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"I Learn By the Way" – an Innovative Teaching Program as a New Perspective on the Education of Children at the Pre-School Stage and at the First Stage of Education

„Uczę się mimochodem" – innowacyjny program nauczania jako nowe spojrzenie na edukację dzieci na etapie przedszkolnym oraz na pierwszym etapie edukacyjnym

Abstract: Education is a dynamic process which evaluates quickly. The changes that occur in it can be noticed on the ground of offered curricula. More and more innovative forms of teaching young generation are proposed. In today's era of education, professionals are looking for modern, innovative curricula to make education valuable, comprehensive and highly effective. Joanna Białobrzeska's program "I learn by the way" is an innovative curriculum that makes it possible to teach children in a natural way at the preschool education stage and at the first educational stage. The article is in line with other contemporary curricula, which deserve to be called original and innovative. They inspire to change the style of teaching to a style focused on creativity, development of soft skills and information technology. The aim of this article is to present the "I learn by the way" program and indicate its innovation and important elements that it introduces to the education system.

Keywords: curriculum; creativity; innovation; pre-school education; early school education; child's activity

Abstrakt: Edukacja to dynamiczny proces, który szybko się ocenia. Zachodzące w nim zmiany można zauważyć w oferowanych programach nauczania. Proponowane są coraz bardziej innowacyjne formy nauczania młodego pokolenia. W dobie dzisiejszej edukacji profesjonaliści poszukują nowoczesnych, innowacyjnych programów nauczania, aby edukacja była wartościowa, wszechstronna i wysoce skuteczna. Program Joanny Białobrzeskiej „Uczę się mimochodem" to innowacyjny program nauczania, który pozwala w naturalny sposób uczyć dzieci na etapie edukacji przedszkolnej i na pierwszym etapie edukacyjnym. Artykuł jest zgodny z innymi współczesnymi programami nauczania, które zasługują na miano oryginalnych i innowacyjnych oraz inspirują do zmiany stylu

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nauczania na styl nastawiony na kreatywność, rozwój umiejętności miękkich i informatykę. Celem opracowania jest przybliżenie i przedstawienie programu „Uczę się mimochodem" oraz wskazanie jego innowacyjności i ważnych elementów, które wprowadza do systemu edukacji.

Słowa kluczowe: program nauczania; kreatywność; innowacyjność; edukacja przedszkolna; edukacja wczesnoszkolna; aktywność dziecka

INTRODUCTION

Education is a lifelong process. Working with children has been evolving for many years. Newer and more effective methods of working with young people are being sought. The aim of this article is to present the assumptions of the "I learn by the way" program, which is characterized by an innovative approach to learning. The purpose of this article will be to show what innovations the "I learn by the way" program introduces. What innovations it introduces and how it allows teachers to develop as well? How it sets paths between subjects, how it develops key competencies and whether it has an impact on the development of soft skills of students? Is there time for pleasant and interesting learning that gives full satisfaction and allows children and their teachers to discover the world in a joyful way? We will also analyze other curricula, which are characterized by an innovative approach and departure from rigid teaching frameworks.

LEARNING AS AN IMPORTANT PROCESS

Quoting Glenn Doman, "learning is the greatest and most fun game in the world", can indicate how exciting, inspiring and interesting the learning process can be for children. Many experts note the valuable fact that a child's prenatal development is a natural and important process (Sadowska, 2020). It is a priority to keep this in mind when introducing children to learning at any stage of learning. Remember that the natural process is the most effective. It should be based on creativity, creativity (Lewandowska, 2018). Educating students at the stage of preschool education and at the first stage of education is an extremely important moment to build a foundation for enjoying learning. It is time to show that it is an adventure through which students learn about the world, expand their skills and competencies. The whole process is natural, it stimulates their curiosity and "incidentally" by the way, their education becomes extremely effective. How to show that learning can be an adventure? How to teach children to take advantage of education? How to take them on a fascinating journey and conquer educational peaks? Let them participate in an innovative program "I learn by the way". The author of the program presented in the article is an outstanding educator

and teacher an expert in the field of children's education, author of hundreds of books on upbringing and education of children – Joanna Białobrzeska. She creates and popularizes effective, innovative and interesting forms of education. Program "I learn by the way" is one of her extraordinary works. It is a new vision of teaching children from the age of 5 until the first stage of education.

