

**Barbara Borowska (PhD)**

*John Paul II Catholic University of Lublin, Poland /*

*Katolicki Uniwersytet Lubelski Jana Pawła II, Polska*

## **Support for Polonia teachers and promotion of the Polish language**

### **Introduction**

The teaching of Polish and the promotion of this language among Poles and people of Polish descent living beyond the Polish borders is an important component of national identity and promotion of Polish tradition and culture. The promotion of the Polish language abroad is a priority for the Polish State, and its goal is to reach the largest possible number of potential recipients, both Poles and people of Polish descent as well as foreign nationals.

The question of teaching Polish is a difficult issue for Poles living in Lithuania and Belarus. The greatest problem associated with teaching Polish at primary school lies in a total lack of governmental funding for the training of pre-school and primary school teachers who work in Polish educational facilities or teach Polish and who have impact on the future of the language and its proper pronunciation.

The article presents the main goals, assumptions, and implementation of the project developed and managed by the Author, who focuses on the improvement of knowledge and skills, as well as qualifications of teachers who teach Polish and work in Polish with primary school pupils in Lithuania and Belorussia. The proposed “Seminar in Native Language Glottodidactics” has an educational and research character, comprising 45 lectures and 15 workshops for Polonia teachers, and lasting 6 days in a row. Three training sessions have been proposed for 60 teachers in Wilno, Grodno and Baranowicze. The culmination of the project will be a studio visit to Poland for the participating teachers, which will have an educational and integrating role to play, as well as an international conference organized by the Institute of Pedagogy at John Paul II Catholic University of Lublin, in collaboration with the Lithuanian University of Educational Sciences and the State University of Grodno.

## **Assessment of the problem**

The necessity to further train teachers working in Polish schools in Lithuania and Belarus reflects the needs of the Polish community living in these countries and the political and social setting which is unfavorable for the Polish minority and Polish language teaching. The 70 Polish schools and 16 branches existing in Lithuania are in a different situation because Lithuanian authorities are making efforts to draw the youths of Polish descent to Lithuanian schools, which in the future will bring about a rupture of links with the Polish language.<sup>1</sup>

The question of teaching Polish is one of many tough problems facing Poles living in Belarus today. Polish is usually an optional school subject and no efforts are made to ensure its proper instruction. Poles living in Belarus are missing contact with Polish culture, the living language, Polish books, as well as financial support for those who undertake efforts to teach Polish. The Polish groups at the kindergarten level have too few teaching aids, educational games, picture stories for teaching Polish, audio-video equipment, and language tapes, which under the specific circumstances of the Polish historical “borderlands” would be very useful.<sup>2</sup>

The most acute problem associated with Polish instruction in facilities of primary education is a total lack of financial support on the part of both states to further train kindergarten teachers who work in Polish facilities or run Polish language classes and exert influence on the future of the language and its pronunciation among their pupils. Teachers of Polish in Lithuania and Belarus, especially at the primary level, have limited access to methodology training courses in Polish. For many years, the Polish Philological Department at the Lithuanian University of Educational Sciences have been associated with primary teaching. Now, the Polish Language, Culture Study and Didactics Center at the Philological Faculty of the University educates teachers of Polish, but teachers of early primary education are taught in Lithuanian groups run by the Faculty of Educational Sciences, therefore it is very beneficial to

---

<sup>1</sup> An interview with Krystyna Dzierżyńska, Deputy President of the Association of Polish School Teachers “Macierz Szkolna” in Lithuania, May 6, 2016.

<sup>2</sup> An interview with Andżelika Borys, the Chairperson of the Council of the Union of Poles in Belarus, November 10, 2016.

run classes in teaching skills for teachers of Polish, especially at the early primary grades.<sup>3</sup>

The Lithuanian sector of Polish education encompasses 50 pre-school groups in which children learn Polish. In turn, 263 teachers are now employed in the Belarusian sector of Polish education, and Polish is taught at 193 facilities. In the school year 2015–2016, over 12,000 pupils learnt Polish in Belarus.

