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LINGUO-COGNITIVE FEATURES OF THE DEVELOPMENT OF POLISH LANGUAGE EDUCATION (BASED ON POLISH LANGUAGE TEXTBOOKS FOR UKRAINIAN SCHOOLS)

Abstract. *This article examines the linguo-cognitive characteristics of Polish language textbooks for pupils in Ukrainian secondary schools. It highlights the link between the theoretical foundations of linguo-culturology, as developed in the works of contemporary language educators, and the development of pupils' cognitive knowledge in the field of Polish studies in accordance with the requirements of the New Ukrainian School (NUS). It traces how this factor is reflected in the progressive presentation of Polish language material across the seven-year cycle: from Year 5 to Year 11. In general, the curriculum content for the study of Polish as a foreign language (second foreign language) in Ukrainian schools is divided into two main systematic blocks of information: lexical and grammatical. The communicative approach is applied in the presentation of lexical topics. Based on an analysis of Polish language textbooks, it has been concluded that linguo-cognitive components dominate over literary and strictly linguistic components in the language teaching context.*

Among the most common themes designed to develop a young person's linguo-cognitive abilities are patriotism and a love for their native language; tolerance in a multicultural environment; the foundations of academic and popular science knowledge, embedded not only in vocabulary but also in the literary texts provided; knowledge of prominent Polish figures, including Nobel Prize laureates; family and social values of a moral and spiritual nature, an understanding of Polish customs and traditions, environmental issues, life choices, and so on.

It can be concluded that textbooks on Polish as a second foreign language help to develop important personal competences, thanks to which, upon leaving school,

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a young person enters the adult world as a fully-formed individual – provided, of course, that the approach to their education has been chosen correctly and logically. Furthermore, they must be prepared for the challenges ahead, which are described in great detail and in a methodologically sound manner in this series of Polish language textbooks. The literary texts – mostly poems and songs – have been selected in such a way that they logically complement these themes, keep pace with the times and meet the expectations of the new generation.

Keywords: *linguo-cognitive features, the Polish language, Polish studies, culturological approach, literary competences, linguistic competences.*

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ЛІНГВОКОГНІТИВНІ ОСОБЛИВОСТІ ФОРМУВАННЯ ПОЛОНІСТИЧНОЇ ОСВІТИ (НА МАТЕРІАЛАХ ПІДРУЧНИКІВ З ПОЛЬСЬКОЇ МОВИ ДЛЯ УКРАЇНСЬКИХ ШКІЛ)

Анотація. *У статті розглянуто лінгвокогнітивну специфіку підручників з польської мови для учнів українських закладів середньої освіти. Вказано на зв'язок теоретичного підґрунтя лінгвокультурології, розвиненої у працях сучасних глотодидактів, та формування когнітивних знань учнів у галузі полоністики відповідно до вимог НУШ. Простежено, як цей фактор відображений у поступовості викладення матеріалів з польської мови у семирічному циклі: з 5 по 11 клас. Загалом програмний матеріал з вивчення польської мови як іноземної (другої іноземної мови) в українських школах розподілений на два основні систематизовані блоки інформації: лексичний і граматичний. Комунікаційний підхід застосований у розкритті власне лексичних тем. На основі аналізу підручників з польської мови зроблено висновок, що лінгвокогнітивні компоненти у глотодидактичному просторі домінують над літературними і власне лінгвістичними.*

Ключові слова: *лінгвокогнітивні особливості, польська мова, полоністика, культурологічний підхід, літературні компетенції, мовні компетенції.*

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CECHY JĘZYKOWO-POZNAWCZE KSZTAŁTOWANIA EDUKACJI POLONISTYCZNEJ (NA PODSTAWIE PODRĘCZNIKÓW DO JĘZYKA POLSKIEGO DLA SZKÓŁ UKRAIŃSKICH)