It is worth looking at the indicated issue for many very important reasons. One of them is the fact that it is a new program, which is developed from the "foundations", from the smallest elements, such as thematic laboratories that diversify the educational process, are visually attractive for pupils and make children move into a kind of story The program presents a new approach to the education system in Polish schools and allows teachers to fully realize the educational needs of children and their professional passions. Working through the "I learn by the way" program meets educational needs in a social context. It is a chance to show children's education in a different way, to get them interested in acquiring knowledge after the pandemic situation in our country. It is worth demonstrating what benefits it brings to the education system.

"A LEARN BY THE WAY" – A NEW PROGRAM FOR THE EDUCATION OF CHILDREN AT THE FIRST STAGE OF EDUCATION

When the word "school" is uttered, each of us imagines a school room with evenly placed desks, a blackboard and students crammed into a certain framework, but is it always so? For centuries, educators, teachers, and pedagogues around the world have been trying to find the golden mean and the best way to impart knowledge to young generations. For centuries they have been trying to study the impact of class size, the relationship between students and teacher, the relationship between students themselves, different teaching strategies and methods, and the effectiveness of the learning process. And this is where ideas for unusual and innovative solutions are born, the term "alternative education" appears, i.e. deviating from the currently accepted standards. Referring to innovative curricula, it is worth quoting at this point the term alternative education. The alternative education can include various other terms, such as open classroom, democratic school, Montessori school, or Waldorf school. Our everyday, traditional school practices do not fully meet the needs of our students, especially those at the lower educational levels. We make them sit by the desks make them work patiently and silently. For children for whom it is difficult to accomplish such a task at a given developmental stage. As Śliwerski writes, early school-age children spend most of their time at the desks taking in knowledge in a passive way, at the time when they most need movement, experiencing things with their senses, cooperating, playing and

participating together (Śliwerski, 2010). According to the definition provided by Okoń, alternative school are primarily such phenomena, which are an alternative to the "ordinary" school, education, or upbringing. Alternative schools represent a new model of an educational institution, they have their own educational projects and are characterized by modernity and innovation (Okoń, 2007). Alternative education in the world in its current and modern form began to flourish in the period after World War II. Unfortunately, during this period, Poland was not receptive to innovative thought and creative, alternative action. All attempts to create alternative education collided with a wall built on the foundations of the political ideologies of the ruling bodies. The principles of education were concrete, schematized, and intended to serve social unification. After the Second World War, methodological innovation movements arose in Poland, but they looked completely different from those in the world. They were limited mainly to the methods and means of education (Lewowicki, 2000).

Currently in Poland, the topic of alternative, innovative schools is offering also offers something new, creating more interesting and developmental conditions for children, is very timely. After many reforms, transformations, public education in Poland is currently not at the highest level and meets with great social dissatisfaction. Proponents of innovative solutions, creators and supporters of alternative schools have a huge field of activity in Poland. Propagators of new educational thought aim at helping to awaken creativity and maximum development potential. Their goal is to create space and place for spontaneous activity, developing one's passions and interests, discovering oneself, one's consciousness and creating oneself as an exceptional and unique individual.

FIRST EDUCATIONAL STAGE AS AN IMPORTANT FOUNDATION FOR EDUCATION

Educating children at the first educational stage is an important process. It is an extraordinary and challenging time for children. The basis of development at this educational stage is social, emotional, physical, cognitive and moral development. In terms of cognitive development, it is important to stimulate children's creative imagination. It consists in the process of operating, processing or producing new information encoded in memory (Uszyńska-Jamroc, 2008). At this point, it is worth quoting Piaget's theories on children's cognitive development. According to Trempała, mental structures are formed in the subject's own constructional activity and as an individual undertakes in interactions with the environment (Trempała, 2012). The social development of children is crucial. Social relationships are fundamental for proper development, sense of security and mental health. In relationships they

