

The Principles, Philosophy of Change and Action Lines in Preschool Education Core Curriculum Guidelines in Poland

Anna Klim-Klimaszewska

University of Natural Sciences and Humanities in Siedlce, Poland

Abstract—The core curriculum (curriculum guidelines) is a legal document issued by the Minister for National Education in the form of a regulation. Preschool education core curriculum is developed following the definition resultant from the law on education. It comprises the following: obligatory goals of education and educational contents, including but not limited to skills described in general and specific requirements pertaining to knowledge and abilities students should possess upon completion of a given educational stage; educational and preventive tasks of preschool; conditions and methods of implementation of the core curriculum. The field of education and learning set forth therein must be extended and made more precise on an ongoing basis in individual preschool education programs. The structure of the core curriculum for preschool education has a direct reference to three main sources: the nature of integrated teaching begun by the 1999 reform which supplements the document with a relevant paradigm; the model of recording in the form of educational goals/objectives (learning outcomes) introduced by the 2009 reform; the concept of integrated teaching. It is based on three strategies of child learning: perceptive-reproductive, perceptive-explanatory, and perceptive-innovative.

Keywords—Conditions, Core Curriculum, Methods of Implementation, Outcomes, Preschool Education, Structure, Tasks.

I. INTRODUCTION

The foundation of didactic and educational work in preschool is a teaching program (curriculum) developed on the basis of the binding Polish preschool education core curriculum (guidelines) for preschools, preschool departments in primary schools, and other forms of preschool education [1].

The core curriculum is a legal document issued by the Minister for National Education in the form of a regulation. The core curriculum for preschool education has been designed in accordance with the definition resultant from the law on education and as such it includes:

1. Obligatory goals of education and educational contents, including but not limited to skills described in general and specific requirements pertaining to knowledge and abilities students should possess upon completion of preschool education.
2. Preventive and educational tasks of preschools, preschool departments in primary schools and other forms of

preschool education accounted for in preschool education curricula and during class-time with teachers.

3. Conditions and methods of implementation of the core curriculum.

II. THE GOALS OF PRESCHOOL EDUCATION

The general goal of preschool education includes a synthetic approach to the nature of organization of the process of child development in the context of the phenomenological human being concept. The objective of preschool education is to support comprehensive child development. This assistance is delivered in the form of care, upbringing and teaching-learning processes, which allow the child to discover his/her potential, learn the logic behind actions, and gain experience on its road to the truth, goodness and beauty. Consequently, the child becomes mature enough to enter the first level of education. Preschools assist the overall development of children whose activities are expressed in three varied ways: by getting to know what is real, by doing good and by influencing beauty. What is more, the main objectives correspond to the child as the subject of education – a person who discovers his/her own abilities and learns the logic behind actions. Therefore, preschool education is oriented at holistic child development. Its purpose, highlighted in the opening verses of the core curriculum, stresses the fact that children are recognized as persons everywhere in the process of education, which requires preschools to respect such an approach. The core curriculum is structured in a development-oriented manner and comprises developmental goals situated in the following individual and integral domains: physical, emotional, social and cognitive. It is consistent with the idea of integrated child development domains adopted with reference to the whole curriculum covering general education. Thus, child development and his/her support are the key issues to be broadly discussed here by means of tasks.

III. THE TASKS OF PRESCHOOL EDUCATION

The tasks of education constitute a crucial part of the core curriculum and refer to the organization of the process of education. They are the foundation for educational program development and set forth all requirements to be met by preschools while creating the conditions of and the environment for child learning. All tasks presented in the document are implemented in every day work. Their implementation is the responsibility of both teachers and

managers. As far as the performance of educational tasks is concerned, preschools should closely cooperate with children's parents. This cooperation ought to account for and honor the educational values and goals pursued by the parents with respect to their children and, at the same time, construe a supportive environment in which young men can form.

