

Innovative ambivalence in the work of a teacher (future teacher)

LUDMILA NOWACKA

Abstract: The State University of Applied Sciences in Raciborz is a higher education institution with a rich history and tradition, where at the Institute of Educational Studies one of the majors is pedagogy with a specialization in preschool and early school pedagogy. It is worth knowing how students, and in a moment teachers, perceive themselves and what their attitude to pedagogical innovations is: program innovations, organizational innovations, technological innovations, technological innovations. For open and closed questions, obviously voluntary (101 people). The surveyed students indicated that most of them live in rural areas and come from natural families. They have siblings, and most often they are one-generation families. Respondents believe that their material status is good. When they work, it is to have their own financial resources and to gain experience in the labour market. The students have little time to get involved in the activities of associations, although this could be additional experience. At the university they feel comfortable, they get on well with the lecturers, but with the tutors themselves the relationship is a little weaker and this is due to the fact that they do not always have classes together. They feel comfortable in groups and relations are friendly and partnership. The students are able to point out their strengths as well as their weaknesses. Leisure time, unfortunately, is largely spent surfing the Internet, although they also like to meet with friends, as well as get involved in sports and tourism. In general, the surveyed students have an optimistic view of themselves and their future. They have a basic knowledge of pedagogical innovations and declaratively plan to use it in their future careers, both at school and in kindergarten.

Key words: Student, pedagogy, innovation.

INTRODUCTION

As in all times, we are now very much rooted in the reality around us. Of course, this applies to mature people, as well as young people such as students. It is worth looking, at least in part, at the image of a student of Preschool and Early School Pedagogy at the State University of Applied Sciences in Raciborz. How they perceive themselves and their immediate environment. They are future teachers in kindergarten or school, early school education, i.e. in grades one to three. It is also worth looking into what this reality of ours is like. It is often said that we are a risk society. It was in 1986 that Ulrich Beck introduced the term "a risk society". Risk is something we cannot predict or effectively counteract. It very often has a mass character. This phenomenon is inherently accompanied by a culture of fear. A modern man is afraid of something unspecified. Fears and a sense of danger arise and we are not able to determine their causes, we are worried about health or work, we are afraid of war. We should also agree that we are living in a time of constant change or transformations, e.g. related to the development of technology, digitization nowadays we attach great importance to our sensations and feelings. This was pointed out in 1992 by Gerhard Szulze, according to whom a great deal of importance is attached to sensations in today's society, certainly to a greater extent than in past societies. Therefore, our subjective sensations are often the determinant of many actions or opinions. Innovations, including pedagogical innovations, can help us in overcoming and keeping up with the inevitable changes, social or cultural trends that are all around us.

Pedagogical innovations are, first of all, changes in teaching methods forms, educational programs, tools, teaching resources and the organization of the educational process, which are aimed at improving the effectiveness of teaching and learning or education. The purpose of pedagogical innovations is to adapt the educational process to the dynamically changing needs of students, society and, consequently, the labor market. It is worth recalling the types of pedagogical innovations:

- Curriculum innovations, changes in curriculum content, introduction of new subjects or thematic approaches. Educational programs that promote social skills or entrepreneurship are also worth mentioning here.

Here, for example, we can introduce classes on soft skills, such as communication, teamwork or time management into the curriculum.

- Organizational innovations, new forms of school organization, such as flexible school hours, cooperation between educational entities, or teacher training. For example, flexible schedules can be introduced that allow students to manage their own learning time.
- Technological innovations, the use of new technologies in education, such as online learning, hybrid learning, e-learning platforms, educational applications and even computer games.
- Methodological innovations, changes in teaching methods, such as the introduction of project-based learning, the flipped classroom or inclusive teaching. These methods allow for a better adaptation to individual students' needs.

In the research conducted, the problem that was focused on concerned students' perspective on education issues, including the implementation of pedagogical innovations.

The aim of the research was to obtain the opinions of students from the ANS Pedagogy Institute in Raciborz on their life decisions in the areas of education, studies, and also reflections on issues of pedagogical innovations.

The research tool was an anonymous survey consisting of 30 questions and a form, which students voluntarily completed during classes.