will get their needs met. This will allow them to develop harmoniously in other areas. According to Agryle, social competence consists of many specific competences. It is non-verbal communication, giving support to other individuals, the ability to maintain contact with other people (Agryle, 1999). A fundamental goal when planning children's education and their development should be to look at the so-called competences of the future. Shaping these competences will allow for success in adult life (Stachowicz-Stanusch, n.d.). Future competences refer to highly developed emotional intelligence, concerning the ability to name one's own emotions and the emotions of others. It concerns effective teamwork, establishing strong relationships with people. It is about design thinking, working and learning virtually. Critical thinking, logical reasoning skills and non-schematic thinking should be mentioned. It is important to mention cognitive flexibility, which will allow to develop the ability to reach for unusual solutions, to combine knowledge from different fields. As key competences of the future, it is worth mentioning the ability to solve problems without conflicts and to accept the attitudes and opinions of others (Stachowicz-Stanusch, n.d.). Education of children should be based on such competences. Improving them will be necessary in adult life, and will be effective in the process of acquiring knowledge will be necessary in adult life. So, it is necessary to indicate what are the goals of children's education. The primary purpose of educating children is to develop them, not to put up barriers and limitations. To allow them to experience, experiment, explore new plans and ideas on their own. Develop the ability to immerse themselves more deeply in specific activities. Acquiring knowledge, educating children is not chasing results, but shaping young generations.

Children at the preschool stage and at the first stage of education have different needs, abilities, educational limitations, developmental and educational constraints. Each of them has different predispositions and comes from a different environment. Every child is unique. The process of their education and development should be directed in such a way that each of them has a chance to achieve success. We should be guided by the so-called individualization of teaching. It allows to look at a child as an individual. Limont has proved that an individual approach to a student brings a number of benefits. The individualization fulfills an important function, allowing for a harmonious and comprehensive development. It takes into account the characteristics of the child, draws attention to his potential, points out his limitations and strengths. It allows to notice what makes the children different, what interests they have. With this knowledge, the teacher can adjust the appropriate forms and methods of working with the child and allow them to be educated at the appropriate level (Limont, 2012). Skrzetuska, on the other hand, expresses the view that one should be flexible, plastic when designing the teaching process. The beginning should be a multifaceted diagnosis of the child, providing a range of reliable information. Then support, joint work, knowledge and experience. All

these elements, working together, help the child to develop in a multi-faceted way, to grow on many levels (Skrzetuska, 2011). Referring to the above statements, the article will discuss the topic of innovative teaching programmes and describe the results of research on Białobrzeska's programme "I learn by the way".

CURRICULUM DEFINITIONS

Curriculum is a concept with a broad meaning. Komorowska presents as many as seven definitions of a school curriculum. The first, which she points out, designates a curriculum as a list of teaching contents, which consists of entries and topics to be implemented. These types of programmes are developed for schools for adults. It defines a program as a set of planned pedagogical activities. The method is more important than the content. This type of program works best in educational institutions. The components of this program are content and its arrangement, proportion, and interpretation, as well as methods, teaching techniques, and ways of motivation. According to Komorowska, a curriculum is a set of intended pedagogical outcomes and denotes a list containing intended results in the didactic process. It works well for foreign language teaching programs. It places considerable emphasis on the mastery of emotions (Komorowska, 2016). Another definition indicated by the author is the definition of a curriculum as a set of concepts and tasks to be performed. These types of programs are constructed in training and professional preparation. A program in this sense is a list of tasks to be performed. It is behavioral in nature. It targets the behavior of the learner. A record of a student's educational experience that values individualization is also referred to as a program. It is used in community schools and institutions that require a therapeutic approach. A program is also a restructuring of culture and is associated with an educational microprogram. An example is the training of teachers, lecturers. The goal is development, striving to change cultural patterns. Last is the program as a reproduction of culture, that is, conservative, perpetuating the existing social order. It is used in the construction of school macroprograms of individual subjects (Wołkiewicz, 2018). The conception of what a curriculum is also presented by Walker and Soltis, who define curriculum as the components of purpose, material, activity, and organization that are woven into the school plan and presented by teachers in classrooms (Walker, Soltis, 2000). Okoń defines curriculum

> as a school programme, as a presentation of the aims, content and methods of teaching and learning of a particular subject, often also the outcomes to be achieved by students. The curriculum is a programme of student activities and outcomes. It consists of a set of documents that define the content of education, so in addition to the departmental curriculum, also textbooks for students and teachers, books and other resources, sets of tasks and exercises, teaching aids and tests of general use. Each curriculum fulfils the