Preschool tasks include:

1. Supporting multidimensional activity of the child through the organization of conditions favoring the acquisition of experience in his/her physical, emotional, social and cognitive development.
2. Creating conditions for unhindered development, play-time and relaxation time while ensuring that the child feels safe.
3. Supporting child's activity increasing sensory processing and the ability to employ the cognitive processes under development.
4. Ensuring proper organization of conditions favoring the acquisition of experience which will allow adaptation process continuity and help children developing in non-harmoniously, slower or faster.
5. Supporting autonomous child exploration of the world, selecting contents suited to the level of child's development, one's perceptive abilities, images/perceptions and reasoning, while paying due respect to one's individual needs and interests.
6. Reinforcing one's self-esteem, individuality, originality, the need to establish personal bonds, and become a group member.
7. Bringing about situations which promote development of habits and behavioral patterns leading to independence, health-awareness, physical fitness and safety, including road safety.
8. Preparing one to be able to read emotions, own and others' feelings, taking care of the mental health, implemented, inter alia, with the use of natural situations occurring in preschools and through task-oriented situations, accounting for contents suited to the intellectual abilities and developmental expectations of children.
9. Creating educational situations which build child's conscience, including his/her aesthetic conscience, with reference to numerous zones of human activity: speech, behaviour, movement, environment, clothing, music, dancing, singing, theater and arts.
10. Creating conditions allowing safe and autonomous exploration of the nature surrounding the child, stimulating his/her sensitivity and allowing him/her to explore values and standards referring to the natural environment and corresponding to the child's developmental stage.
11. Creating conditions allowing safe and autonomous exploration of the elements of technique/technology in child's surrounding, to construe, to do DIY projects, to plan and undertake intentional actions, and to present the effects of one's work.
12. Cooperating with parents, various communities, organizations, and institutions deemed by parents to be the source of crucial values, in order to create conditions allowing child's identity development.
13. Creating, together with the above mentioned entities, situations allowing the child to explore social norms and values, the source of which is one's family, a preschool's group, other adults, including elderly people, and to develop behaviors resultant from values easily comprehensible at this stage of development.
14. Systematically supplementing, upon parents' consent, the educational contents performed with new issues posed by changes occurring in the child's environment and phenomena vital to his/her safety and harmonious development.
15. Systematically supporting the development of mechanisms of learning, allowing one to achieve school readiness.
16. Organizing classes in accordance with the needs which allow children to acquire the culture and language of national or ethnic minorities or a regional language – Kashubian.
17. Creating educational situations stimulating child's interest in modern foreign language acquisition and willingness to explore other cultures. Preparing children to use a modern foreign language excludes:
 - 1) children certified to require special needs education issued due to a moderate to severe intellectual disability or children with a certificate of special needs education issued due to multiple disabilities, should one of them be a moderate to severe intellectual disability;
 - 2) children certified to require special needs education and if an individual educational-therapeutic program demonstrates that preparing one to use a modern foreign language is impossible due to individual developmental and educational needs and physical and mental abilities of the child.

IV. THE OUTCOMES OF PRESCHOOL EDUCATION

In the case of preschools, contents are set out as learning outcomes (educational goals/objectives) and presented in the consecutive domains of child development: the physical, emotional, social and the cognitive one. The language of effects, as laid down in the core curriculum, may be used by the teacher to portray child's achievements in the final stage of preschool education.

Via a long-lasting process of child observation and diagnosis carried out during everyday activities, teachers can observe changes in development. To determine progress in development, teachers watch children's activity when they are playing. Such an observation may not be momentary or sporadic. Quite on the contrary, it ought to be a systematic process – the same way children's activity is. Through the observation of children at play, from the beginning, throughout its course, until the end, one may refer simultaneously to one's experience in every field of development and determine whether or not a skill referred to in the curriculum has emerged.

The effects of preschool teaching and upbringing – learning outcomes – are as follows:

I. The physical domain of child development. The child is ready to commence school education:

- 1) signals physiological needs, performs basic hygienic activities independently (washing, toileting);
- 2) possesses self-care skills: dressing, undressing, including precise activities such as buttoning up, tying shoelaces;
- 3) eats using cutlery, sets the table, cleans after meals;
- 4) communicates the need to move, rest etc.;
- 5) participates in games involving physical movement, including rhythmical, musical, imitation games, with and without accessories; performs various forms of movement: running, skipping/ jumping, crawling on all fours, ball skills;
- 6) initiates construction activities, enjoys DIY activities, builds, using toys and materials, including natural materials;
- 7) performs activities such as: cleaning, packing, holding objects with one and both hands, holding small objects with the use of properly shaped hand grips, uses the hand grip suitable for writing, drawing, sketching, and making initial attempts to write;
- 8) performs basic exercises developing the habit of maintaining the right body posture;
- 9) demonstrates physical fitness and coordination allowing one to start learning complex activities, such as reading and writing.