METHODS

Project methods can be used here, where students work on real-world problems, developing critical thinking and collaboration skills. For the purpose of getting to know the opinions of students about themselves, a portrait of themselves, their reference to innovations, in the spring of 2024 the Institute of Educational Studies conducted a survey among students in all groups (5) of Pre-school and Early School Pedagogy (101 people). The research was in the form of a survey, 40 questions, including open and closed ones and a metric. The students filled out questionnaires during teaching classes in the presence of lecturers, which, of course, was voluntary.

Preschool and Early School Pedagogy is studied by female students and one male. Respondents declare that their place of residence is mostly (55%) rural, and 45% indicate that they live in the city. The vast majority (77%) say they come from a natural family, 18% say they come from a single-parent family, and 5% say they come from a broken family.

Often educational patterns are drawn from the home, so it is useful to know the education of parents. As you can see, it varies strongly, although mothers win in this competition. Professional education is dominated by fathers 43% and mothers 23%, while secondary education is dominated by mothers (45%) and (33%) by fathers. 27% of mothers and 19% of fathers have higher education. The smallest number of fathers and mothers (5% each) have primary education.

The number of siblings of the respondents is also important, 9% of them are single children, 45% with one sibling, 43% with two, and only 5% are multi – child families.

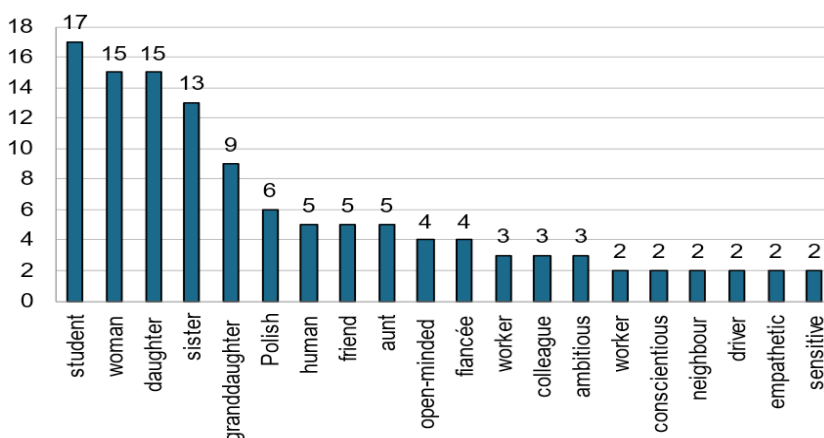
The students indicate that they live in two-generation families (73%), and only 23% in three-generation families, with parents and grandparents.

The family's standard of living is very important. As many as 73% of respondents describe it as good, 13.5% declare it is very good, the same number says it is average. The good thing is that respondents do not describe their standard of living as bad or very bad.

It is important for the students, future teachers, to function in a local social life. Hence the questions about membership in associations, which indicate that only 9% belong to selected organizations, and as many as 91% indicate that they do not belong to any association. Such a figure can be explained by the responsibilities of studying, or commuting to study or additional work.

RESULTS

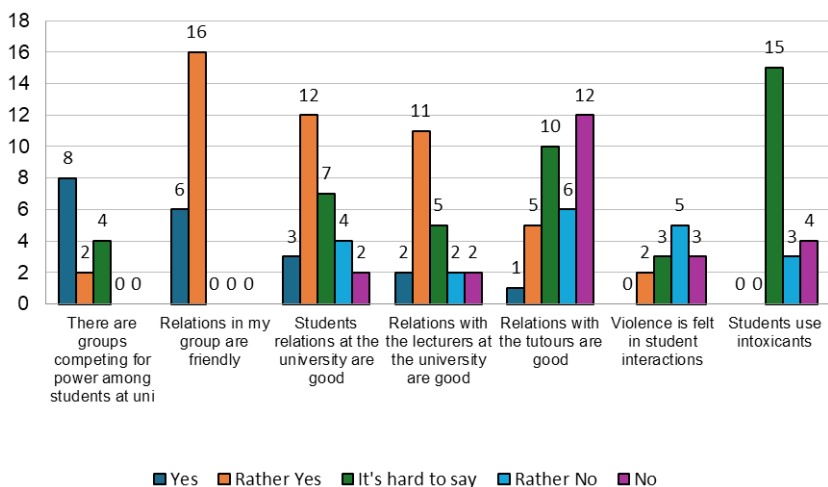
Chart 1. Student self-image



Source: own research. Empirical Pedagogy Study Circle.