Abstrakt. *W artykule omówiono specyfikę językowo-poznawczą podręczników do języka polskiego przeznaczonych dla uczniów ukraińskich szkół średnich. Wskazano na związek między teoretycznymi podstawami lingwokulturologii, rozwiniętymi w pracach współczesnych dydaktów języków, a kształtowaniem wiedzy kognitywnej uczniów w zakresie polonistyki zgodnie z wymogami Nowej Szkoły Ukraińskiej (NUS). Prześledzono, w jaki sposób czynnik ten znajduje odzwierciedlenie w stopniowości prezentacji materiałów z języka polskiego w cyklu siedmioletnim: od klasy 5 do klasy 11. Ogólnie rzecz biorąc, materiał programowy dotyczący nauki języka polskiego jako języka obcego (drugiego języka obcego) w szkołach ukraińskich podzielony jest na dwa główne, usystematyzowane bloki informacyjne: leksykalny i gramatyczny. W ujęciu tematów leksykalnych zastosowano podejście komunikacyjne. Na podstawie analizy podręczników do języka polskiego stwierdzono, że w procesie nauki języka komponenty literackie i stricte lingwistyczne są podporządkowane komponentom językowo-poznawczym.*

Słowa kluczowe: *cechy językowo-poznawcze, język polski, polonistyka, podejście kulturologiczne, kompetencje literackie, kompetencje językowe.*

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Theoretical basis of the study. In Ukraine the Polish language is generally taught in secondary schools as a second foreign language, although there are also specialized Polish-language schools where it has the status of a national minority language. This foreign language is gaining increasing popularity among students in grades 5-11 with each passing year, therefore it is essential to examine the linguo-cognitive content of the Ministry of Education and Science of Ukraine approved textbooks used within the framework of the New Ukrainian School (NUS) (*The New Ukrainian School*, 2016) program which aims to bring a systematic approach to the educational process.

The aim of this publication is to analyze the linguo-cognitive content of Polish language textbooks for Ukrainian schools in order to identify the methods used to develop linguistic and literary competencies that form the knowledge base of young students of Polish.

In accordance with European standards for Polish as a first and second foreign language, as well as a language of national minorities, the textbooks we've researched incorporate the competencies outlined in the document "The European Framework for the Description of Language Learning: Learning, Teaching, Assessment" (*Europejski system*, 2003). The specifics of their implementation in Ukrainian education after 2022 have been examined from theoretical and methodological perspectives in publications "Didactics and Methodology of Teaching Polish as a Foreign Language in the Ukrainian Context" (Hembal, 2024), "The state of teaching Polish as a foreign language in Ukraine after 2022" (Vaseiko, 2024) and others.

The following Polish and Ukrainian scholars have addressed the challenges of learning Polish as a foreign language (or second foreign language) in their publications: E. Brown, Z. Chłopek, O. Dobra, P. Gębal, L. Hlyniuk, O. Jacob, T. Kior, H. Komarowska, I. Koropetska, O. Kovalenko, P. Levchuk, M. Mackovich, W. Miodunka, V. Redko, I. Samoilukevich, O. Shalenko, A. Seretna, S. Sotnikova, W. Strutyński, Yu. Vaseiko, M. Zelińska and others.

First of all, it should be noted that approaches to teaching the Polish language in a foreign environment have changed significantly in recent years. Communicative teaching methods are prioritized over the traditional grammar-based approach to learning, building upon the basic vocabulary acquired at the A1–A2 level, the methodological framework of Polish stu-

dies directs the educational process toward linguo-culturology. In particular, Przemysław Gębal proposes examining two comprehensive blocks of the material presented: achievements of Polish culture – both spiritual and material – and realia (Gębal, 2010, p. 120). Together with Władysław Miodunka, he developed this theory in a work "Didactics and methodology of teaching Polish as a foreign and second language" (Gębal, 2020). At the same time Grażyna Zarzycka, who had been researching culture in teaching Polish as a foreign language (*kulturoznawstwo glottodydaktyczne*), rightly suggested incorporating the cultural material gathered from Polish textbooks – *culturemes* – under the category of ethnolinguistics (Zarzycka, 2019).