II. The emotional domain of child development. The child who is ready to commence school education:

- 1) can recognize and name basic emotions, tries to manage them;
- 2) respects his/her and other people's emotions;
- 3) perceives emotions so that he or she can adapt to new surroundings, e.g. to a new group of children, a new group of older children, and a new group of children and adults;
- 4) presents its feelings and emotions using the forms of expression typical of a child;
- 5) parts with parents without fear, he or she is aware of the fact that the parting will be longer or shorter;
- 6) differentiates between positive and negative feelings and emotions, is aware that all people have them;
- 7) seeks support in emotionally challenging situations; introduces his/her own strategies, supported by adults or peers;
- 8) notices that not all feelings and emotions can be the basis for taking up an immediate action, can take over negative emotions, e.g. when waiting for one's turn when playing or in another situation;
- 9) senses emotions and feelings of the family and friends around him/her;
- 10) knows that animals can feel; she or he approaches them with kindness and attention;
- 11) can see emotional value of the natural environment as a source of aesthetic satisfaction.

III. The social domain of child development. The child who is ready to commence school education:

- 1) shows one's self-esteem as a person, treats other people with respect and, adhering to these principles, establishes peer relations;
- 2) feels and explains his/her family, country, preschool group, boy group, girl group, and other group affiliation (such as theatre group, sports club etc.);
- 3) can give his/her first name, surname, address;
- 4) uses social expressions and greetings, says his/her good-byes, apologizes and accepts the consequences of his/her behavior;
- 5) evaluates his/her behavior in the context of tasks and activities undertaken and the adopted group norms; accepts, respects and creates the rules of group play, cooperates with children when playing, carrying out useful tasks, or relaxing;
- 6) can name and recognize values relating to social skills and behaviors, e.g. respect for children and adults, respect for one's homeland, kindness to other children and adults – conscientiousness, friendship, joy.
- 7) respects the laws and duties of one's own and those of others, pays attention to their individual needs;
- 8) devotes attention to other children and adults;
- 9) communicates with children and adults using verbal and non-verbal messages; expresses one's social expectations towards another child or a group.

IV. The cognitive domain of child development. The child who is ready to commence school education:

- 1) expresses his/her understanding of the world, phenomena and things around through non-verbal messages: dancing, intentional movements, gestures, art, technical, theatrical, and mimic impressions, structures and models made of plastic and natural materials;
- 2) expresses his/her understanding of the world, phenomena and things around through a spoken language, uses Polish in speech in a way comprehensible for children and adults, speaks fluently, clearly, rhythmically, correctly pronounces quiet and loud speech sounds, differentiates between sounds at the beginning and end in selected phonetically simple words;
- 3) differentiates the elements of the world of fiction from the true reality; real beings from media beings; realistic beings from fictional beings;
- 4) recognizes letters she or he is interested in when playing or as a result of spontaneous discoveries, reads out short words composed of known letters in the form of printed labels and regarding contents applicable to everyday activity;
- 5) answers questions, tells histories from preschool, elaborates the sequence of events in simple picture stories, arranges picture stories, recites poems, arranges and solves riddles;
- 6) performs own language experiments, gives meaning to activities, names them, creates language gags and jokes, listens attentively and gives meaning to his/her experience;