When presenting their profile, respondents focus on indicating that they are students, women, daughters, sisters, that is, they show their social position and gender. Young people often look for role models among those closest to them, often they are classmates or colleagues, as half of the respondents indicate (50%). Only 23% of respondents build their behavioral role models themselves, and 27% have no opinion in this area. As in any environment and among students, there are sometimes conflicts. As many as 82% of respondents state that conflicts arise from the way they behave, 32% indicate that it is different views, 27% see the source of conflicts in a personal dislike of a person, 22% of respondents state that conflicts arise from belonging to different social groups.

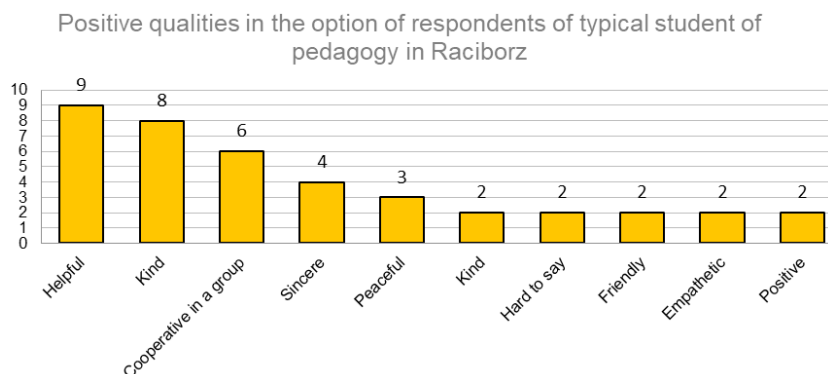
Chart 2. Relationships at the university



Source: own research. Empirical Pedagogy Study Circle.

According to the students, relations at the university are friendly, 68% of respondents believe so, group relations are very good. 100% of respondents say that relations in their group are friendly. Relations with lecturers are equally good, 99% of students surveyed believe they are good. No violence is felt in student interactions, 52% of students state so, however, there are groups competing for power among students, 45% of respondents declare so. Relationships with the year tutors are quite different from those in high school, and as many as 45% of respondents find it difficult to comment on this issue, although 28% of respondents view it positively. The students say it is difficult for them to say anything about intoxicants used by students.

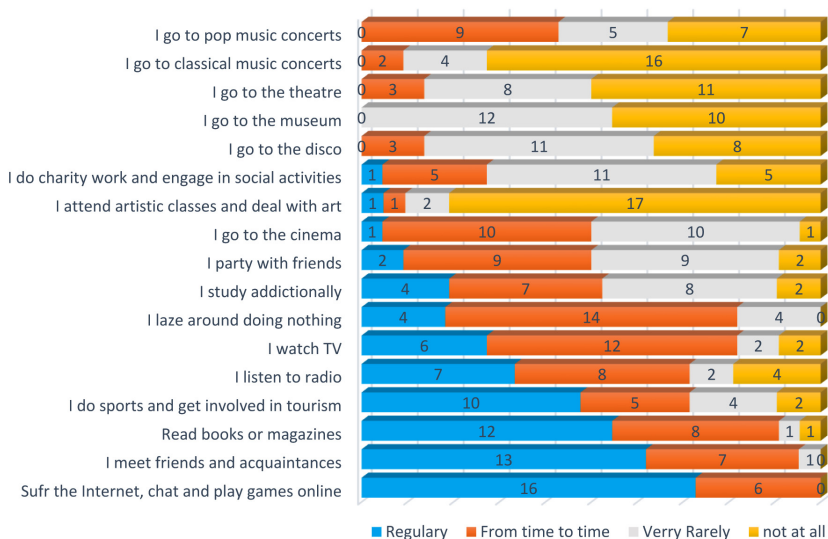
Chart 3. Traits rated highest in the group



Source: own research. Empirical Pedagogy Study Circle.