> assumed educational functions, i.e. enables students to acquire knowledge and appropriate skills and to develop their abilities and interests, as well as educational functions, i.e. to foster comprehensive development of personality. (Okoń, 2001)

Niemierko states that the very concept of school curriculum can be described as a curriculum booklet containing materials in the form of annexes to the regulation of the Ministry of Education. It is a total of documents that are determinants of the content of education. It could be decisions about the content of education that can be made at any stage of education. The last indicates the idea of the content of education of individual teachers (Niemierko, 2007). It is very important to adapt the curriculum to the group of children. It is important that the school of the future, when choosing the curriculum, should be guided by the world that is created today. The position of the teacher in a managerial role should be abandoned. The relationship between student and teacher should be based on cooperation, a sense of support and security. It is interesting to move away from administering methods to methods that fully activate children. The passive pupil should be replaced by an active pupil. It is valuable to implement the idea of a creative and imaginative pupil, who is characterized by a high level of independence. The idea of a creative, active teacher is desirable. The perspective of such a teaching attitude allows for development, improvement and change of attitude towards the profession (Kurowska, Łapot-Dzierwa, 2019). According to the Regulation of the Minister of National Education of 8 June 2009 on the approval for use at school of pre-school education programs and curricula and the approval of textbooks for school use (Journal of Laws of 2009), the curriculum should contain specific objectives of education and upbringing, content in accordance with the teaching content contained in the core curriculum for general education, ways to achieve the objectives of education and upbringing, taking into account the possibility of individualization of work depending on the needs and abilities of students and the conditions in which the program will be implemented. It specifies a description of the student achievement goals, and in the case of a general education curriculum, taking into account the existing core curriculum of general education. It is correct in terms of content and didactics (Regulation of the Minister of National Education of 8 June 2009…).

AN INNOVATIVE LOOK AT EDUCATION IN POLISH SCHOOLS – EXAMPLES

The development of education has introduced the possibility of editing original curricula. In today's era, you can see a number of innovative approaches to education. One of them is the curriculum for early childhood education, entitled "Curious about the world". It is a program implemented under the project "Innovative school

– school of the future". An innovation is the fact that science education is the leading education within the project. Additionally, it is interesting to teach two foreign languages at the same time – English and German – starting from grade one of primary school. It should be noted that the program is addressed to a group of teachers who want to teach creatively, ambitiously and who want to implement teaching in an innovative way. The aim of this program is to shape an investigative attitude in students. Natural curiosity is the starting point and the guiding principle. Children will actively pursue knowledge and will do so in an engaged manner. Every day will be a challenge and success. In this way, the perfected educational process influences the mental operations of children stimulating them to learn, makes them curious about the world of science and improves cognitive processes. It is a curriculum that has cognitive-constructivist and interactional features. It involves satisfying the need for knowledge through independent discovery and creation natural science education is the leading element of this program. It is an interesting sphere for children, because it is everything that surrounds and interests them. Natural science education is combined in a professional and integrated way with other educations, including Polish, math, art, social, etc. Foreign languages, on the other hand, are a form of communication and are used to acquire knowledge and skills. Children's task is to find answers to problems on their own. This allows them to memorize more permanently and faster. A great advantage is the rich and varied didactic base which enriches the whole learning process. The activities arouse children's interest, are attractive and fulfill a number of functions, including educational, cognitive, control and motivational. The program is a pedagogical innovation that teaches science education through experience, observation and research games. It makes subject correlations within science education. Integrates content within thematic blocks. It is characterized by a dominance of problem-based methods. Classes are conducted using multimedia teaching aids. It creates didactic and educational situations that allow students to experience success (ore.edu.pl).

The "Modern world, modern school" program interests and inspires. The program is designed at the first stage of school. Its aim is to correlate learning foreign languages with improving knowledge in the field of ICT. It is based on an educational platform where the so-called virtual classes have been created. Students have access to a variety of laboratories: mathematics, Polish, arts, technology, economics or sports. Each class is rich in games, quizzes, tests and projects to be completed. The great value of this program is the fact that it introduces children to the virtual world and does it in a safe way. Cyberspace is already an inseparable element of school life. Children should be introduced to it from an early age. It will greatly facilitate their education at every school stage. It is also a very attractive form of education, which nowadays becomes an everyday reality for students, differing from traditional teaching (ore.edu.pl)

Another program worth mentioning is "I think – I create – I go into the world", an innovative program that was prepared by a team of teachers of early childhood education and English. What distinguishes the program from others is the constructivist approach to teaching. At the center of education is the student. Cognitive curiosity of students is important, it combines cognitive knowledge with feelings and emotions of children. It is important to think about cause and effect and that students learn to formulate conclusions and look for answers to questions during the implementation of the program (projekt.noweskalmierzyce.pl).