- 7) experiments with rhythm, voice, sounds and movements developing his/her musical imagination; listens, reproduces and creates music, sings songs, moves to the music, notices changes in the nature of music, such as its dynamics, tempo, sound level, and expresses the music with his/her movements, reacts to signals, makes music with the use of instruments and other sources of sounds; sings songs from a children's repertoire and easy folk songs; willingly participates in group music-making; expresses emotions and non-musical phenomena with different means of musical activity; actively listens to the music; plays or recognizes melodies, songs and chants, such as songs important for all children in preschool, e.g. its anthem, songs typical of national holidays (the national anthem), songs required to celebrate special days such as the Grandmother's and Grandfather's Day, preschoolers' holidays (occasional songs) and others; listens to music fully focused;
- 8) makes own graphic experiments with the application of paint, crayons, pencils, markers etc., forms simple and complex signs while assigning meaning to them, discovers there some fragments of selected letters, digits, sketches selected letters and digits on a plain sheet of paper, explains the way in which some sketched, drawn or written shapes are made, reprocesses moving pictures into graphic ones and vice versa, autonomously plans movements before writing down a graphic sign, a letter or other shapes on a grid or a ruling space, determines the directions and space on a sheet of paper;
- 9) reads pictures, separates and names their elements, names the symbols and signs found in his/her surroundings, explains their meaning;
- 10) names his/her country and its capital, identifies national symbols (the emblem, flag, anthem), names selected symbols related to different Polish regions found in legends, proverbs, fables, children's stories, such as about the Wawel dragon, is aware of the fact that Poland is a European Union Member State;
- 11) demonstrates artistic expression during construction activities and when playing, develops space giving meaning to objects within it, specifies their location in space, their number, shape, size, weight, compares objects in his/her surroundings with respect to a selected feature;
- 12) classifies objects on the basis of: size, shape, color, purpose, groups objects, arranges them in rows, rhythms, recreates the systems of objects and creates ones of his/her own giving them meaning, differentiates between basic geometric figures (circle, square, triangle, rectangle);
- 13) experiments, estimates, foresees, measures the length of objects with the application of his/her hand, foot, a shore, etc.;
- 14) specifies directions and determines the location of objects in relation to his/her body and other objects, distinguishes between the left and the right;
- 15) counts elements of sets when playing, cleaning up, exercising, and performing other activities, uses numerals (cardinal and ordinal numbers), recognizes digits from 0 to 10, experiments with making up subsequent numbers, adds and subtracts in practical situations, counts objects, distinguishes between correct and incorrect calculations;
- 16) when playing and performing other activities, uses notions regarding time sequences, such as yesterday, today, tomorrow, in the morning, in the evening, seasons of the year, names of the days of the week and months;
- 17) identifies models of coins and banknotes of low face value, orders them, understands what money is used for in a household;
- 18) uses terms related to natural phenomena, such as a rainbow, rain, storm, leaf falling, seasonal bird migration, blossoming, water freezing, terms related to the life of animals, plants, people in the natural environment, the use of natural goods, such as mushroom, fruit, herbs;
- 19) undertakes independent exploratory/cognitive activities, such as flicking through books, space development with the use of own construction ideas, using latest technologies, etc.;
- 20) names the professions of their parents and closest family and friends, explains what a person in a given profession does;
- 21) understands very simple instructions given in a modern foreign language and follows them; participates in various forms of playing/games, such as musical, involving physical activity, construction, theatrical; uses phrases and expressions meaningful in a given game or in another activity; repeats nursery rhymes and simple poems, sings songs in a group; understands the general sense of short stories, which are either read out loud or read and supported by pictures, aids, movement, mimic, gestures;
- 22) responds to simple instructions given in a language of national or ethnic minorities, uses phrases and expressions of significance to a game or another undertaken activity; repeats nursery rhymes and simple poems, sings songs; understands the general sense of short stories, which are either read out loud or read and supported by pictures, aids, movement, mimic, gestures; knows the emblem (symbol) of the national or ethnic community;
- 23) responds to simple instructions given in a regional language – Kashubian, uses phrases and expressions of significance to a game or another undertaken activity; repeats nursery rhymes and simple poems, sings songs; understands the general sense of short stories, which are either read out loud or read and supported by pictures, aids, movement, mimic, gestures; knows the emblem (symbol) of the regional (Kashubian) community [1].

The analysis of the core curriculum with respect to learning outcomes draws our attention to the language and the use of

operative verbs. A preschool child discovers the world through action, thus the description of such an action requires forms which are relevant to a given situation and operationalized. Therefore, speaking the “language of the core curriculum”, the child: experiments, organizes, recognizes/identifies, verifies, uses, draws, listens, recites, feels, counts, paints, constructs, designs/develops, etc.