The students surveyed rated their colleagues highest when they were helpful (41%), kind (36%), cooperative in a group (27%) or sincere (18%).

Chart 4. Spending leisure time by students, selected forms

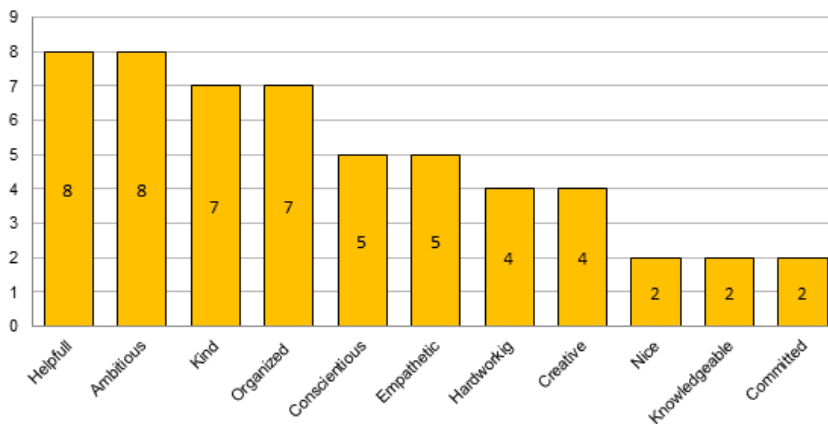


Source: own research. Empirical Pedagogy Study Circle.

The students are most likely to spend their leisure time surfing the Internet, chatting and playing games online, meeting friends and acquaintances, reading books or magazines, actively doing sports or getting involved in

tourism or watching TV, rarely visiting museums or the theatre, and even avoiding discos.

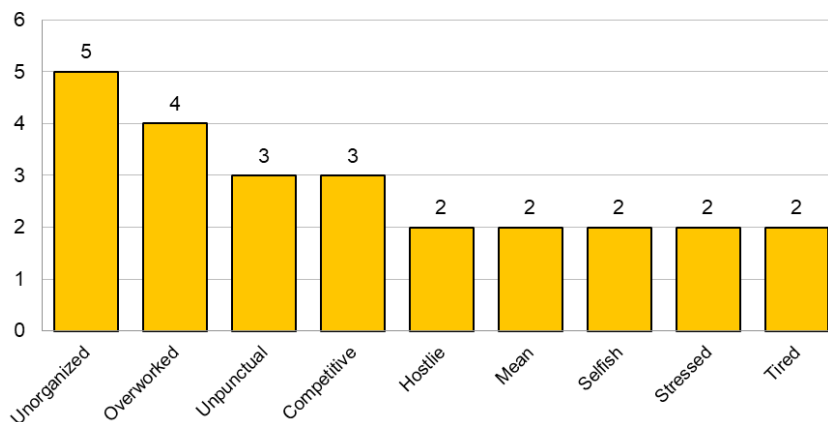
Chart 5. Positive qualities in the opinion of respondents of a typical student of pedagogy in Raciborz



Source: own research. Empirical Pedagogy Study Circle.

The surveyed students see their strengths in such qualities as ambitious, helpful, but also organized, kind or empathetic, conscientious, creative and hardworking.

Chart 6. Features of a typical student of pedagogy in Raciborz – negative – opinions of respondents



Source: own research. Empirical Pedagogy Study Circle.

Respondents are able to look at themselves critically, of the negative traits they attribute to themselves are: unorganized, overworked, unpunctual, unkind, mean, selfish, tired, stressed.

When asked if they are satisfied with their life so far, as many as 77.5% of the students answered yes, while only 18% had no opinion and one percent were dissatisfied.

The surveyed students look to the future with optimism (59%), 36% stated that it was difficult to say, and only 5% lacked life optimism.

The study program of Preschool and Early School Pedagogy includes lectures and classes on alternative pedagogy. These are the classes where students learn the most about pedagogical innovations, their use in their future careers. Of this group, 48% of respondents consider that they have learned about the concept of pedagogical innovations and the principles of their operation. 1/3 of the respondents plan to use them in their future professional work, 28% in school, 25% in kindergarten.

