

<http://dx.doi.org/10.16926/pe.2024.17.07>

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How to cite [jak cytować]: Wójcik, M. (2024). Activating Methods for Developing Students' Critical Competencies in Inclusive Education. *Podstawy Edukacji. Education for Diversity, Equity, and Inclusion, 17*, 85–101.

Activating Methods for Developing Students' Critical Competencies in Inclusive Education

Abstract

All students need key competencies and essential skills for self-fulfilment, personal development, employability, social inclusion, and active citizenship.

The development of critical competencies, their importance and ensuring education and learning focused on their implementation should be implemented by establishing good practices in terms of better support for educational staff, updating the assessment of methods and tools, and introducing new and innovative forms of teaching and learning.

Therefore, activating methods is the guiding principle of the teaching-learning program for students with and without disabilities.

The methods used should take into account the individual needs and capabilities of students, which in the case of an often very diverse inclusive class may prove to be a big challenge, especially since, in addition to adapting educational requirements, the teacher must constantly take into account the degree, scope and possibilities of implementing key competencies.

Keywords: key competencies, inclusive education, activating methods.

Introduction

Everyone has the right to high-quality, inclusive education, training and life-long learning that develops critical competencies and essential skills. All stu-

dents need key competencies and basic skills for self-fulfilment, personal development, employability, social inclusion, and active citizenship.

Therefore, new requirements are dictated for revolutionary changes in education and competencies that must be taught to meet the requirements of the modern labour market, which is beginning to function in a digital environment. Today's education system is trying to transform into an ecosystem in which its elements must connect and interact with each other and respond flexibly to the needs of society (Rasskazova et al., 2020).

Competence refers to the complex combination of knowledge, skills, understanding, values, attitudes and desires that lead to effective, embodied human action in the world in a specific domain. Achievement at work, in personal relationships or civil society is not based simply on the accumulation of second-hand knowledge stored as data but on the combination of this knowledge with skills, values, attitudes, desires and motivation and its application to specific human settings in a specific point in the trajectory in time. Competence implies a sense of agency, action and values (Crick, 2008; Tiana et al., 2011).

Key competencies as a phenomenon and the need to consider activating teaching methods constitute a link between family education, upbringing and education in the school environment and the social impact on human development (Szókö, Benková, 2022).

Theoretical and Legal Context of Key Competencies

In 2006, the European Parliament and the Council adopted a Recommendation on Key Competences for Lifelong Learning. They defined each European citizen's competencies for personal fulfilment and development, employment, social inclusion and active citizenship.

This document defines vital competencies as "a combination of knowledge, skills and attitudes appropriate to the situation" (OJ of the European Union of 30/12/2006 L 394/13)¹.

Key competencies are developed from a lifelong learning perspective, from early childhood to adulthood, through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities (OJ of the European Union C 189/7).

Eight key competencies have been established:

- literacy competencies – understood as the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in speech

¹ Retrieved from: Recommendation of the European Parliament and the Council of 18 December 2006 on Key Competencies for Lifelong Learning. Official Journal of the European Union. (2006/962/EC). <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>.

- and writing, using images, sounds and digital materials in all fields and contexts;
- multilingual competencies, defining the ability to use different languages correctly and effectively to communicate, and their scope of skills essentially coincides with the ability to understand and create information;
 - mathematical competencies and competencies in science, technology and engineering, relating to the ability to develop and use mathematical thinking and perception to solve problems in everyday situations, the ability and willingness to explain the natural world using existing knowledge and methods, including observations and experiments, in order to formulate questions and drawing evidence-based conclusions and applying that knowledge and methods in response to perceived human needs or requirements. Competences in science, technology and engineering include understanding changes caused by human activities and understanding one's responsibility as a citizen;
 - digital competence, including the confident, critical and responsible use and interest in digital technologies for learning, work and participation in society;
 - personal, social and learning-to-learn competencies, i.e. the ability to self-reflect, manage time and information effectively, work constructively with others, remain resilient and manage one's learning and career;
 - citizenship competencies, understood as the ability to act as responsible citizens and participate fully in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global events and sustainable development;
 - entrepreneurship competencies, defined as the ability to use opportunities and ideas and transform them into value for other people;
 - cultural awareness and expression competencies, including understanding and respecting how ideas and meanings are creatively expressed and communicated in different cultures through different types of art and other cultural forms (OJ of the European Union C 189/9-11)².