The external factors of child development are his/her skills recorded in the learning outcomes language, which help teachers prepare an account of achievements in child’s development. Preschool evaluation includes holistic child development, expressed especially, but not only, by his/her learning outcomes. It takes into account comprehensive, individual child development; it supports both the cognitive and formative (educational) activity of the child. Assessment at the stage of preschool education constitutes an inherent element of the process of education. Hence, it should occur in natural situations appropriate to children and, most importantly, during play-time and educational tasks. Preschool education is carried out in the form of integrated teaching based on a continued diagnosis of child’s developmental achievements, support of growth-stimulating functions, and rejection of selective functions. The assumptions presented above suggest that one of the basic methods of acquiring information about child development ought to be a methodical observation conducted by the teacher. The need of continued observation and diagnosis is laid down in the conditions and methods of preschool performance.

V. THE CONDITIONS AND METHODS OF IMPLEMENTATION OF THE PRESCHOOL EDUCATION CORE CURRICULUM (CURRICULUM GUIDELINES)

In accordance with the provisions regarding the tasks of preschools, teachers organize classes supporting child development. They use every situation and every moment of child’s stay in preschool to do so, which are the so-called guided and unguided activities. All experiences of children arising out of the organization of preschool work are an effect of implementation of the preschool education program. This is why, guided activities, meal times, relaxation time and the nature of such relaxation, preschool ceremonies, trips, and even getting dressed and undressed is so crucial. Another key issue is independent play time.

The natural domains of child development outlined in the core curriculum demonstrate the need to respect the age-specific developmental needs, which can be met by a well-organized play time, both indoors and outdoors. Natural playing is associated with motor skill improvement and meeting the need to move. Therefore, outdoor activities should be an integral element of working with children in every age group.

When organizing guided activities, teachers consider children’s abilities, their cognitive expectations and their needs to self-express their emotional states, communicate and play. They employ every naturally emerging teaching situation to develop school readiness. Educational situation sparked by, e.g. an expectation to get to know letters, result in games involving letter identification. If children are naturally

interested in games leading to the practice of complex activities, such as counting, reading, or even writing, the teacher prepares children to perform said activities in line with the physiology and nature of said processes.

Preschool is a place where children explore the alphabet of printer letters through games and fun activities. Playing develops cognitive expectations in this respect in children and is the best methodological solution which favors its development. Games getting children ready to write letters should only optimize muscle tension, exercise movement planning when drawing letter-like signs, exercise in reading page ruling, tracing, and writing down a given graphic mark. Instead of teaching children complex activities with the whole-group involvement, preschool education prepares them to learn how to read and write and participates in the process of alphabetization.

Teachers diagnose, observe and organize the children’s development space in a creative manner through the inclusion of children’s potential and curiosity in preschool games and experience.

A contemporary preschooler operates within a dynamic environment subject to frequent changes. Thus, preschool should become a place where children will be aided in its understanding.

The organization of the play-time, teaching, and relaxation time in preschools is based on the rhythm of the day, i.e. regularly repetitive phases that allow children to gradually understand the concept of time and organization, and which give them the feeling of safety and peace while assuring health development.

The time spent in preschool is filled with games, play-time, which supervised by professionals grants an area for developmental experiments construing school readiness. Teachers highlight the need for suitable physical habits formation, requisite to start school education and playing a vital role in multi-sensory cognition. What is of special importance for school readiness formation is eurhythmics – the class which should be offered in every age group, and gymnastics – with particular attention paid to exercises preventing a faulty posture.

Teacher systematically notify parents on their children’s developmental progress, encouraging them to cooperate in the implementation of the preschool education curriculum and developing diagnoses of school readiness for the children who are to graduate a given year.

Training children to use a modern foreign language ought to be included in various forms of activities completed as part of the preschool education program and mainly take on the form of games. Children must be provided with opportunities to listen to a foreign language in various everyday life situations. This may be implemented through: very simple instructions given in a foreign language during various activities and games, joint reading of storybooks for children in a foreign language, inclusion of nursery rhymes, simple poems, songs and audiovisual materials in a foreign language in certain activities. The teacher managing activities should build on the natural situations ensuing from unrestricted play-time in order to revise and practice the newly acquired words and phrases

when playing. The choice of a modern foreign language to be used by children attending preschools or other forms of preschool education should take into consideration the modern foreign language taught in primary schools across a given commune.