Acknowledgement of the consistency between planned activities and the local demands of the Polish diaspora and expatriates in Belarus was voiced in a letter issued by Andželika Borys, the Chairperson of the Council of the Union of Poles in Belarus.<sup>4</sup> Support for the activities envisaged by the project was also expressed in a letter of intent issued by Krystyna Dzierżyńska, Deputy President of the Association of Polish School Teachers “Macierz Szkolna.”<sup>5</sup>

## **The program assumptions for the project**

The proposed “Seminar in Native Language Glottodidactics” aims to support Polonia teachers in their efforts to teach and foster the Polish language among children and the youth beyond Polish borders by enabling them to gain new skills. It is assumed that linguistic and glottodidactic knowledge thus conveyed will allow Polonia teachers to fully develop their pupils’ competence in speaking, reading, writing and counting in Polish, extend their knowledge about Poland, its culture, history and Christian tradition. It should also enhance skills, raise qualifications and increase the quality of Polish language teaching (also foreign languages) among the teaching staff of Lithuania and Belarus. Importantly, one of the project assumptions is concern for the cognitive development of Polonia children and support for schools, organizations

---

<sup>3</sup> An interview with Irena Masojć, associate professor and the head of the Department of Polish Philology and Didactics of the Lithuanian University of Educational Sciences, May 5, 2016.

<sup>4</sup> Source: A letter issued by Andželika Borys, the Chairperson of the Council of the Union of Poles in Belarus, Grodno, November 16, 2016.

<sup>5</sup> Source: A letter of intent issued by Krystyna Dzierżyńska, Deputy President of the Association of Polish School Teachers “Macierz Szkolna”, Vilnius, November 18, 2016.

and those who promote the teaching of Polish and launch cultural and educational activities.

Native language glottodidactics is also known as a “phonetic-color method”, an educational system developed by a Polish linguist, professor Bronisław Rocławski, who is a specialist in pre-school and early school education. This system has solid scientific grounding, and it rests on reliable research, which Rocławski started in the 1970’s. Research in glottodidactics was prompted by the increasing incidence of difficulties in reading, writing and text comprehension among pupils as well as numerous cases of diagnosed dyslexia or dysorthography. According to Rocławski, “universities are not well prepared to train pre-school and early primary teachers. University students are still being equipped with obsolete knowledge and methods, which are not consistent with Polish language instruction. The book market has been flooded with text books which are full of mistakes and have no understanding of the child’s world.”<sup>6</sup>

He has put the outcomes of his long-time research to a test in a Polish Tri-City kindergarten and in other kindergartens in Poland and abroad. Changes in teaching were profound and revolutionary, but they have produced excellent results. However, this wasn’t a revolution among pupils. Teachers were the ones who had the greatest difficulty entering the world of speech sounds and letters. They were left to their own devices and forced to totally change their earlier approach to language education. Therefore, in hindsight, prof. Rocławski says: “After so many years of research I can in all responsibility conclude that pupils’ reading and writing failures have their origin in their teachers’ lack of elementary knowledge.”<sup>7</sup> Thanks to glottodidactics, teachers have begun to discover the proper mechanisms underlying the acquisition of Polish and mathematics by the youngest pupils.

---

<sup>6</sup> Borowska Barbara, *Glottodydaktyka ojczystojęzyczna jako innowacyjna metoda nauki czytania i pisania [Native Language Glottodidactics as an innovative method of teaching to read and write]*, „Język polski i polonistyka w Europie Wschodniej: przeszłość i współczesność” [Polish language and Polish studies in Eastern Europe: past and present], red. Ирина Бундзи, Єгор Ковалевський, Алла Кравчук, Остап Сливинський, Firma INKOS, Kijów 2015, p. 447.

<sup>7</sup> Rocławski Bronisław, *Glottodydaktyk – nauczyciel XXI wieku [Glottodidactic teacher – a 21st-century teacher]*, Glottispol, Gdańsk 2012.

The chief principles of native language glottodidactics, which this innovative teacher and children teaching system relies on, consists in:

- a departure from the spoken language the child hears from birth,
- introduction of language games for the youngest pre-school group,
- extension of time needed by pupils to prepare for reading and writing in order to minimize time devoted to learning how to write fluently and read fluently with comprehension,
- ensuring that the child achieves the highest efficiency of her auditory and visual analyzer,
- effective development of visual-motor and spatial coordination, which plays an important role when learning to read and write,
- prolongation of “sustainable” phones in words to facilitate reading practice,
- perfection of phonetic and visual memory,
- introduction of basic and non-basic letters,
- reading practice by letter skimming,
- introduction of loop and loopless writing style,
- marking the left-hand side of the copy book by putting a small heart there,
- reading one’s own writing during the whole process of learning to read,
- formation of orthographic sensitivity and awareness.