Competency needs are not static; they change throughout life and generations. It is, therefore, crucial that all young people and adults have the opportunity to acquire the required competencies in initial education and training, higher education, adult learning or various forms of informal learning.

The development of critical competencies, their validity and the provision of education and learning oriented towards their implementation should be imple-

² Zalecenia Rady w sprawie kompetencji kluczowych w procesie uczenia się przez całe życie (2018/C 189/01). Retrieved from: [https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=en](https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32018H0604(01)&from=en).

mented by establishing good practices in terms of better supporting educational staff in carrying out their tasks and improving education, as well as updating the assessment of methods and tools and introducing new and innovative forms teaching and learning (Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training, OJ C 417, 15.12.2015, p. 25)³.

The Council's guidelines clearly emphasize that the role of education systems, and more specifically teachers, is to develop students' key competencies, understood as a combination of knowledge, skills and attitudes that go beyond the concept of focusing on knowledge alone, so that as adults they can function freely in the surrounding and constantly changing reality (Furgoł⁴, n.d., Kucharczyk, Wójcik, 2024).

The common feature of these views is the postulate of moving away from the traditional education model based on transferring knowledge (teaching) towards a model based on creating a space for independent learning. A good school is based on the student's search for sources of knowledge and develops skills to effectively fulfil many life roles (Skałbania, 2020).

The fundamental competencies approach, mainly focusing on cross-curricular key competencies, requires that the school-level curriculum is not designed as a collection of different (separate) subjects but creates links between subject areas. It also requires closer cooperation among teaching staff (Gordon et al., 2009).

Implementing a new curriculum requires school leadership to create a supportive framework aligned with the curriculum vision that helps teachers understand the curriculum and its positive impact on student learning. Implementing change also requires a simultaneous, coordinated transformation of many aspects, including practice, thinking, systems, behaviours and beliefs throughout the school. This iterative process often leads to the development of professional learning opportunities to increase teachers' knowledge of how competencies can be used in specific areas of the curriculum and how to engage students in crucial competencies (Hamilton et al., 2013).

The core curriculum of general education is one of Poland's most important foundations for school work and teacher work. Analyzing its provisions, a direct reference to understanding the sense and importance of individual vital competencies and the possibilities of shaping them at a given educational stage is no-

³ Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training. OJ C 417, 15.12.2015, p. 25. Retrieved from: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215(02)).

⁴ Furgoł, S. (n.d.). Wzorcowe materiały dydaktyczne w zakresie: kompetencje kluczowe. Część III: Poziom – szkoła podstawowa i szkoła ponadpodstawowa. Retrieved from: https://www.wcdn.wroc.pl/dsc/wzorcowe_materiały_SP_i_LO/DSC_kompetencje_kluczowe_ponadpodstawowa.pdf.

ticeable. Regulation of the Minister of National Education of February 14, 2017, on the core curriculum for preschool education and the core curriculum for general education for primary schools, including students with moderate or severe intellectual disabilities, general education for first-cycle vocational schools, general education for particular school preparing for work and general education for post-secondary school specifies that the most important skills developed as part of general education in primary school are:

- efficient communication in Polish and modern foreign languages;
- efficient use of mathematics tools in everyday life, as well as developing mathematical thinking;
- searching, organizing, critically analyzing and using information from various sources;
- creative problem-solving in various fields with conscious use of methods and tools derived from computer science, including programming;
- problem-solving, also using mediation techniques;
- teamwork and social activity;
- active participation in the school's cultural life, the local community and the country.