The way space is arranged affects the activity of pupils. That is why, it is recommended that interiors are designed in a way that would allow children to engage in various forms of activity. It is preferable to organize permanent and periodic interest corners (nooks). I suggest that the permanent ones be: reading, construction, art-themed, nature-themed corners. The temporary nooks could be related to the themes taught at any given time, holidays, or the specificity of the preschool work.

Other elements of preschool classroom design are toys and didactic aids used to motivate children to undertake independent actions, to explore phenomena and processes, to reinforce knowledge and skills acquired, and to inspire children to conduct their own experiments. What is vital is that every child has an opportunity to use them without time restrictions.

Another feature of classroom design is a well-fitted relaxation area (a folding-chair, mattress, pillow) and equipment suited to children with special educational needs.

An aesthetic layout of interiors allows one to celebrate meals (in a cultural, peaceful way while learning to use cutlery in a proper way), choose dishes (nutritional and health qualities of products), and even to compose them. Moreover, interior design provides an opportunity to carry out cleaning works, e.g. before and after meals, after play-time, before going for a walk.

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VI. THE STRUCTURE OF THE PRESCHOOL EDUCATION CORE CURRICULUM

The structure of the preschool education core curriculum is constantly evolving – it does not ruin the achievements of previous programs as it has a direct reference to the following three main sources:

- the nature of integrated teaching initiated by the 1999 reform which supplemented the document with relevant paradigms;
- the model of recording in the form of learning outcomes introduced by the 2009 reform;
- the concept of integrated teaching by Ryszard Więckowski.

We ought to mention that this reference to the three main sources is premeditated. Integrated teaching in preschool education ought to be founded on scientifically developed curricula and relevant paradigms. The core curriculum supplements previous instruments in such a way that a vision of teaching children in accordance with the idea of integrated teaching could be put in practice.

The underlying principle of the integrated teaching is the need to activate children in a multi-aspect and multi-dimensional manner, carry out a continued diagnosis of developmental achievements, and support the function stimulating development.

The element which brings together the individual directions of education is language in the semiotic aspect. The child, approaching the reality holistically, feels the need to express his/her own sensations and emotions via a system of signs. These are the signs of the spoken language, relations of size,

geometry, quantity, art techniques, physical expression, musical expression etc.

The nature of integration is functional, content-organizational, and methodological. The teacher organizes educational situations for children to engage in various forms of activities while developing their perceptive-innovative activity.

The content-specific (theme-oriented) aspect of integration encompasses the process of developing the child's language in the semiotic sense. Teachers expand children's vocabulary given their interests and physiological degree of fatigue, differentiating the forms of activities, and under such conditions creating a consolidated image of the world.

The organizational aspect of integration refers to the alternating application of diverse multi-directional forms of children's activity. The multidimensionality of the forms of activity ensures a gradual and natural learning process – from simple activities to more complex ones.

The compact and thoroughly outlined Polish concept of integrated teaching, which is the basis for the core curriculum for preschool education, is rooted in the following natural strategies of child learning:

1. The perceptive-reproductive strategy

It is a learning style where specific contents transmitted by the teacher are reproduced by the children. Its characteristic feature is a scheme where the teacher asks questions, suggests, sets a task, while children undertakes a performative activity – it follows instructions, completes the task. This strategy should not be the leading strategy in early school education, for its scheme resembles the behavioral concept of development – when stimulus occurs there is response. If a child wishes to spontaneously reproduce and trace teacher's hand movements showing how to draw a cat, it is his/her independent choice – a child is a free individual and does what she or he is of interest to him/her. In every such situation, a child uses the perceptive-reproductive strategy on his/her own, naturally, and a result of it a picture of a cat will be created. However, the child will then re-transform the cat in line with his/her artistic expression. Nonetheless, if teachers use the perceptive-reproductive strategy on an everyday basis when organizing activities with a whole group of children, such an action will be contrary to the nature of the child. The nature of the child, a living human being, is to have its own activity. Children's activity in the case of this particular paradigm is "externally controlled", most often with the help of expressions such as "open your books", "do the exercises". External effects of such activities are the knowledge and skills of children, which take the following forms were recorded: the child knows, can, is able to. The perceptive-reproductive strategy should not be the guiding strategy of teaching children. It is referred to as a task-oriented approach or a "tracing" one. However, this paradigm fails to allow the transmission of information needed for children's own and creative activity. Here, in this context, it is the necessary element of preschool education.