"I LEARN BY THE WAY"

The "I learn by the way" program was created by Joanna Białobrzeska, an outstanding educator, creator of the "Grow with Didasko" preschool and Didasko Elementary School, media expert. She is the author of over a hundred books, which are an inspiration for children, parents, teachers and educational experts. The idea that gave birth to the "I learn by the way" program is a result of careful observation of children's needs, experience and passion of Białobrzeska. The desire to create something new, different from the prevailing standards, but at the same time meeting the needs of children and complying with the core curriculum, was the driving force behind the creation of this innovative program. The name "I learn by the way" reveals one of the most important assumptions of this program. The author believes that acquiring knowledge "incidentally", i.e. "by the way" to other activities, is the key to success. The program is designed for 5- and 6-year-old children and for students at the first stage of education.

A very big advantage of the program is the introduction of thematic workshops, which allow children to turn into writers, musicians, artists, actors, screenwriters, explorers, researchers and many other characters who inspire, interest, fascinate and are simply a priority on a given day. They take on roles and become experts. Children learn in the following classrooms: Traveler's Lab, Writer's Lab, Scientist's Lab, Math Lab, Art Expert's Lab, Nature Explorer's Lab, Imagination Lab, and Life Lab. Teachers who know the program have pointed out other features of it. The classrooms have a rich teaching base. They contain the necessary tools to conduct attractive lessons. The classrooms become thematic laboratories where everyone will find professional materials adequate to the topic being currently realized. In each laboratory a teacher with children stays for one continuous month. Each of the indicated laboratories is interesting from the perspective of work. Each is effectively stimulating and changing them every month keeps them attractive. Another interesting element of the program is organizing the moving process. This is a whole ritual that the children really enjoy. Teachers organize this day in a va-

riety of ways. Children learn skills needed in everyday life, e.g. sending postal parcels, improving packing skills, writing down the address, consolidating concepts – sender, addressee, using salutations. This element of the program teaches organization and cooperation.

The program also relies heavily on creativity and imagination, on connecting facts that help to evoke content from different areas of life. This, discussing, for example, the food pyramid in a nature tracer's workshop, can take everyone to the theme of the pyramids in ancient Egypt and, at the same time, in the field of mathematics, bring up the topic of geometric solids, based on the pyramid. The reasons and contexts for learning by the way are many: at home, in the kitchen, at school, in the garden, on a trip. Because the incidental program assumes its global impact on the student, it is not limited to school situations. The parent also becomes a teacher by helping the child understand certain issues and questions. An important issue is the openness of the adult, willingness to devote time and attention to issues that bother children. Situations like "you're too young", "you'll learn this in 8 years" are not appropriate for this program because it assumes that if a child asks a question about a topic, they are ready to hear a rational answer. Negative attitudes of adults, dismissing children, kill the natural curiosity and inquisitiveness of children, discourage them from taking up difficult topics, experimenting, and above all learning. Białobrzeska, as an insightful observer of reality and a longtime practitioner of working with children and youth, points out that the teaching process takes a long time, but the core curriculum in its present form excludes some important and interesting content at the early school stage. The author of the "I learn by the way" programme curriculum is of the opinion that a lot of content that appears at later stages of education should appear much earlier, therefore, she suggests not to infantilize the content and materials used by students and to start introducing "serious" topics as early as in kindergarten, when a child is three, four, or five years old. Children in kindergarten groups are interested in content that is not available in "normal" kindergartens, which is why they are eager to learn about the inventions of the Lumière brothers, Polish Nobel Prize winners, Copernicus and the Solar System, or about how soap or perfume is made. Children can create without limiting their potential and imagination. The program respects children's potential and does not infantilize education. Children are presented with problems/tasks which they complete independently or in groups. They learn cooperate in teams and follow the rules of healthy competition as well as cooperation. The program deepens knowledge in various fields: mathematics, literature, history, nature. In this way the child gets involved and naturally combines information and skills into a coherent whole. During educational travels in different classrooms, the child deepens its knowledge of the world around it and incidentally acquires the skills of reading with comprehension, efficient counting, reading, as well as

creative and logical thinking. The "I learn by the way" program motivates children to be independent. It improves children's scientific thinking as well as organizing time management and setting the stages of work.