"*The emergence of new approaches to teaching culture hasn't led to the elimination of previously existing concepts. However, they have been assigned a different significance integrating them into new learning objectives and classroom teaching methods. The intercultural approach most widely used today also incorporates elements of the factual and transcultural approaches*" (Hembal, 2024, p. 252).

The choice of methods and materials isn't accidental because as Marzena Baran claims by analyzing tasks of a culturological nature, students acquire all levels of intercultural competence including knowledge (which corresponds to the formation of awareness), attitudes (corresponding to the development of responsibility and the formation of tolerance and self-confidence) and skills (corresponding to self-realization) (Baran, 2015, p. 192). Marta Torenc characterizes this type of educational glottodidactic practice as an intercultural approach and defines it as follows: "*The ability to handle communicative situations abroad while taking into account the cultural realities of the country or to coexist in a multicultural environment*" (Torenc, 2007, p. 155).

Thus, in analyzing the Polish language materials for Ukrainian secondary schools, we were guided by Beata Grochala's view on the need to intensify the culturological approach to learning Polish in the modern educational environment and we traced its impact on the students linguistic-cognitive development (Grochala, 2024).

Presentation of the main research findings. The study analyzes the system of Polish language textbooks developed in accordance with the new Model Curriculum "Polish language. Grades 5-9 (learning begins in gra-

de 5)" for general secondary education institutions. The attention was paid to the balanced use of literary material – comprising poems, songs and prose excerpts -which effectively illustrated the lexical themes of the Polish language course within the school education system.

The 5th-grade textbook for Polish as a second foreign language incorporates literary works into the process of acquiring new vocabulary, these works foster cognitive abilities alongside linguistic skills. The following program fragments can serve as examples: Lesson 1. "Szkoła" ["School"]: *"W szkole"*, author: Mieczysława Buczkowska (Bilenka-Svystovych, 2015, p. 80); Lesson 2. "Rodzina" ["Family"]: *"Wszyscy dla wszystkich"*, author: Julian Tuwim (Bilenka-Svystovych, 2015, p. 101); Lesson 4. "Pory roku" ["Seasons"]: *"Cztery pory roku"*, author: Krzysztof Dzikowski (Bilenka-Svystovych, 2015, p. 128); Lesson 5. "Urodziny" ["Birthday"]. *"Rymowanka"*, author: Roman Pisarski (Bilenka-Svystovych, 2015, p. 149); Lesson 6. "Zdrowo jem, więcej wiem" ["I eat healthily, I know more"]. "*Sześć kucharek"*, author: Roman Pisarski (Bilenka-Svystovych, 2015, p. 161).

The conceptual approach of textbook authors is unobjectionable. However, the language competencies addressed in the specified poems are highlighted only fragmentarily and require significant supplementation – particularly for adolescent students who not only possess a high capacity for memorization but also require more information about Polish society to understand its linguistic picture as a whole.

The first part "Speaking and Writing" is more logical in terms of content; although it contains very little literary material (only three poems), its content fosters students' cognitive creative abilities, as the material is presented in the form of songs: "Tydzień" Jan Brzechwa (Bilenka-Svystovych, 2015, p. 59), "Rapujce cyfry" (Bilenka-Svystovych, 2015, p. 37) i "Alfabet" Monika Oliszewska (Bilenka-Svystovych, 2015, p. 70) – Joanna Jasińska set all three pieces to music.

A well-designed methodological course in the Polish language has been prepared for 6th-grade students in Ukrainian schools. It consists of 9 lessons and a Polish reader. Among the numerous poetic works proposed by the following are worth highlighting: "Mowa polska" Małgorzata Strzałkowska (Bilenka-Svystovych, 2022a, p. 19) with information on patriotic