2. The perceptive-explanatory strategy

The essence of the strategy is the teacher-child relation. The creator of educational situations is the child who – in his/her spontaneous exploration – asks various questions aimed at

finding a solution to a problem or at complementing one's reasoning with missing information. The questions are, amongst others, "why? what would happen if?" what should be done to?". The teacher, maintaining an ongoing relationship with children, uses the situation to stimulate development of critical thinking in young human beings. The paradigm refers to child's imagination and is essential for his/her development. In the early stages of education (preschool), children gradually shift from the perceptive-reproductive way of learning, through "educational opportunities", i.e. the perceptive-explanatory strategy, to the perceptive-innovative learning.

3. The perceptive-innovative strategy

This is the principal paradigm in integrated teaching. It is based on the pedagogical situational approach. The task of the teacher is to create the so-called opportunities which surprise children, generate interest, arouse curiosity, motivate to further activities. The situational approach includes some degree of indeterminacy – the child in a different, new situation discovers the discrepancy between his/her previous and present experience. She or he goes beyond information received, transgresses, takes up innovative actions. The teacher inspires to think creatively while updating it to be the discovery of new interdependencies, ideas, functions, and things. Creative activity is a perceptive-innovative indicator of child learning, leading to certain changes in one's surroundings which are in accordance with his/her cognitive needs and expectations. Child development involves a gradual transition from the perceptive-reproductive to the perceptive-innovative learning method. The perceptive-innovative learning style operates within the so-called phenomenological method of thinking, which is included in the general goal/objective of preschool education [2]. Such solution is advocated by the premises rooted in the phenomenological concept of the human being by Roman Ingarden:

- children's activity comprises the phenomenon of "reaching beyond information received";
- the symptomatic feature of children's activity in the educational process is their creative activity;
- the established effects of children's activity are new objects having an intentional value for the children;
- the way of children's activity is preconditioned by a graduated system of values acquired while interacting with the reality and produced objects [3], [4].

The child in the educational process demonstrated his/her essence (nature) through the creation of objects expressing human attributes, such as the truth, good, or beauty. Child's activity is realized through getting to know what is real, doing what is good, and developing what is beautiful. This way the child oriented at producing useful works can express his/her originality, individuality as a creator of culture, a writer of his/her own history. The process of learning is founded on various forms of children's activity (functional integration), affects all personality zones of children (psychic integration), assumes integration of diverse learning strategies and methods (methodological integration). The consequence of multidimensional activity of children is integrated-type knowledge (content integration).

The core curriculum is the only preschool education program instrument set forth by the Minister for National Education. It is not a teaching program but rather an open guideline which allows the adoption of various methodological solutions. The field of education and learning laid down in the document must be extended and made more precise on an ongoing basis in one's own preschool education programs. They must be developed in detail, specifically and unambiguously so that the teacher is able to plan and then carry out activities with preschoolers over the course of months, weeks, and days of every school year. The precise identification of educational goals/objectives (learning outcomes) and educational contents in the core curriculum extorts precision and specificity of individual programs. The authors of the programs must strictly determine the degree to which their program (curriculum) extends the scope of supporting mental and educational development of preschoolers with respect to the recommendations included in the preschool education core curriculum [5].

VII. CONCLUSION

The core curriculum (curriculum guideline) is a legal document issued by the Minister for National Education in the form of a regulation. This is why it has the form of obligatory provisions. Their scope may be extended in individual teaching programs (curricula) but it may never be narrowed down (limited). The sole concise and outlined concept of integrated teaching in Poland is based on the known and defined paradigms – the natural strategies of child learning.

The core curriculum meets specific functions: 1) specifies that tasks of preschools – preschools and teachers carry them out; 2) specifies the goals to be attained by children – children attain them; 3) specifies the goals attained by children – teachers or authors of programs or course-books develop the methods in which the goals can be attained.

The target audience of the preschool education Core Curriculum are: authors of teaching programs/curricula; authors of course-books and exercise books; authors of preschool educational programs, authors of educational projects and programs supplementing the curricular offer of preschools; preschool head teachers/managers and other teachers; pedagogues, psychologists, speech therapists, and other professional working to support child development; students training to work in preschools, staff councils, parents' councils, preschool councils; pedagogical supervision and the managing authority staff.

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