The "I learn by the way" program is sensitive to the individual development of children and their personal needs. It assumes that each child has a completely different zone of immediate development, therefore, based largely on informal teaching methods, it ensures that each child gets something different and valuable for themselves at a given stage of their development. It aims to stimulate intrinsic motivation of children, by presenting learning and acquiring knowledge, as a great adventure, challenge, experiment, from which you can draw joy and satisfaction. Learning, although it is hard work, can also be great fun, making the acquisition of knowledge very natural, unforced and child-friendly. An important aspect of the "I learn by the way" program is to stimulate positive emotions and feelings resulting from the learning process, it is a program strongly based on and affecting the emotions and motor memory of children. Positive associations, emotions leave a permanent mark, even in the case of insufficient understanding of the content at a given time, to which the child can return at later stages of education.

In the Program, a significant role is played by the teacher who introduces children to the world of science. S/he builds the atmosphere and climate, introduces a story and elements of adventure; adapts the form and methods of work to make them as attractive as possible for the children; systematically cooperates with parents and other employees of the school; takes care of positive atmosphere and social relations among children by running the Academy of Diplomacy. The mentioned Academy of Diplomacy is an element that teaches how to solve problems and difficulties in a constructive way. The classes within the academy allow for the development of discussion skills and cultural participation in conversation. It improves the ability to present arguments and defend one's opinion. In a way, it also teaches tolerance and acceptance. The program has original features. It is distinguished by its cooperative approach to pupils which gives them a sense of security through the adventure that is education. An innovative approach is the creation of thematic laboratories that arouse curiosity and are attractive to children. Another strong point is the fact of rich multimedia facilities. Also innovative is the emphasis on scientific problem solving, teaches logical thinking. It is also important that the teacher follows the children's curiosity and does not limit them in gaining knowledge and doing things. She teaches how to formulate conclusions, a very desirable skill nowadays. An important idea of the program is the creative development of children, showing them that they can and do. Emphasis is placed on games through which children are eager to learn. There are no barriers or boundaries. They learn in a natural way. Critical thinking, logical reasoning and analysis are taught. Using unconventional methods, the teacher introduces

children to the world of mathematics, art, writing, nature, diplomacy, information technology and many others. The program introduces elements of multisensory teaching. The term multisensory teaching can be defined after Baines (2008) as a teaching process that requires the student to activate the full spectrum of their cognitive abilities – sight, hearing, taste, touch, as well as decision-making skills, critical thinking, intuition, and just plain fun in a variety of life and learning situations. Baines also states in his book that multisensory learning is also effective for teaching abstract content, such as abstract language. He explains that through the technique of multisensory learning, students create more opportunities for themselves, more connections between the senses that enable them to "interact" with the material more intensely and this retain the acquired knowledge in their memory for a longer period of time. In addition, intercultural and social potential is developed. Multi-sensory teaching allows the teacher to construct lessons in the form of play; in the case of the school where the research for this thesis was conducted, these are usually games that are closely related to real life. Multi-sensory teaching also benefits the teachers. Building activities that have a multisensory dimension help teachers overcome the difficulties of engaging students and achieve better results by using children's multiple senses. The process of engaging multiple senses in teaching very often requires the teacher to work harder, to prepare different and more interesting teaching resources, more interesting forms of teaching, and often to reorganize the classroom in a way that is conducive to the group. Multisensory teaching has many benefits, such as the ability to learn independently, to cooperate with other children, to overcome difficulties and adversities, to plan one's own or a group's work, to get to know oneself better, and to build strong bonds within a group, especially one with specific learning difficulties.

Working with this program allowed me to develop professionally. The development of information technology, which is crucial, was visible. It allowed to develop competences in the field of theory, planning and design. Following the curiosity of children, you can become an expert in many specific fields of science. The program allows you to improve the variety of work. The mechanism of the program greatly affects not only the student, but also the teacher.