motifs in Polish culture – from ancient times to the present day; "Legenda o powstaniu Warszawy" Zbigniew Dmytroca, "Czy to Kraków" Jerzy Kersta and folk song "Przybyli ułani" in Lesson 3, where information about the history of Polish capitals is presented and legends regarding the origins of ancient Polish settlements are explored; "Oscypki Smoka Wojciaszka" Rafał Lasota (Bilenka-Svystovych, 2022a, p. 61–62) – the information about Polish realities and everyday things, a well-known scout song "Płonie ognisko w lesie" explaining the essence of the Polish scouting movement (harcerstwo) (Bilenka-Svystovych, 2022a, p. 70); a play in verse "Na wiejskim podwórku" Urszula Kozioł based on the fairy tale "The Emperor's new clothes" by H. Andersen (Bilenka-Svystovych, 2022a, p. 126); "Hymn Narodowy" Józef Wybicki as one of the key symbols of Polish statehood (Bilenka-Svystovych, 2022, p. 177), "Warszawskie pomniki" Bogdan Ostromęcki (Bilenka-Svystovych, 2022a, p. 189) about prominent Polish figures etc. This immersion in literary material accessible to students helps them understand the values held by the Polish people, as well as the distinctive attributes of their culture – both spiritual and material.

We consider the semantic-cognitive content of the section "Reading" supplementing the core material to be a particular asset of the 6th-grade Polish language textbook. Within it we can distinguish 6 sections dedicated to the poetry of Adam Mickiewicz, Juliusz Słowacki, Kornel Makuszyński, Wisława Szymborska, Małgorzata Strzałkowska and others. Chapter 7 of the Reading textbook offers excerpts from a children's novella "W pustyni i puszczy" Henryk Sienkiewicz facilitating the integration of linguistic and literary competencies into a unified linguo-cognitive unit.

A Polish language textbook for 7th-grade students is dedicated to the implementation of a culturological approach (Bilenka-Svystovych, 2018). Modern vocabulary and syntactic structures can be gleaned from the song lyrics of Maryla Rodowicz "Wsiąść do pociągu" which include QR code for listening to the piece (Bilenka-Svystovych, 2018, p. 175). It's noteworthy that this poetic text is included in a section "Podróż do Winnicy" describing the Polish city of Kielce alongside the Ukrainian city of Vinnytsia. We observe similar thematic parallels between Ukraine and Poland in the first chapter which describes Lviv and Wrocław – the city to which Lviv

University relocated along with its library during World War II. Toponimic sites in Volyn (Lutsk, Berestechko, Shatsk Nature Reserve) are presented in Chapter 2, local locations with which the textbook authors are well acquainted. The authors of the methodological publication aimed to create a linguocultural Polish guide to Ukraine, specifically its main regions: *"As part of a youth exchange project between schools in Poland and Ukraine, Darek and his class went on holiday to Ukraine. Together with pupils from Secondary School No. 8 in Lviv, they will travel around Ukraine. They will visit places linked to Ukrainian history and culture. Together, they will look for similarities between the two cultures – Polish and Ukrainian. They will also explore common points in their history"* (Bilenka-Svystovych, 2018, p. 5).

We believe that the comparative method contrasting the lexical material of the 7th-grade Polish language textbook facilitates faster mastery of material, fosters greater interest in the subject and broadens the understanding of intercultural ties between the Ukrainian and Polish people. In particular, Ukrainian readers show significant interest in the text "Śladami Juliusza Słowackiego na Ukrainie" ["In the footsteps of Juliusz Słowacki in Ukraine"] Marta Kowalewska (Bilenka-Svystovych, 2018, p. 219), description of the Prykarpattia and Transcarpathia, as well as the Polish mountains Bieszczady (Bilenka-Svystovych, 2018, p. 136).

Literary competencies include becoming acquainted with the Polish fable through works of Ignacy Krasicki. The students study three works by this author – "Jagnię i wilcy", "Kruk i lis", "Ptaszki w klatce" (Bilenka-Svystovych, 2018, p. 116).