Pedagogical innovations in kindergarten are key to developing children's competencies and skills and adapting teaching methods, techniques or forms to their needs and interests.

In such an important process, special attention should be assigned to cooperation with the child's family and community, the formation of social and emotional competencies, the personalization of the learning process, and the development of play-based educational programs.

Increasing the involvement of parents and the community in the educational process of the kindergarten can contribute to a better development of children. Organizing meetings, workshops, artistic events, as well as intercultural projects supports the integration and development of interpersonal skills.

Introducing innovative methods of working on social and emotional competencies is important for the versatile development of children. Classes using drama, art or group work develop cooperation skills and empathy.

Innovations in education also involve the individualization of the teaching process, which is possible through the introduction of diagnostic programs and various forms of work with children, e.g. inclusive teaching, interest groups. Adapting teaching methods to the individual needs of children increases their involvement and learning efficiency.

Technology, such as digitization, can support preschool teaching by offering interactive learning tools that engage children. Educational apps,

interactive whiteboards and educational robots are worth using to teach basic skills or competencies and develop logical thinking.

Play is a fundamental part of preschool children's development. The use of educational programs that combine play with teaching promotes the all-round development of children, a great example is the Montessori method.

CONCLUSION

Pedagogical innovations in kindergarten are essential for creating a dynamic and inspiring educational environment. By implementing a variety of methods, techniques, forms or programs, teachers can better adapt the teaching process to the needs of children and involve them in the active process of learning and education. Involvement of parents and the local community is also key and this will certainly benefit the further development of children. It is important that such knowledge is possessed by students, future teachers, so that they are able and willing to use such knowledge and skills in their future careers. And most importantly, so that they have the conviction that this is an indispensable and seemingly irreversible trend in education, which will ensure the complementary development of the child in today's so rapidly changing world. Pedagogy students at the State University of Applied Sciences in Raciborz are pleased with themselves and optimistic about the future. It seems that they will not lack enthusiasm when implementing pedagogical innovations. When they are aware of the fact that pedagogical innovations are already a kind of requirement of today's times.

REFERENCES

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Abstrakt: Státní vysoká škola aplikovaných věd v Raciborzi je vysokoškolská instituce s bohatou historií a tradicí, kde na Institutu pedagogických studií je jedním ze studijních oborů pedagogika se specializací na předškolní a ranou školní pedagogiku. Stojí za to vědět, jak se studenti, potažmo učitelé, vnímají a jaký je jejich postoj k pedagogickým inovacím: programovým inovacím, organizačním inovacím, technologickým inovacím, technologickým inovacím. U otevřených a uzavřených otázek samozřejmě dobrovolně (101 osob). Dotazovaní studenti uvedli, že většina z nich žije na venkově a pochází z přirozených rodin. Mají sourozence a nejčastěji se jedná o jednogenerační rodiny. Respondenti se domnívají, že jejich materiální postavení je dobré. Pokud pracují, je to proto, aby měli vlastní finanční prostředky a získali zkušenosti na trhu práce. Na zapojení do činnosti spolků mají málo času, i když by to mohla být další zkušenost. Na univerzitě se cítí dobře, s vyučujícími vycházejí dobře, ale se samotnými vyučujícími je vztah trochu slabší, což je dáno tím, že ne vždy mají společné hodiny. Ve skupinách se cítí dobře a vztahy jsou přátelské a partnerské. Studenti jsou schopni poukázat na své silné i slabé stránky. Volný čas bohužel z velké části tráví surfováním po internetu, i když se také rádi setkávají s přáteli a věnují se sportu a turistice. Celkově mají dotazovaní studenti optimistický pohled na sebe a svou budoucnost. Mají základní znalosti pedagogických inovací a deklarativně je plánují využít ve své budoucí kariéře, a to jak ve škole, tak v mateřské škole.

Klíčová slova: student, pedagogika, inovace.

Ludmila Nowacka
State University of Applied Sciences in Raciborz, Poland
ludmila.nowacka@akademiarac.edu.pl