Native language glottodidactics provides exhaustive knowledge about a child who achieves success every day and invokes positive emotions in her. Pupils like glottodidactic teachers. They enjoy attending kindergarten and school, while the newly gained skills foster their love for Polish and the world of knowledge.<sup>8</sup>

## Workshop classes

On day 1 and 2 of the seminar, the participating teachers will get to know the linguistic basics of early education used in prof. Ročławski’s

---

<sup>8</sup> Borowska Barbara, *Glottodydaktyka ojczystojęzyczna w systemie edukacyjnym Bronisława Ročławskiego [Native language glottodidactics in the educational system of Bronisław Ročławski]*, „Język i wychowanie. Księga jubileuszowa 45-lecia pracy naukowej Profesor Kazimierzy Krakowiak”, red. Ewa Domagała-Zyśk, Aleksandra Borowicz, Renata Kołodziejczyk, Wydawnictwo KUL, Lublin 2016, pp. 114–115.

system of early primary education. Polish, much like many other languages, uses an alphabetic script which relies on the connection between characters and phonemes. During the course the participants will become familiar with the 44-letter alphabet and the phonological system of the Polish language, as well as links between letters and phonemes, the phonemic structure of words and orthophonic rules. An important skill for the teachers to acquire will be production of the speech sounds in isolation and the articulatory classification of consonants along with a distinction between sustainable and unsustainable phones. To round up the two workshop segments the trainees are expected to do a test in phonemic transcription of words and the notation of non-basic letters.

On day 3 of the course, the trainees will explore comprehensive diagnosis of a child at all stages of early education (pre-school and early primary). The teachers will be equipped with diagnostic tools; they will gain knowledge and skills to enable them to prepare their pupils for reading, writing and counting. Good diagnosis should accompany children at all stages of early education. The practice of labelling children should be done away with. The amount of useless knowledge should be limited, and pupils should not be forced to make spelling mistakes when administered dictation activities.

Day 4 of the seminar is devoted to rules of learning to read and write in Polish in an easy and enjoyable manner. Rocławski's educational system primarily calls for better teacher training and better selection of candidates for teachers. Learning to read and write during the early stage of education requires that two pre-requisites are in place: good, passive knowledge of the whole alphabet and skills of synthesis and phonemic analysis of words. Learning to read rests on the synthetic axis, i.e., consolidation of smaller segments into larger chunks. Learning to write rests on the analytic axis (segmentation of words), which the teacher starts when the pupil has mastered the synthetic stage. Finally, the letter axis is for graphical skills taken as a bundle of distinctive features and for linking letters to phonemes (in combination with the synthetic and analytic axis).

Another matter is preparation for writing, therefore Day 5 will be devoted to teaching drawing letters and connecting letters using the "loop and loopless" technique as well as the basics of art therapy. The participants will find out about writing tools, their selection and issues connected with the aesthetic quality of writing. Writing is a form of creation

and it can be used to foster the physical, mental and emotional development of children. Neat handwriting can have a therapeutic function.

Day 6 will be a seminar day. The participants will get to know about teaching aids for the teaching of native language glottodidactics, which, when used properly, immensely enhances the educational process and positively affects the general education and socialization of pupils. A detailed presentation will be provided of those aids which integrate the motor and mental development of children. In early education, this role is fulfilled by logo bricks.<sup>9</sup> Each cycle of the training course will be followed with a presentation of four sets of teaching aids to Polish schools in Lithuania and Belarus.

The whole workshop series will be followed with an integrative-evaluation round-up, which is intended to revise and consolidate the content and skills learnt during the course. The evaluation should encourage the participants to appraise the course and pinpoint the elements requiring attention to improve the course in the future. The round-up is to answer the question whether the participants of the training course are entitled to receive a license for instruction based on native language glottodidactics.

The second part of the project will be conducted in Poland. Teachers from Lithuania and Belarus taking part in the seminar will come to Poland on a studio visit which will have an integrating-educational character. The visit is expected to last 5 days.