The task of teachers is to create such a learning environment that key competencies can be developed appropriately for students' developmental ages. It serves, among others, developing teaching programs that emphasize the organization of the teaching process in such a way that it serves the development of these competencies, using, among others, appropriate teaching methods and work techniques. It should also be remembered that diversifying students' functioning should consider their individual development and educational needs, difficulties, barriers, and challenging behaviours. Looking at the group as a whole, taking into account the individual predispositions and challenges of students with and without disabilities, combined with the extensive knowledge of teachers, will allow for the appropriate selection of work methods and thus create an optimal environment for developing the potential of each student.

Activating methods in inclusive education

In many cases, the traditional approach seems to bring good results. However, no one disputes the fact that the development of active skills requires the use of active learning methods. The entire school community needs a solid understanding of key competencies. Within this framework, different teaching methods and styles can produce good results because they are based on joint responsibility for the education of teachers and students (with a transition from teaching to learning), the organization of the school promoting strong connec-

tions between subjects and the introduction of various forms instead of rigid class and subject structures. Many innovative projects are based on developing key competencies, even if this was not the declared goal. In this sense, adopting the Recommendation can be considered an incentive for innovation in school practice or at least for reflection and critical evaluation of the teaching methods and means used (Gordon et al., 2009).

Activating methods are "a group of teaching methods that enable the release of multilateral activity of students in the teaching process, at the same time promoting the transition to an increasingly higher level of activity" (Marszałek, 2004, p. 210).

It means that the use of activating methods increases the activity of students' motivation, promotes students' autonomy and creativity, and causes a transition from traditional to innovative teaching (Micieta et al., 2020).

According to Jeziorska (1996, p. 91), activating teaching, also called exploratory, problem-based and research teaching, involves specific actions by the student. Therefore, the teacher directs, stimulates and supports students in their development.

Based on the division distinguished by Krzyżewska (1998), activating teaching methods are:

1. Integrating methods that relax and unwind, putting in a good mood and friendly atmosphere. They ensure safety in the group, guarantee a sense of identity, teach effective communication, help sort out problems, and teach creative thinking and cooperation.
2. Methods of creating and defining concepts – teach how to analyze, define, negotiate and adopt different positions.
3. Hierarchization methods – teach how to analyze, classify and order in superiority-inferiority relationships.
4. Methods of creative problem solving – teach children to discuss, think critically and creatively, combine knowledge with experience and solve problems.
5. Methods of working in cooperation – teach cooperation and acceptance of individual differences, efficient communication and negotiation, and working in and with a group. In such conditions, there is no competition but mutual help, and everyone has a chance to speak, argue and discuss.
6. Diagnostic methods consist of collecting information about the course and results of a specific state of affairs by inferring, checking, assessing and explaining the causes.
7. Discussion methods – teach how to discuss and listen to others, as well as negotiate and adopt different points of view.
8. Methods that develop creative thinking, teach to think creatively and discover students' predispositions and abilities.

9. Group decision-making methods include effective participation in discussions, responsibility for one's and the group's decisions, and teaching decision-making based on known facts.
10. Planning methods – allow one to fantasize and dream and plan and make one's dreams come true.
11. Educational games – teach to follow established rules, allow the students to feel the joy of winning, and develop the ability to lose.
12. Accelerated learning methods allow quick, stress-free, lasting knowledge acquisition.
13. Evaluation methods – allow one to assess oneself and others and teach him or her to accept criticism and praise.

In teaching using activating methods, the teacher becomes more of a sage, mentor and trainer than a provider of information and knowledge that the student can acquire, among others, from the textbook. The teacher accompanies students in exploring the world, inspiring and provoking thinking (Drzewiecki, 2014).

Therefore, activating methods is the guiding principle of the teaching-learning program (Szcotka, Szewczuk, 2019).

