

## **Summary of the Ph.D. Thesis**

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The title of the thesis:

**Theory and practice of intercultural education in the context of the activities of Warsaw preschool teachers**

Key words phrases: **intercultural education, preschool education, teacher, globalization, multiculturalism**

### **Abstract:**

Analysis of the methods of implementing intercultural education in Warsaw kindergartens is crucial for understanding pedagogical practice and assessing the effectiveness of actions taken by teachers.

The main goals include: learning how to implement intercultural education by preschool teachers and identifying the content in the field of intercultural education introduced at the preschool level. The implementation of intercultural education involves a variety of approaches and practices used by teachers, such as: promoting understanding of cultural diversity, building respect for different cultures, developing positive relationships between children of different cultural backgrounds, and integrating elements of different cultures, such as traditions, languages and customs, into as part of everyday activities.

Additionally, the work aims to examine the difficulties teachers may encounter when implementing intercultural education and to identify factors supporting this process. The dissertation presents theories and approaches related to intercultural education and analyzes the social and cultural situation in the specific space of Warsaw. Based on empirical research conducted among preschool teachers, conclusions regarding the implementation of intercultural education will be presented. The research used a case 10

study, based on empirical data obtained in individual and group interviews, through autoethnographic introspection and document analysis.

The dissertation consists of five chapters. The first chapter contains a review of theory and research, an introduction to the topic, a justification for undertaking the research and a discussion of the theoretical foundations including intercultural education, critical pedagogy, socialization theory and global education. The second chapter focuses on contemporary multiculturalism and interculturalism, analyzing the role of the preschool teacher in the practice of intercultural education. The third chapter describes the methodological assumptions, based on a qualitative approach, a case study and techniques of obtaining data in the field. This chapter also presents the course of own research, research goals, characteristics of people participating in the research, and the organization and course of the research process. The fourth chapter presents the research results, analyzing the collected data and conclusions from the conducted analyses. The fifth chapter includes an analysis of existing documents, such as the core curriculum for preschool education and methodological guides. At the end of the dissertation there are conclusions, recommendations for educational practice and a bibliography. Additionally, the work was accompanied by an interview script and appendices containing additional research materials.

This research is important for the development of science, especially in the area of pedagogy and intercultural education in the field of preparing preschool teachers. The work makes a significant contribution by analyzing educational practices in an intercultural context, identifying barriers and opportunities, and proposing actions to support the development of intercultural education in kindergartens. This research contributes to a better understanding and effective implementation of intercultural education, which is crucial for building an open and tolerant society.