Compared to the previous Polish language course within the New Ukrainian School (NUS) framework, the 8th-grade Polish textbook (representing the fourth year of studying Polish as a foreign language) is significantly weaker in terms of content; it shifts the focus away from the cultural study of Poland (covering its culture, history and geography) and toward a purely communicative approach, a change attributable to the new team of authors and their different pedagogical concept. The textbook, approved by the Ministry of Education and Science of Ukraine in 2021, presents two main sections to students: a lexical-grammatical section and a literary section – the latter consisting primarily of excerpts from prose works – which

significantly broadens the scope of knowledge for secondary school students. Additionally the first part of methodological guide – specifically lessons 1, 2, 4, 5, 6, 7 and 8 (almost all sections of the textbook) incorporates poems to enchance the acquisition of vocabulary and broaden the students' general horizons. We are referring to the works of Maria Konopnicka, Maria Żylska, Kazimierz Przerwa-Tetmajer, Wacław Wolski, Tadeusz Śliwak, Zbiegniew Dmytroca (Bilenka-Svystovych, 2022b).

In the indicated variety of texts we don't observe a systematic presentation of the literary material or of linguistic cultural studies in general. Grammatical topics are only marginally linked to lexical structures, resulting in a significant methodological disconnect; this warrants emphasis and highlights the need to develop new teaching materials for Polish as a second foreign language for 8th-grade students in the New Ukrainian School (NUS).

The authors of the Polish as a foreign language textbook for the 9th--grade propose examining the following literary works across nine parts and an "Additional Literature" section: Jan Kochanowski "Do gór i lasów" (Bilenka-Svystovych, 2023, p. 15) – familiarization with the literature and culture of the Renaissance era; Ignacy Krasicki "Szczur i kot", "Jagnię i wilcy", "Słowik i szczygieł", "Bocian i jeleń", "Żółw i mysz", "Hymn do miłości Ojczyzny" (Bilenka-Svystovych, 2023, p. 28–29) – understanding the fable genre and Polish patriotic lyric poetry; Stanisław Baliński "Biurko Mickiewicza" (Bilenka-Svystovych, 2023, p. 57-58); Wisława Szymborska "Gawęda o miłości do ziemi ojczystej" (Bilenka-Svystovych, 2023, p. 103), Czesław Miłosz "Piosenka o końcu świata" (Bilenka-Svystovych, 2023, p. 181) – information about Nobel Prize laureates in Literature, an introduction to contemporary Polish poetry; Adam Mickiewicz "Reduta Ordona. Opowiadanie adiutanta" (Bilenka-Svystovych, 2023, p. 132, 136, 138, 230-232) – learning about the history of Poland's struggle for state independence and so on. Among the proposed topics, Ukrainian-Polish relations take precedence. It is therefore fitting that we read in a poem by Jarosław Iwaszkiewicz: *"Jestem synem matki Ukrainy"* (Bilenka-Svystovych, 2023, p. 188).

The subject matter of the Polish as foreign language textbook for the 10th-grade in Ukrainian schools extends beyond the borders of Ukraine and Poland – a feature seen here for the first time in this planned series

of textbooks. For instance, the first chapter presents a song of Michał Wiśniewski performed by the musical group "Ich troje" ["Their three"] – *"Tak bardzo chciałbym kiedyś zostać astronautem*" (Bilenka-Svystovych, 2021, p. 8). Another such example is the European Union anthem set to lyrics by Fridrich Schiller (Bilenka-Svystovych, 2021, p. 155–156).

A glottodidactic innovation involves placing grammar material and certain longer texts outside the textbook accessible via QR codes linking to external sources which significantly reduces the textbook's physical volume while simultaneously expanding its content. This development enhances the relevance of the interactive method for learning Polish. Thus, we can use both literary texts (poetry, prose, drama) and journalistic pieces that are generally scarce in the 10th-grade Polish language textbook. We believe that in an era of digitalization across all fields of knowledge, the textbook's interactive elements significantly enhance the quality of learning Polish as a foreign language as they teach young Ukrainians to confidently engage with Polish-language content to broaden both their general and specialized knowledge.

11th-grade students graduating from Ukrainian secondary schools are working through the final volume of the Polish language textbook series, preparing to step out into the world equipped with the resulting knowledge, practical abilities and linguo-cognitive skills; therefore, a review of this methodological publication is of great importance.