Although this topic is crucial from the point of view of learning and upbringing in inclusive education, the research conducted so far mainly focuses only on single types of activating methods or analyses only the general application of innovative methods in education (Dunlosky et al., 201; Safapour et al., 2019; Micieta et al., 2020). Moreover, the literature on the subject is also poor in research on the group of non-disabled students and their disabled peers, so there is no possibility to refer to the universality of the application of methods activating students among students with special educational needs and their possible modification forms.

Hooijdonk, Mainhard, Kroesbergen, and Tartwijk (2020) in their study, designed creative problem-solving tasks for primary education that represent this complete CPS model and investigated whether compelling fact and problem retrieval were positively related to the creativity of the ideas found. Furthermore, they also investigated whether finding solutions is feasible for these young students and how they select the most creative ideas. Bayesian analyses indicated a positive relationship between fact and problem retrieval, as well as the number of ideas generated and the originality of these ideas. Furthermore, problem retrieval seemed to be positively related to the completeness of ideas, whereas fact retrieval was not. They also found that primary school students could identify their most creative ideas. Students did not seem to underestimate certain aspects of creativity when using solution-finding. The results indicate that, in order to achieve more original solutions, teachers could embed fact and problem retrieval in their CPS teaching practices. The results also indicate that primary school students can recognize creativity.

In contrast, the purpose of Maker et al.'s (2023) study of creative problem-solving characteristics in young children was to determine whether the percentage of creative behaviours declined, remained the same, or increased as children entered school and moved into first grade and describe differences and similarities across three age groups and ten assessment domains. Using a play-based assessment with developmentally appropriate, flexible materials and activities that were engaging for young children, trained observers conducted assessments, took photographs and videos, observed problem-solving behaviours, entered behaviours into a database, compared children's performance with others in the talent groups, and made decisions about children's strengths in ten ability domains. In the talent domains, of the 29 behaviours included, the percentage of 18 creative problem-solving behaviours increased over the three years; nine behaviours declined at age 5. They increased at age 6, and 4 behaviours declined from age 5 to 6. The patterns varied across the talent domains. The researchers concluded that age-related development, teaching methods, culture, and other factors interact in the development of creative problem-solving. Teaching methods that enhance creativity can positively affect children's creative problem-solving development.

A longitudinal study by Baines, Blatchford and Chowne (2007) examined the effectiveness of the SPRinG program, which was developed in collaboration between researchers and teachers and aimed to provide teachers with strategies for increasing student group work in an "authentic" classroom setting. The evaluation study compared students in SPRinG classes trained in group work skills with those who did not achieve similar academic results. The experimental and control groups comprised 560 and 1027 students (8–10 years old). The study found that SPRinG students made more remarkable progress in their academic achievement than the control group.

Many studies have investigated the benefits of implementing gamification methods, showing that students are more engaged and motivated during classes.

In addition to the competition and scoring games that further engage students, player interactions positively affect students' social skills. Games should be designed to increase interaction and active participation to achieve optimal results rather than simply providing entertainment. Teachers should consider using gaming to engage students in their studies and to experience things instead of just memorizing things, but as these studies have shown, further research into the combination of engagement and specific content is needed (Burguillo, 2010; Son et al., 2011; Berkling, Thomas, 2013; Ptak et al., 2016; Perttula, Tuomi, 2017). Also, games used in education are useful for learning mathematics (Baldeon et al., 2015), vocabulary, and motivation to learn (Walsh, 2014).

It should be emphasized, however, that the available materials and analyses do not refer specifically, or only to a small extent, to the effectiveness of meth-

ods activating students in developing specific competencies per the assumptions of lifelong learning.

Key competencies in inclusive education and possibilities of their implementation using activating methods

As the Council Recommendation makes clear, everyone has the right to good quality and inclusive education, training and lifelong learning to maintain and acquire skills that enable them to participate fully in society and cope effectively with changes in the labour market. Everyone has the right to timely and tailored support to improve their prospects for employment or self-employment. It includes the right to receive support in finding a job, training and changing professional qualifications (OJ of the European Union C 243/10)⁵.