Each day has its regular elements, this is especially nurtured in the younger grades of elementary school and preschool divisions. The day begins with 20–30 minutes of traditional canon of Polish literature. The teacher together with the children choose a book and a character whose adventures the children want to follow. The morning reading ritual has several benefits: it encourages children to read and develops a kind of natural need for the presence of the read word in their lives (children at later stages are much more eager to reach for books themselves). Children are much more likely to come to school in the morning, encouraged by curiosity about the fate of their favorite characters. The teacher intentionally inter-

rupts the stories at key moments to arouse curiosity about the further actions of the characters in the book being read.

An important feature of the program is a certain layout, schedule of the day. The teacher poses problematic questions. They can be questions about current events in Poland and in the world, or they can be purely abstract questions like "What would happen if there was only one time of day, e.g. night?" The teacher encourages children to discuss, all answers, ideas are good. Silence and active listening also makes a difference. Children do not raise their hand, try to learn the rules of discussion applicable in the adult world: "one person speaks, the rest listen". For active participation in a discussion or active listening, children collect tokens that correspond to the classroom they are in. For example, in the math tracker's room, they collect: geometrical figures, tokens with money denominations, parts of a puzzle with a number to a safe that needs to be opened. After collecting the appropriate number of tokens, arranging the puzzles, and opening the safe, the children can decide together what prize they will choose – from the proposed prizes found in the safe, e.g. a picnic, going to the cinema, ice cream, lazy man's day, etc. Twice a week, "I'll think of it" action – children are divided into groups, they draw sheets of paper with a described situation and come up with an idea how to behave in that situation – e.g. you are lost in the forest, two of your friends quarreled and beat up in front of your eyes. The aim of this activity is to train children to think independently, to learn how to take appropriate steps in difficult life situations. Several times a semester, "SOS – rescue, bandage, react" – this is an initiative carried out by the school nurse, working in groups at inter-grade level, developing the habit of reacting to the harm of others.

Most of the time spent in the classroom is spent in pairs or in groups, which is also encouraged by the specific layout of the classrooms – there are no one-person tables or two-person tables set one behind the other, all of this is an introduction to adult life, to teamwork, to developing skills of proper communication, cooperation, helping those in need. Class rituals such as board games day, birthday parties, role reversal days, or important objects such as a mysterious suitcase, an enchanted safe, or an artist's palette, introduce fairy-tale, fantastic and magical elements into the world of the difficult and arduous work of learning. It is important to show the children that what they are learning is useful in everyday life. The program also eliminates nomenclature that is inherently negative. There are no readings, instead there are "read-aloud, not just for pillows", no worksheets, only tasks for explorers and discoverers, no homework, only special tasks. Special assignments are also not works that are done for the sake of doing, there are no works that involve solving boring math problems or reading unnecessary and unhelpful texts. Special tasks are engaging and also aim to stimulate children's natural curiosity about the world, e.g. taking photos of objects at home which contain the letter "ż", preparing a math

quiz for classmates, making an announcement from newspaper letters, measuring the length and height of furniture in their room. The program could be expanded to include other innovative ideas. One of them was to combine the program with foreign language learning. It is a very good opportunity to learn not one but several foreign languages. It would be a natural process of learning through daily study. It would allow students to broaden their horizons, implement an interesting form of learning by establishing social relationships with children from different parts of the world. Students could travel and learn a foreign language in natural conditions.

An interesting and original proposal is to learn spelling in passing. As we know, it is quite a difficult subject for children at the first stage of education. The program "I learn by the way" helps to learn it in an unconventional way. Children meet book heroes and their adventures, which are filled with spelling issues. Each class conducted by the teacher on the basis of a given spelling book allows to lead each class in a different way, adapting it to the developmental abilities of a given group of children. The teacher is free to use any methods and from of work during the spelling activities. This does not create any barriers and limitations, but allows children to bring out their potential and spontaneously learn to spell words with spelling difficulties.

At the end of the considerations, it can be concluded that the "I learn by the way" program is a new look at children's education in the Polish education system. It does not infantilize education and shows how a teacher can follow the curiosity and creativity of students. skills in a wide range of education. It is advisable to go beyond the framework of the core curriculum, so that students can acquire broad knowledge and that they cannot feel any barriers while learning. I think that the program allows to satisfy students' curiosity and allows them to explore the educational world.

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