The first thing to note is the change in the team of textbook authors, which immediately implies a shift in the methodological approach to teaching Polish in secondary schools. The beginning of the textbook states that it incorporates materials from the publication "Polish without borders" created by the "Polish Community" Association with the support of the Senate of the Republic of Poland.

The series of artistic texts begins with a song by Jerzy Kossela "Już za rok matura" perfomed by the famous Polish band "Red guitars". Students can follow a link to listen to the song making it easier to comprehend and analyze (Huziuk-Svitsa, 2019, p. 9). Many of the texts, like this one, serve a psychological purpose as the accompanying question typically asks *"How do you feel?"* – an approach that facilitates quick and easy assimilation of the material. Confidence is also bolstered by Wisława Szymborska's poem

"Odkrycie" in which the author notes: "*Wierzę w człowieka, który dokona odkrycia*" (Huziuk-Svitsa, 2019, p. 35). Students are studying the topic of higher education while simultaneously choosing their own life paths.

Since 11th-grade students gather for a graduation ball (*Studniówka*) before finishing school, the textbook includes a description of "Polonez" – a dance performed by Poles in the past as depicted in the poem "Pan Tadeusz" Adam Mickiewicz (Huziuk-Svitsa, 2019, p. 13-14), and now traditionally danced by graduates of Polish schools. Although graduation traditions differ somewhat, Ukrainian youth are interested in learning about the school lives of their peers abroad and about Polish intangible and tangible heritage sites inscribed on the UNESCO World Heritage List. This forward-looking perspective concludes the study of the Polish language as a foreign language in modern Ukrainian secondary education institutions.

Based on the identified cultural factors involved in learning Polish as a second foreign language within the New Ukrainian School curriculum in secondary schools, we conclude that students develop personal competencies of a cognitive nature. In the 5th-grade textbook, this process unfolds primarily through the following language-teaching materials:

- Tadeusz Kubiak, "Wiersz na powitanie" (Bilenka-Svystovych, 2015, p. 182);
- Czesław Janczarski, "Słowa dla naszej Pani" (Bilenka-Svystovych, 2015, p. 183);
- Hanna Łochocka, "Płoną świeczki" (Bilenka-Svystovych, 2015, p. 184);
- Michał Jankowiak, "Jedenasty Listopada" (Bilenka-Svystovych, 2015, p. 185);
- Dorota Gellner, "Gdzie jest Mikołaj" (Bilenka-Svystovych, 2015, p. 186);
- Leopold Staff, "Gwiazda" (Bilenka-Svystovych, 2015, p. 187).

In the future this section could be expand into a comprehensive list of dates and holidays significant to Poland covering the entire calendar year.

It is noteworthy that the 6th-grade textbook includes a task after every literary text – one that typically fosters personal development. For instance, following the poem "Żuczek i żabki" Hanna Ożogowska exercise 34 instructs: "*Search the internet for information about the characters in the poem. Discuss the beetle's behavior in a group*" (Bilenka-Svystovych, 2022a, p. 38). The authors emphasize the need to cultivate a sense of gratitude for kidness received, advice, a good deed or support.

The poem "Samochwała" written by Jan Brzechwa highlights character traits that are the exact opposite of desirable ones (Bilenka-Svystovych, 2022a, p. 75-76). The author condemns conceit, overconfidence and arrogance, aiming to encourage students never to engage in such behaviour. This suggests that certain literary works included in Polish-language textbooks serve a distinct preventive purpose.

The Polish language textbook for the 7th-grade of the NUS places central emphasis on the theme of multiculturalism. Texts focusing on cities in Ukraine and Poland and the points where they intersect across various spheres help young people build a solid foundation of tolerance and openness toward other nations, peoples, states and regions while simultaneously fostering openness toward other individuals within the universal context of human relationships. Patriotism is also a leading theme of this textbook as evidenced by the poem "W pamiętniku Zofii Bobrówny" by Juliusz Słowacki which is aptly chosen for the chapter's context (Bilenka-Svystovych, 2018, p. 95).