There is a close connection between the skills developed as a part of general education in primary school and the key competencies strongly emphasized in the European guidelines.

Analyzing in detail the guidelines of the Regulation of the Minister of National Education of February 14, 2017, on the core curriculum for preschool education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, and general education for stage I vocational schools, general education for a particular school preparing for work and general education for a post-secondary school (Journal of Laws of 2017, item 356) and the resulting recommendations, many activating methods adequate in a given competence area can be indicated, which may have a positive impact on the development of individual key competences, thus facilitating the teaching and educational work of primary school teachers and allowing more significant and more committed participation of students in this process, both non-disabled students and those with special developmental and educational needs.

The project method, strongly emphasized in the above regulations, can effectively acquire the necessary competencies. It also helps develop students' entrepreneurship and creativity and enables the use of innovative programs and organizational or methodological solutions in the education process. The project method assumes significant participant independence and responsibility, creating conditions for students to manage the learning process individually. It supports the integration of the class team, in which students, thanks to group work, learn problem-solving, active listening, effective communication, and

⁵ Council Recommendation on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/02). Retrieved from: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02))

strengthen their self-esteem. The project method introduces students to planning and organizing work and self-assessment. Students should receive assistance from a teacher/guardian when working on projects. Teachers using the project method can individualize work techniques by differentiating the requirements (Journal of Laws of 2017, item 356, p. 14). However, this is not the only form of activating students, so it is vital to indicate specific possibilities of using several effective activating methods for non-disabled children and their disabled peers.

For students with disabilities, teaching is adapted to their psychophysical capabilities and learning pace. The choice of forms of individualization of teaching should result from recognizing the potential of each student. If a teacher allows a student to achieve success to the best of his or her abilities, then he or she has a chance for general and educational development. Therefore, the teacher should select tasks in such a way that, on the one hand, they do not exceed the student's capabilities (prevent success) and, on the other hand, they do not reduce the motivation to cope with challenges (Journal of Laws of 2017, item 356, p. 13)⁶.

A detailed analysis of publications on activating education methods (Kujawiński, 1990, Radecki, 1992; Krzyżewska, 1998; Rau, Ziętkiewicz, 2000; Taraszkiewicz, 2000; Karbowniczek, 2016, Marek, 2017; Stańdo, Szałwska-Murmyło, 2017, Gadamska, 2018; Lipowska-Kuźba, Dłutowska-Osik, 2019; Danielewicz, 2020, Kubik, 2020) and their practical application (Senderowska, 2001; Ordon, 2015; Furmaniak, Olkowska, 2017; Szczotka, Szewczuk, 2019; Kubik, 2020; Micieta et al., 2020) allowed for the identification of helpful methods which, with appropriate modification and adaptation to the individual needs and capabilities of students in a given class, will enable more effective implementation of EU guidelines and the development of key competencies with the most significant possible involvement of all students in inclusive education.

Activating methods that will help students implement these competencies include:

1. Literacy competencies and multilingual competencies

- mental map – helps to learn new grammatical rules, repeat knowledge or systematize issues from literature;
- meta-plan – it encourages critical analysis of facts and formulation of judgments and opinions;
- decision tree – it serves to make the right choice and make a decision with full awareness of its consequences and worth using when analyzing texts, literature, school readings or grammatical rules of statements;

⁶ Rozporządzenie Ministra Edukacji Narodowej (2017) w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej, w tym dla uczniów z niepełnosprawnością intelektualną w stopniu umiarkowanym lub znacznym, kształcenia ogólnego dla branżowej szkoły I stopnia, kształcenia ogólnego dla szkoły specjalnej przysposabiającej do pracy oraz kształcenia ogólnego dla szkoły policealnej. Retrieved from: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20170000356>

