Ph.D., заведующей кафедрой дидактики и лаборатории дошкольного образования в Естественно-гуманитарном университете города Седльце (Польша). Основными достоинствами труда польского ученого названы классификация педагогических инноваций, вывод темы педагогических инноваций на проблемный уровень, выяснение теоретических предпосылок воспитательной работы в традиционных и авторских классах, разработка методологии исследования инноваций в авторских классах, сравнительный анализ основных элементов дидактической системы в традиционных и авторских классах, новые предложения по верификации результатов обучения и воспитания в авторских и традиционных классах.

Ключевые слова: дидактика, новые книги по педагогике, авторский класс, традиционный класс, педагогическая инновация, методология инноваций, верификация результатов обучения и воспитания, педагогическая мысль Польши.

Anna Klim-Klimaszewska. Authorial class. Forgotten innovation in early childhood education. Siedlce: AKKA Publisher, 2018: Review

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Abstract. The author notes the main advantages of the work by Anna Klim-Klimaszewska, academic teacher at the Institute of Education at the University of Natural Sciences and Humanities in Siedlce, head of the Department of Teacher Education Teacher Education. The main advantages of the Polish scholar's work are the classification of pedagogical innovations, mentioning the topic of pedagogical innovations to a problem level,

clarifying the theoretical background of educational work in traditional and author classes, developing a methodology for researching innovations in author classes, a comparative analysis of the main elements of the didactic system in traditional and authorial classes, new proposals for the verification of the results of training and education in authorial and traditional classes.

Keywords: didactics, new books on pedagogy, authorial class, traditional class, pedagogical innovation, methodology of innovations, verification of learning and education results, pedagogical thought of Poland.

Anna Klim-Klimaszewska: pedagogue, academic teacher at the Institute of Education at the University of Natural Sciences and Humanities in Siedlce, head of the Department of Teacher Education Teacher Education. Specialist in pre-school and early school education. Author of over 300 publications (monographs, edited works, articles, including articles indexed in the Web of Science database, ERIH PLUS, SCOPUS, parts A, B and C of the scientific journals of the Ministry of Science and Higher Education) published in Poland and abroad (Bulgaria, Czech Republic, Spain, France, Switzerland, France, Russia, Finland, Ireland, Canada, Turkey, England, Cyprus, Slovakia, Ukraine, Belarus, Lithuania, Latvia and Hungary). Professor Anna Klim-Klimaszewska is also the author of numerous publishing reviews, doctoral and postdoctoral dissertations in Poland and abroad.

The structure of the reviewed book [Klim-Klimaszewska 2018], provided with the author's introduction, contains five chapters (The problem of pedagogic innovations, Theoretical assumptions of educational work in traditional and copyright classes, Methodology of the basics of own research on innovations of author's classes, Implementation of the main elements of the didactic and educational system in traditional and author's classes, Learning outcomes and upbringing in author's and traditional classes and attempts to verify them). After presenting the theoretical data, the author presented a detailed methodology of her own research, finally providing the entire material with a description of the conducted survey and an attempt to verify it.

In the introduction the author emphasizes the need to search for new programming, organizational and methodological solutions in order to modify the ways of educating students in the modern educational system. It also signals that a good solution is to introduce innovative activities in schools, such as the idea of copyright classes. She mentions that this idea was developed mainly in the 1990s, and in later years it was forgotten by educators.

Admittedly, the author evokes the theories and theses of other scholars, but provides them with her own reflections in this area of pedagogical knowledge. In the first chapter, there is information about pedagogical innovations. The author also presents the goals, classifications and conditions of these innovations. In addition, there are descriptions of experimental works carried out in Polish and foreign schools. The author presents several different classifications of pedagogical innovations. She refers to the typology created by Z. Pietrasiński, D. Rusakowska, J.P. Sawiński and G. Zaltman. It is also interesting that the author describes her own elaboration concerning the division of pedagogical innovations. The presentation of the original typology is inspired by the classification created by R. Schulz. The author expands it and gives her own examples of innovations.

