

In the history of education, we know many projects and thoughts aimed at changing the model of upbringing and education. Starting from antiquity, subsequent periods brought ideas of various new solutions for the school. The model of education currently adopted in Poland dates back to the 19th century. It is closely related to the transmission model of teaching, where the school teacher plays the role of a "sage on the stage", often on a podium with a microphone, transmitting the required content of classes. While this top-down flow of knowledge fosters a culture of passive acceptance of learning, such practices are rarely questioned. So far, pedagogical sciences, addressing the problem of self-government in educational and educational institutions, focused mainly on older children and youth, as well as on the organization and functions of student self-government. (In Poland, since the systemic transformation, education has been focused primarily on education about democracy and for democracy, but not in democracy.) Children are taught without the authentic experience of students, teachers, and parents of democratic processes at school. My project aims to study the process of preparing children for self-governance in early school education. The result of the conducted research will be the creation of an original didactic and educational program for developing the propaedeutics of self-government in children aged 6-9 in a social primary school.

The main research problem adopted in the work is the question - What activities of the teacher are conducive to the acquisition of self-government experience of early school students? My practice and my observations, which resulted from the problem observed in my work with the first grade of primary school in a social school, prompted me to take up the indicated subject. Some of the children presented an attitude of withdrawal and passivity toward others. The group was very diverse in terms of the ability to participate in a common group decision-making process understood as the propaedeutics of self-governance. This observation, resulting from a practical problem, prompted me to undertake scientific reflection and lean on the subject from the available literature, and research, but also consultations with experts in the field of pedagogy and research in action. The research conducted so far in this area does not constitute scary source material on this issue, especially since it was conducted a few years ago, and the current social and educational reality of students is changing very quickly. The available studies touch only one of the areas of self-government and ignore the aspect of participation of the respondents themselves. Participation of the respondents in the project is an important area from the point of view of researching self-governance and gives space for in-depth knowledge of the problem of the phenomenon from the perspective of children.

As part of my research project, one of the goals is to undertake an independent study of my teaching practice. The project of my research assumes that getting to know the problems of the children's world can take place when we try to understand them together, using various tools that will allow students to describe their world not only through the verbal sphere. Thanks to my active participation and the trust already gained among children and parents, I can reach those research areas to which an ordinary researcher or an outsider would not have access. The adopted research concept uses educational action research. They prioritize teachers' understandings and judgments, with an emphasis on 'practice', that is, the interpretations that teachers and students develop and use in specific situations. The expected result of the conducted research is the diagnosis of factors blocking and supporting the process of developing self-government in children in early school education. The acquired knowledge and data will later be used to create an original didactic and educational program to develop the propaedeutics of self-governance in early school education.