On Day 1, the guests will visit kindergartens in Lubartów (Lubelskie Voivodship), where they will take part in model lessons conducted using native language glottodidactics. The system, developed by prof. Rocławski, has been used in these educational facilities for over 20 years producing excellent results. The guests will meet with the town's

---

<sup>9</sup> LOGO® blocks developed by Professor B. Rocławski are intended for teaching to read, write and do maths. The package consists of 150 blocks with a full set of 44 letters (36 primary letters and 30 non-primary letters marked with red and 8 polygraphemes), digits, punctuation marks and mathematical symbols. The blocks contain 4 basic grapheme options, i.e., written lower case and upper case letters and printed lower case and upper case letters, each of these variants refers to the same phoneme (sound). A capital and a small letter is supplied in line guides. At the bottom of each block there is a green strip, which allows children to place the block properly and correctly see each letter or digit. The alphabet presented on the blocks is slightly different from the one used in text books. The Author has introduced new polygraphemes to it: ni, zi, ci, dzi, si, as well as letters: q, v, x. All polygraphemes have been called the alphabet letters.

authorities and headmasters of kindergartens and primary schools with a view to establishing cooperation.

On Day 2, the teachers will meet with representatives of the Lublin Educational Authority and get acquainted with the Polish education component of early education in the Lubelskie Voivodship.

Day 3 will be devoted to recreation and integration, including a trip to Nałęczów and Kazimierz Dolny and a meeting with municipal authorities and teachers working at Kindergarten no. 5 in Puławy.

On Days 4 and 5, the guest teachers will see the historical places of Lublin and take part in an international conference on “Early education in Poland and Europe”, organized in cooperation with the Lithuanian University of Educational Sciences and the State University of Grodno. The guests will meet with the university authorities, pay a visit to the Catholic University of Lublin, and take part in an official dinner. The outcome of the ideas and pedagogical innovations produced in the course of the project will be a scientific publication.

It is expected that the planned activities will produce many positive effects in the work of Polonia teachers. They will enable cooperation and bonds with teachers and educational facilities in Poland.

## **Partners of the project**

The choice of partners was made on the basis of ongoing cooperation and consultation regarding consistent directions and goals of future actions.

The project is partnered by the Association of Polish School Teachers “Macierz Szkolna”, which, in accordance with its statute, provides its patronage over Polish schools and kindergartens in Vilnius (Wilno) and the district municipalities of Vilnius, Salcininkai, Trakai, Svenčionys and Sirvintos. In order to provide teachers with an opportunity for continuous education, the board members of the Association are looking for modern and creative forms of teacher education. Preschool and early school facilities are of special concern as they are vital for a good start to life and the quality of teaching in the future. The “Macierz Szkolna” Association has had over 25 years’ experience of working with teachers.

Another partner of the project is the Union of Poles in Belarus, which for 28 years has pursued educational activity along with the As-

sociation of Polish Teachers in Belarus, which brings together over 100 teachers who teach Polish in schools and kindergartens. It organizes workshops and methodology courses as well as integration events, ensuring that the project will be managed efficiently considering the most urgent needs of the staff working at Polish educational facilities both in Lithuania and Belarus.

Another partner of the project is the John Paul II Catholic University of Lublin (KUL). This university is the first university of Lublin and the oldest Catholic university in Central Europe. It educates Polish and foreign students. The teachers boast high qualifications and rich academic portfolios. They run classes and research projects both in the humanistic and natural sciences. The university's graduates are attractive employees. Many of them hold high-profile positions in renowned institutions in Poland and abroad. In the course of their studies, KUL students have the opportunity to be active in numerous scientific clubs, student associations, choir and theatre groups – all of which makes KUL an important cultural center. The university employs nearly 1,100 academic teachers. It educates over 14,000 students (including doctoral students), of which almost 600 are foreign nationals. KUL conducts classes in Polish and English.

It is a member of many organizations, such as the International Federation of Catholic Universities (IFCU), European Universities Association (EUA), Federation of Catholic Universities of Europe (FUCE) and a signatory of the Magna Charta Universitatum. Further, KUL collaborates with foreign universities working on joint research and scientific projects, delivering guest lectures and exchange of staff and students.

In 2014, KUL initiated the creation of Eastern-European University Network composed of universities from Ukraine, Belarus, Moldova, Georgia and Poland. The goal of the undertaking is to cooperate in scientific research, teach students, support ethnic minorities and organize joint cultural and sports projects. The didactic and cultural activity includes the operation of the School of Polish Language and Culture, which has established links with numerous institutions from abroad. KUL also hosts Open University, which organizes studio visits of foreign guests, delivery of educational projects, courses for school students, adults or Polonia organizations. KUL has extensive experience of cooperation with foreign centers, realizing various scientific-educational projects; for example, as part of the Erasmus+ program, KUL has signed 120 partnership agreements and 64 bilateral agreements.

