

Summary

The author discusses the subject of involving students in early childhood education in a group cooperation. The described involvement is understood in two dimensions: external, as real activity in interactions with other group members, and internal, as a sense of engagement (in self-perception).

The theoretical foundations of the dissertation are based on scientific reports in the field of pedagogy and psychology, they also refer to the literature of management sciences. The beginning of considerations is a review of existing theories of involvement, with particular emphasis on school involvement. The pedagogical part refers to early childhood education as the main background of the research and team activities of students, the main context of the described investigation. The psychological discourse covers the issues of the students' individual characteristics and those social phenomena that may be related to the psychosocial functioning of the student in the classroom, especially the involvement in group work.

The second part of the dissertation is the methodological basis of the research, and also the report on the initial diagnostic research. 1012 early education teachers from all voivodships in Poland participated in the preliminary research, carried out using the diagnostic survey method. The questions addressed to the respondents concerned the organization of teamwork of early education students. The surveyed teachers admitted that group work is a commonly used form of students activity, and individual members of the group work with varying levels of commitment.

The leading part of the thesis are the results of research conducted among third-graders (N = 44). The main aim of the research was to identify the factors (individual and environmental) that determine the involvement of early childhood education students in group work. The students who participated in the study were diagnosed with selected features (among the tools used in the study there were: the Raven's Coloured Progressive Matrices and the Buss and Plomin's EAS Temperament Survey for Children).

A sociometric survey was also carried out in all classes. Through a pedagogical experiment, the influence of the type of task and group composition on the level of students' involvement during group work was verified. The conducted research proved the relationship between selected temperamental traits (sociability, shyness, activity) and language competences (in the teacher's assessment) with the level of engagement (real interaction

activity, behavioral involvement) of students during team activities. As a result of the conducted research, one can also indicate the relationship between the composition of the group and the type of task, and the sense of commitment (perceiving oneself as a committed person, cognitive and emotional involvement) of the students of early education during group work.

The last part of the dissertation contains conclusions from the research procedure, which supplement the existing theory of involvement with a description of the involvement of early education students in cooperation. The considerations end with implications for pedagogical practice and possible directions for further research on student engagement.

key words: engagement, teamwork, group work, early education