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- 5-step reading – a method of searching, organizing and using information from various sources, encourages systematic reading exercises, gives students a positive attitude towards reading, it is also helpful for individual work at home;
 - Point discussion is an alternative to traditional questioning. It simultaneously allows the collection of broader material regarding the student's progress in learning and the development of his attitudes and personal culture. It accustoms students to communicate in a substantive, open and cultural manner;
 - 6 thinking hats – develops the ability to communicate in various situations, present one's position, and take into account other people's views;
 - didactic games – teach to follow established rules, give the opportunity to feel the joy of winning and develop the ability to accept a loss, increase the attractiveness of classes;
 - brainstorming – to gather many competing or complementary hypotheses for solving the problem to which a given methodological unit or its fragment is devoted;
 - snowball – a helpful method when creating definitions, gives each student a chance to formulate their thoughts on a given topic, acquire new experiences and communicate skills;
 - unfinished sentence technique – develops the ability to express oneself independently and matchmaking;
 - “mug” plot – inspires the student to creative work, which takes place as a result of providing only a specific general plan (characters, plot, place of action);
 - portfolio – a method of collecting materials on a topic selected by students or given by the teacher into folders.
2. Mathematical competencies and competencies in science, technology and engineering
- memory hooks – a method that uses natural abilities to create mental images of various states of affairs. It is imagination training, a technique for better-remembering numbers, quantities, and relationships, and building association systems;
 - brainstorming – which, in this case, can be used to invent new solutions, methods of calculation, and explanations of phenomena;
 - wastebasket and suitcase – help to analyze both natural and technological issues, searching for the most appropriate solutions and eliminating unnecessary ones;
 - guide text method – the problem is presented as a structure with insufficient data that the student must complete through exploration;

- decision tree – can help to analyze mathematical, natural and technical issues actively;
 - memory hooks – in this case, they may help remember dates, time relations, the order of occurring phenomena or the multiplication table;
 - didactic games based on dominoes help to consolidate all dependencies and sequences of phenomena and events, and various lotteries, guessing games, tests, and association games can be used to consolidate the acquired knowledge;
 - case study – involves analyzing specific events and relationships, making it easier to understand all phenomena similar to the analyzed one, developing skills such as critical analysis of information, presentation of own opinions, teamwork;
 - jigsaw – is an example of collaborative learning. It is universal and can be used on various objects. It is used when students have to learn a certain amount of material that can be divided into coherent fragments.
3. Digital competencies
- “for and against” debate is a method of analyzing an issue from different points of view.
 - elements of drama – role-playing;
 - chain association method and fish skeleton method – these methods will find applications in analyzing threatening phenomena and essential factors affecting the effectiveness of operations in cyberspace;
 - applications and programs that enable the identification, filtering and organize knowledge, such as WebQuest, ChatGPT;
 - Gamification methods, e.g. Kahoot, learning apps, or work based on programs/applications, e.g. Padlet, Canva, Glogster, and Google Drive.
4. Personal, social and learning to learn competences
- desert island – a method of practical team cooperation and group work, building interpersonal bonds, and making individual and group decisions;
 - “for and against” debate, decision tree, six thinking hats, drama elements, memory hooks, spider’s web and debate – in this case, all of these methods will help to find alternative solutions in terms of personal challenges, e.g. related to learning methods, or social challenges resulting from, for example, the diversity of the internal group;
 - Portfolio method enables planning, organizing, and evaluating learning.
5. Citizenship and entrepreneurship competences
- debate “for and against” or discussion, priority pyramid, brainstorming, six thinking hats, didactic games, decision tree, fish skeleton, case study, educational project method, WebQuest method;