The experience of this university in the areas associated with the presented project stems from the activity of the Institute for the Study of Polish Community and Its Ministry. It is a KUL scientific establishment, which came into being on 11 October 1972. In their research trips, its workers meet with Polonia communities, using their time to popularize awareness of Polish culture with respect to its history and current issues. The Center runs national and international conferences and publishes “*Studia Polonijne*” [Polonia Studies] in tandem with the KUL Learned Society (since 1976). Another form of support offered to Polish expatriates and Polonia are social campaigns, such as “*Polacy-Rodakom*” [Poles to Fellow Poles], in which the academic community collects groceries, school supplies and books. The collected products are used to prepare Christmas–New Year gift boxes, which are offered to Polish families living beyond the eastern border.

## **Conclusions**

The Polish language is not only a vehicle for tradition and culture but also a key to the intellectual pool of the Polish heritage, therefore our country’s continuing policy with regard to Polonia is to ensure that Polish is taught on a regular basis to the largest possible number of Polish children and children of Polish descent living abroad. Polish, as a carrier of native culture, presents for us a superior value, therefore it should be taught in a manner that is professional, both methodologically and didactically. Many teachers remain unreconciled with the modern way of teaching Polish. This situation is due to the need to get acquainted with novelties in the field, which is rarely spoken in Polish studies or post-graduate courses in teaching Polish as a second language. **Primarily, they do not prepare teachers for early instruction so it becomes necessary to extend knowledge of teaching methodology in this respect.**

The glottodidactic approach to the teaching of Polish abroad, combined with concern for the transmission of the Polish rich cultural heritage is a new challenge for the whole Polish schooling system. The aims of the project are in line with attempts to create significant educational solutions to benefit Polish language education not only in Lithuania and Belarus but also in other countries. The author of the project assumes that the conducted tasks will prove a significant contribution to the work of Polonia teachers. They will help to establish cooperation and links

with teachers and educational facilities in Poland, contributing to development of new efficiency standards with regard to training teachers of Polish beyond the borders of Poland.

A lasting and significant outcome for Polonia teachers will be acquisition of skills allowing them to foster proper attitudes towards reading and writing in Polish, while the knowledge and skills they will convey will have an excellent influence on the psychological, intellectual and social development of their pupils as well as improve their family life as their parents' educational tasks will be made lighter. Of considerable importance is parents' awareness of benefits following from native language glottodidactics to assist the retention of the Polish language and bilingualism as well as excellent psychological, intellectual and social development of their children.

## Bibliography

- 1) Borowska Barbara, *Glottodydaktyka ojczystojęzyczna jako innowacyjna metoda nauki czytania i pisania [Native Language Glottodidactics as an innovative method of teaching to read and write]*, „Język polski i polonistyka w Europie Wschodniej: przeszłość i współczesność”, red. Ирина Бундзи, Єгор Ковалевський, Алла Кравчук, Остап Сливинський, Firma INKOS, Kijów 2015, p. 447.
- 2) Borowska Barbara, *Glottodydaktyka ojczystojęzyczna w systemie edukacyjnym Bronisława Ročławskiego, [Native Language Glottodidactics in the Educational System of Bronisław Ročławski]*, „Język i wychowanie. Księga jubileuszowa 45-lecia pracy naukowej Profesor Kazimiera Krakowiak”, [Language and Education. Anniversary Book for the 45th Anniversary of Scientific Research of prof. Kazimiera Krakowiak], red. Ewa Domagała-Zyšk, Aleksandra Borowicz, Renata Kołodziejczyk, Wydawnictwo KUL, Lublin 2016, pp. 114–115.
- 3) Ročławski Bronisław, *Glottodydaktyk – nauczyciel XXI wieku, [Glottodidactic teacher – a 21st-century teacher]*, Glottispol, Gdańsk 2012.

## Netography

- 4) Rządowy program współpracy z Polonią i Polakami za granicą w latach 2015–2020 <https://www.premier.gov.pl/wydarzenia/aktualnosci/rzadowy-program-wspolpracy-z-polonia-i-polakami-za-granica-w-latach-2015-2020.html>

## Sources

- 5) A letter issued by Andželika Borys, the Chairperson of the Council of the Union of Poles in Belarus, Grodno, November 16, 2016.
- 6) A letter of intent issued by Krystyna Dzierżyńska, Deputy President of the Association of Polish School Teachers “Macierz Szkolna”, Vilnius, November 18, 2016.