In contrast, I. Krasicki's fables introduce the young reader to the realm of political relationships and cultivate a sense of justice, decency and honesty; at the same time they foster a sense of humor – one that the poet expresses with great subtlety and nuance. His works also contain a significant amount of satire, intended to help schoolchildren develop a healthy critical attitude toward negative social and moral phenomena.

Overall, the methodological development of the Polish language course for 7th-grade students is characterized by high-quality visual materials that foster the development of positive human qualities and establish foundation for Polish studies.

In the process of learning Polish as a foreign language in grades 8-9 of the NUS, the following personal factors influencing the choice of literary texts can be identified: a fascination with nature and environmental themes (Bilenka-Svystovych, 2022b, p. 81; Bilenka-Svystovych, 2023, p. 188), the need for personal development when choosing a life path (Bilenka-Svystovych, 2022b, p. 121), patriotic motives of both local and national significance (Bilenka-Svystovych, 2022b, p. 24-25; 15, p. 31, 103, 138), the pivotal role of knowledge in shaping one's personality (Bilenka-Svystovych, 2022b,

p. 15-16), the preservation of historical memory (Bilenka-Svystovych, 2023, 132; 136; 138; 180), the value of human life (Bilenka-Svystovych, 2023, p. 181), the struggle for individual and national independence (Bilenka-Svystovych, 2023, p. 138; 230-232) etc. In Michał Wiśniewski's song "Tak bardzo chciałbym kiedyś zostać astronautem" featured in a 10th-grade Polish language textbook, the central theme is the process of globalization and international integration intended to foster mutual understanding and peace (Bilenka-Svystovych, 2021, p. 8). Nowadays the development of a young person in this context is a particularly important process.

In the "Europa – kontynent kultury" section, 10th-grade students in Ukrainian schools can learn about the European Union anthem "Oda do radości", which celebrates brotherhood, solidarity and working together for the benefit of others (Bilenka-Svystovych, 2021, p. 155-156). This reflects a steadfast and thoughtful stance, demonstrating the young generation's capacity to think critically, participate in acts of international solidarity and worthily represent their people on the global stage in the future.

Towards the end of the Polish language course in the NUS (11th-grade) a central place is given to humanistic themes as evidenced by the songs included in the textbook: "Boso" Bartomej Kudasik (Huziuk-Svitsa, 2019, p. 46); "Komu bije dzwon" Kazik Staszewski (Huziuk-Svitsa, 2019, p. 128); "Jeszcze będzie przepięknie" Tomasz Lipiński (Huziuk-Svitsa, 2019, p. 152); "Kiedy już będę dobrym człowiekiem" Bogdan Łyszkiewicz (Huziuk-Svitsa, 2019, p. 152) and others. They are attributes of modern Polish culture expressed in song.

Together with the band "Happysad" Ukrainian youth ask themselves philosophical questions about human existence:

> *Kto z nami zostanie*
> *Z tych co za nami sznurem*
> *I za kolejną z naszych szans*
> *Jaki będzie nasz wkład*
> *I czy w ogóle będzie nasz* (Huziuk-Svitsa, 2019, p. 58).

Among the issues facing young people, the authors of the 11th-grade textbook also highlight bullying, online hate, youth crime, a sense of being

overwhelmed by the challenges of adult life, depression, social exclusion and loneliness. School graduates must be prepared to overcome these difficulties.

Conclusions. Based on an analysis of the competencies fostered through Polish language textbooks in Ukrainian schools, we conclude that linguo-cognitive factors play a more significant role in the development of Polish language education than literary or strictly linguistic ones. Polish-language textbooks cultivate essential personal competencies in students and skills necessary for navigating adult life effectively. This finding support the argument for adopting a culturological approach to modern Polish language education across the board, encompassing both secondary and higher vocational educational institutions.

We believe that in the long term these linguo-cognitive characteristics should be developed using carefully designed Polish-language material drawn from diverse sources such as examples of folklore, contemporary digital content, literary works, various types of reportage, journalistic and scholarly texts, songs, theatrical productions and so on.

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