- SWOT technique – involves a team analysis and assessment of a specific problem or event. It is beneficial in making certain decisions. It requires approaching the problem critically and creatively. It involves students contrasting characteristics and views. Thanks to this technique, the student can distinguish positive and negative behaviours and perceive threats.
6. Cultural awareness and expression competence
- elements of drama – role-playing, “mug” plot, portfolio, discussions, group work, six thinking hats, didactic games – simulations, unfinished sentences technique, mental map, project method;
 - school lessons should be supplemented with participation in concerts, plays and music broadcasts; lessons in concert halls, music schools, museums, and galleries; co-creating concerts, presentations, and music events; organizing, promoting and participating in “children to children” concerts; participation in interdisciplinary class and school projects;
 - meetings with artists; learning and co-creating local musical folklore; exploring monuments; participating in reviews, festivals and music competitions;
 - creating class and school work or participating in art competitions.

Summary

Teachers working in classes with non-disabled and disabled children should remember that their teaching and educational work should be carefully thought out and planned and how important it is to select more exciting tasks and activities that take into account the child’s interests and abilities (Lipowska-Kuźba, Dłutowska-Osik, 2019).

Despite knowledge about the typology of activating methods, teachers may have difficulty selecting appropriate techniques to meet student’s individual needs and abilities in a diverse, inclusive group. The need to adapt or modify methods and effectively implement them in the course of classes are difficulties that may stand in the way of implementing the assumptions of the core curriculum.

Another significant difficulty may be the appropriate construction of activating influences to implement the critical competencies discussed in the article so that younger students can actively develop these competencies and skills at the early school education stage.

Using activating teaching and learning methods in the classroom helps the students and makes the teacher’s work easier. However, this often requires many preliminary actions and increased work. A teacher who decides to work using nontraditional methods must:

- prepare materials in advance,
- arrange the study space (properly arrange chairs, benches, prepare materials, et cetera.),
- overcome his/her uncertainty before experimenting with the lesson,
- improve methodological and didactic skills and – although it is not easy in the initial phase and requires additional work – it is a temporary burden that will pay off in the future on many levels (Brudnik et al., 2011, p. 4).

In the era of emphasizing the importance of individual autonomy in striving for self-rehabilitation and self-education, such a specific separation of methods and indication of their application is a signpost for further searches and new solutions.

The whole-school approach to achieving successful key competence learning needs the proper preparation of teachers to provide "learning to learn" opportunities within the subject instruction, introduce meta-cognitive skills through textbook exercises, and develop integrated teamwork and peer learning (Gordon, 2009).

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Metody aktywizujące w kształtowaniu kompetencji kluczowych uczniów w edukacji włączającej

Streszczenie

Kompetencje kluczowe są potrzebne wszystkim do samorealizacji i rozwoju osobistego, uzyskania szans na zatrudnienie, włączenia społecznego i aktywnego obywatelstwa.

Rozwój kompetencji kluczowych, ich zasadność oraz świadczenie kształcenia i uczenia się zorientowanego na ich wdrożenie powinny być realizowane poprzez ustanowienie dobrych praktyk w zakresie lepszego wspierania kadry edukacyjnej, a także aktualizacji oceny metod i narzędzi oraz wprowadzanie nowych i innowacyjnych form nauczania i uczenia się.

Zadaniem nauczycieli edukacji włączającej jest stworzenie takiego środowiska uczenia się, aby kompetencje kluczowe mogły być rozwijane odpowiednio do wieku rozwojowego uczniów. Stosowanie metod aktywizujących jest zatem naczelną zasadą programu nauczania-uczenia się uczniów z niepełnosprawnościami i pełnosprawnych.

Stosowane metody powinny uwzględniać indywidualne potrzeby i możliwości uczniów, co w przypadku często bardzo zróżnicowanej klasy włączającej może okazać się dużym wyzwaniem, zwłaszcza że poza dostosowywaniem wymagań edukacyjnych, nauczyciel musi stale uwzględniać stopień, zakres i możliwości wdrożenia kompetencji kluczowych.

Słowa kluczowe: kompetencje kluczowe, edukacja włączająca, metody aktywizujące.