## **Support for Polonia teachers and promotion of the Polish language**

### **Summary**

The teaching of the Polish language and its promotion among Poles and people of Polish descent living abroad is a major component of national identity and the promotion of Polish tradition and culture. The main goal of the Polish State with regard to the fostering of Polish abroad is to reach the largest possible number of potential recipients, both Poles and persons of Polish heritage as well as foreigners.

The question of teaching Polish is among the tougher issues faced by Poles living in Lithuania or Belarus. The most acute problem concerning the teaching of Polish at primary school is a complete lack of governmental funding in these states for the training of pre-school and primary teachers who work in Polish educational facilities or teach Polish and who have influence on the future of the language and the proper pronunciation of their pupils.

The article presents the main goals, assumptions, and implementation of the project developed and managed by the Author, who focuses on the improvement of knowledge and skills, as well as qualifications of teachers who teach Polish and work in Polish with primary school pupils in Lithuania and Belorussia. The proposed "Seminar in Native Language Glottodidactics" has an educational and research character, comprising 45 lectures and 15 workshops for Polonia teachers, and lasting 6 days in a row. Three training sessions have been proposed for 60 teachers in Wilno, Grodno and Baranowicze. The culmination of the project will be a studio visit to Poland for the participating teachers, which will have an educational and integrating role to play, as well as an international conference organized by the Institute of Pedagogy at John Paul II Catholic University of Lublin, in collaboration with the Lithuanian University of Educational Sciences and the State University of Grodno. The glottodidactic approach to the teaching of Polish abroad, combined with concern for the transmission of the Polish rich cultural heritage is a new challenge for the whole Polish schooling system. The aims of the project are in line with attempts to create significant educational solutions to benefit Polish language education not only in Lithuania and Belarus but also in other countries. The author of the project assumes that the conducted tasks will prove a significant contribution to the work of Polonia teachers. They will help to establish cooperation and links with teachers and educational facilities in Poland, contributing to development of new efficiency standards against which to measure the effectiveness of the training of teachers of Polish beyond the borders of Poland.

*Keywords: Polish language beyond borders of Poland, training of Polish expatriate teachers, projects to benefit Polonia teachers*

## Parama lenkų išėivijos mokytojams ir lenkų kalbos skatinimas

### Santrauka

Lenkų kalbos mokymas ir jos skatinimas tarp lenkų bei lenkų kilmės asmenų, gyvenančių už Lenkijos ribų, yra svarbi tautinės tapatybės bei lenkų kultūros ir tradicijos skatinimo sudedamoji. Pagrindinis Lenkijos valstybės veiklos tikslas vystant lenkų kalbą užsienyje yra efektyviai pasiekti kiek įmanoma platesnį potencialių vartotojų ratą – tiek lenkus, tiek lenkų kilmės asmenis ir užsieniečius.

Lenkų kalbos mokymo klausimais tai viena iš sudėtingesnių problemų, su kuria susiduria lenkai gyvenantys Lietuvoje ar Baltarusijoje. Labiausiai juntamas lenkų kalbos pradinio mokymo klausimas – tai darželių bei pradinio mokymo mokytojų, dirbančių darželiuose ir mokyklose su lenkų dėstomąja kalba ar dėstančių lenkų kalbą ir turinčių įtaką lenkų kalbos mokėjimui ir taisyklingai savo auklėtinių tarsenai, kvalifikacijos kėlimo finansinės paramos stoka.

Šis straipsnis pristato autorės išvystyto ir vadovaujamo projekto pagrindinius tikslus, prielaidas, projekto įgyvendinimą. Projektas yra orientuotas į pradinio švietimo lenkų kalbos mokytojų ir mokytojų dėstančių lenkų kalba Lietuvoje ir Baltarusijoje žinių ir įgūdžių gilinimą bei kvalifikacijos kėlimą. Siūlomas „Gimtosios kalbos glottodidaktikos seminaras“ yra švietėjiško-tiriamąo pobūdžio. Seminaras apima 45 valandas paskaitų, 15 valandų praktinių užsiėmimų, iš viso trunkančių 6 dienas. Planuojamos trys mokymų sesijos: Vilniuje, Gardine ir Baranoviėių mieste, kuriose dalyvautų 60 mokytojų. Projektą baigtų Seminario dalyvių švietėjiško-integracinio pobūdžio vizitas Lenkijoje bei tarptautinė konferencija, organizuojama bendradarbiaujant KUL (Katalikiško Liublino Universiteto) Pedagogikos Institutui, Vilniaus Edukologijos Universitetui ir Gardino Valsybiniam Universitetui.