This chapter presents the conditions for innovative work based on the analysis of the literature on the subject. The author pays particular attention to the barriers to innovative activity of a teacher. They include a lack of substantive preparation, constant checks, a

large number of students in the classroom and proving the sense of the introduced change. Probably guided by with her special pedagogical interests in the area of pedagogical innovation the author devoted a lot of space to the presentation of innovations applied abroad. She analyzed the literature of the subject from the turn of the 19th and 20th century, thus showing innovation in foreign education and proving that this topic was the subject of deliberations of many pedagogues. Confirming her thesis, the author referred to the words of several Polish pedagogues who were interested in the above mentioned subject matter (M.S. Szymański, Cz. Kupisiewicz, B. Śliwerski). The author also presents innovative works in the field of Polish education here. She presents experiments created over a period of almost 100 years (from 1900 to 1995). The review of these reforms and pedagogical experiments shows that many educators were conducting a completely new and unique didactic-educational activity for many years. All these innovations have a huge impact on the development of the modern educational system all over the world.

The second chapter of the monograph concerns the theoretical assumptions of educational work in traditional and original classes. In the subchapter entitled „Psycho-pedagogical assumptions of traditional and author's classes” the author presents a list of features, functions and basic tasks of the traditional and authorial classes according to our own study. In the following subchapters, she presents his own program-organizational and didactic-educational assumptions of traditional and authorial classes as well as student's tasks in the mentioned classes. Interesting tasks are proposed for implementation by students in the authorial classes, they may include: co-creation of lessons, asking questions to the teacher, conducting research work as far as possible for a student. I claim that these are completely new ideas for creating an interesting lesson and also giving the opportunity to establish a partnership between a student and a teacher. A controversial idea may be considered as the elimination of assessments, which are an indispensable part of education in Polish educational system. The author argues her proposals as a guarantee of children's right to make mistakes. This probably allows to increase the acceptance of one's own difficulties and failures, as well as the tolerance of your peers' mistakes. It is also important that the assessment is not completely excluded from this teaching concept, but is replaced by a descriptive assessment. It takes into account the student's abilities and involvement. It does not put the astery of knowledge first because each student acquires knowledge at a different pace and to a different degree. I believe that the implementation of the tasks proposed by the author significantly affects the exposure of the student's subjectivity. Each of these tasks supports the development of students and creates the opportunity for the expression of the pupils. First of all, students' expressions are greatly influenced by the possibility of co-creating lessons. In addition, I think that all the propositions of tasks given to students give a chance to create a stress-free, friendly and pleasant atmosphere in a classroom.

The third chapter of the book is entitled: „Methodological foundations of own research on innovations of the author's classes”. It contains research purposes, problems and hypotheses as well as variables, indicators, methods, techniques, organization and scope of research. One of the subchapters deals with the characteristics of the research area. It is quite extensive as the author covered 11 schools from various localities (7 city schools and 4 rural ones). All schools were located in two provinces (Białskopodlaskie and Siedlce). Professor Anna Klim-Klimaszewska also listed programmes on the basis of which the classes participating in the study worked, for example Andrzej Kołodziejczyk's educational programme entitled „Addiction prevention”, integrated educational program abc Janina Korzańska, program introducing elements of pedagogy of Maria Montessori. In this chapter

the author also included data presenting, for example, the level of intelligence of the children examined and their social origin, the length of pedagogical work of teachers participating in the research, disorders occurring in the examined children.

In the following two chapters the didactic and educational work in traditional and authorial classes was analyzed and the effects of education in these classes were described after the study was conducted. I think these are the most interesting chapters of the book. We learn what principles of teaching were applied in the studied classes. Based on the material gathered by the author, we come to the conclusion that there are 6 principles: the principle of regularity, reviewing, relations between theory and practice, efficiency, accessibility, individualization and socialization. Also it is interesting that the study is entitled „Extra-curricular work in the studied classes” as we find out how many students attend such classes and what kind of classes they are. Moreover, the author presented a detailed description of rooms where this type of classes took place. Readers get greater knowledge about the financial possibilities of the schools under study and creativity of teachers conducting such classes. It is also important that the hypothesis assumed by the author was verified positively, while the hypothesis concerning educational effects was verified negatively. It is also interesting that the results of these studies showed that friendly relations in the author's classes were at a higher level than in traditional classes.

All the chapters of the presented publication form a coherent unity, the individual parts combine thematically, they are interlocking and complementing. The book is a presentation of research conducted by the author to confirm the thesis that the innovation described by the author provides education with many benefits. I believe that the monograph is written in a style that appeals to everyone and that the recipient does not have to be a person associated with the academic environment. It can even be a parent who is interested in pedagogy. The book has a clear and easy-to-read text on the theory of pedagogical innovation, in particular the ideas of authorial classes. In addition, I think that it is an outstandingly original position, and what is important, thanks to the thoughts and theses of many other researchers, is impartial. This monograph allows the reader to develop his personal attitude regarding the application of pedagogical innovations.

References:

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