Glottodidaktinis lenkų kalbos mokymo užsienyje metodas, paremtas rūpestingu lenkų kultūrinio paveldo turtų perteikimu, yra nauju iššūkiu visam lenkiškam švietimui. Projekto uždaviniai yra suderinti su siekiais sukurti esminius sprendimus švietimui lenkų kalba ne tik Lietuvoje ir Baltarusijoje, bet ir kitose šalyse. Projekto autorė daro prielaidą, kad įgyvendinami uždaviniai leis pasiekti daugybę teigiamų rezultatų lenkų išėivijos mokytojų darbe, taip pat leis užmegzti ryšius ir bendradarbiavimą su mokytojais ir švietimo institucijomis Lenkijoje bei sukurti naujus lenkų kalbos mokytojų išėivijoje kvalifikacijos kėlimo efektyvumo standartus.

*Raktažodžiai: lenkų kalba už Lenkijos ribų, išėivijos mokytojų kvalifikacijos kėlimas, lenkų išėivijos projektai*

## Wsparcie nauczycieli polonijnych i promocja języka polskiego

### Streszczenie

Nauka języka polskiego i jęgo promocja wśród Polaków i osób polskiego pochodzenia poza krajem jest ważnym komponentem tożsamości narodowej oraz promocji tradycji i kultury polskiej. Głównym celem działań państwa polskiego na rzecz krzewienia

języka polskiego za granicą jest efektywne docieranie do jak największej liczby potencjalnych odbiorców, zarówno Polaków, jak i osób polskiego pochodzenia oraz cudzoziemców.

Kwestia nauczania języka polskiego to jeden z trudniejszych problemów, z jakimi borykają się Polacy żyjący na Litwie czy Białorusi. Najbardziej odczuwalnym problemem nauczania języka polskiego w edukacji początkowej jest całkowity brak wsparcia finansowego ze strony tych państw w dokształcaniu nauczycieli przedszkoli i nauczania początkowego, którzy pracują w polskich placówkach lub prowadzą zajęcia z języka polskiego i mają wpływ na przyszłą polszczyznę oraz poprawną wymowę swoich wychowanków.

Artykuł prezentuje główne cele, założenia i realizację projektu opracowanego i kierowanego przez autorkę, który koncentruje się na pogłębieniu wiedzy i umiejętności oraz podnoszeniu kwalifikacji nauczycieli uczących języka polskiego i w języku polskim w edukacji początkowej na Litwie i Białorusi. Proponowane „Seminarium glottodydaktyki ojczysojęzycznej” ma charakter edukacyjno-badawczy i składa się z 45 godzin wykładów i 15 godzin warsztatów dla nauczycieli polonijnych, w cyklu sześciodniowym. Zaplanowano trzy edycje szkoleń: w Wilnie, Grodnie i Baranowiczach dla 60 nauczycieli. Zwieńczeniem projektu jest wizyta studyjna w Polsce nauczycieli biorących udział w Seminarium, która ma charakter edukacyjno-integracyjny oraz konferencja międzynarodowa organizowana przez Instytut Pedagogiki KUL we współpracy z Litewskim Uniwersytetem Edukologicznym i Grodzieńskim Uniwersytetem Narodowym.

Podjęcie glottodydaktyczne w nauczaniu języka polskiego za granicą, połączone z dbałością o przekazanie bogactwa polskiego dziedzictwa kulturowego jest nowym wyzwaniem dla całego polskiego szkolnictwa. Zadania projektu są zgodne z dążeniami do stworzenia istotnych rozwiązań edukacyjnych na rzecz oświaty polskojęzycznej nie tylko na Litwie i Białorusi, ale również w innych krajach. Autorka projektu zakłada, że realizowane zadania przyniosą wiele pozytywnych efektów w pracy nauczycieli polonijnych. Pozwolą także nawiązać współpracę i więzi z nauczycielami i placówkami oświatowymi w Polsce oraz przyczynią się do wypracowania nowych standardów efektywności kształcenia nauczycieli języka polskiego poza granicami kraju.

*Słowa kluczowe: język polski poza granicami kraju, kształcenie nauczycieli polonijnych, projekty na rzecz Polonii*