



EDUKACJA I SPOŁECZEŃSTWO VIII.

Zbiór prac naukowych

Katowice – 2023



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PRZEDMOWA

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COMPARATIVE DESCRIPTION OF THE CONTENT AND STRUCTURE OF SCHOOL GEOGRAPHY EDUCATION IN POLAND AND UKRAINE

*Lesia Zastavetska, Taras Zastavetskyi, Liubov Althaim,
Nataliia Taranova, Oksana Semehen, Serhii Muzyka*

Annotation

The authors draw attention to the peculiarities of the school geography curriculum in Ukraine and Poland after the reforms in education in 2017. A comparative description of the content and structure of school geography in both countries gives reason to assert significant similarities. In primary grades, geography is studied in both countries as part of an integrated course of natural sciences. In middle and high school, one studies general geography, the geography of one's country in the context of the countries of the European region.

Key words: geography, school, education, education process, teacher.

Introduction

A well-functioning education system is the key to the development of every country. At the same time, one of the important subjects of school education has always been geography, which provided knowledge about the surrounding world, the components of nature, society and the economy, and the relationships between them. However, in recent years, there has been a decline in geographical science at the school level – less and less students choose this subject for the university entrance exam, the number of hours spent studying geography in schools of various degrees is reduced, geography is replaced by the study of integrated courses. A similar situation is observed not only in Ukraine, but also in the nearest neighboring countries, for example, in Poland. The relevance of this study is determined by the need to study the changes that have taken place in school geography education in Poland after the 2017 reform.

1. The structure of primary school geography education in Ukraine and Poland

1.1. Geography education in primary school in Ukraine. There is no such subject as "Geography" in elementary school in Ukraine, but students gain knowledge in this direction during the integrated course "I explore the world" (grades 1-4). This subject is allocated in grades 1-4 for 3 hours per week in each class, where only 1 hour is allocated for the science component. In accordance with the Model Program, approved by the Order of the Ministry of Education and Science of Ukraine dated 12. 08. 2022 No. 743-22, in the course "I explore the world" the content lines "Man and nature" (knowledge of nature; the relationship of objects and natural phenomena; man-made world; responsible human activity in nature; the role of natural knowledge and technologies in human life; dependence between human activity and the state of the environment, human-nature relationships; human use of natural knowledge, materials, products and technologies; responsible activity of man in nature; rules of behavior in nature; children's participation in nature conservation activities), "Nature" (diversity of nature; methods of studying nature; inanimate and living nature; connections in nature; nature of the Earth; nature of Ukraine). These and other content lines of this integrated course are defined by the State Standard of Primary Education [11].

According to the Program, in the 1st grade, students study what belongs to nature, objects of living and non-living nature, learn to understand the need to preserve nature and its components.

In the 2nd grade, students form an idea about the shape of the Earth; study the influence of the Sun on seasonal phenomena in nature; causes of changes in the seasons, observe daily and seasonal changes in nature; study the types of reservoirs, reservoirs of the native region; the main forms of the earth's surface; rocks; soil, its properties and significance, etc.

In the 3rd grade, students study the place of Ukraine on the world map; the country's place among European states; get acquainted with the diversity of peoples of the world; study the features, methods and tools of nature research; relationships between man and nature, the impact of human activity on nature, professions related to the study of nature.

In the 4th grade, schoolchildren study the nearest neighboring countries of Ukraine, make virtual trips to other countries, study the cooperation of people in matters of preserving nature and life, the contribution of each person to the preservation of different cultures and natural resources. Deepen knowledge about the universe, the solar system, celestial bodies; consequences of rotation and movement of the Earth; learn about the natural zones of the Earth. In the 4th grade, students first get acquainted with the ways of depicting the Earth on geographic maps, globes, and terrain plans. They also study the peculiarities of the placement and formation of the nature of the Earth's continents and oceans. It is important in the 4th grade to turn the educational program to the study of the peculiarities of the geography of Ukraine, in particular when considering the questions: Nature of Ukraine. Ukraine on the world map. The most important natural objects of Ukraine and their area. Natural resources of Ukraine, their diversity and importance. Natural zones of Ukraine. Characteristics of the natural zone: natural conditions, flora and fauna, peculiarities of people's work and life. The impact of human activity on nature. Seasonal changes in the nature of Ukraine. Natural groups. Folk traditions that reflect the attitude of Ukrainians to nature. Nature protection in Ukraine.

The purpose of science education for the primary grades of the general high school is to promote the development of scientific thinking and the culture of research, the formation of systemic ideas about the integrity and diversity of nature, the establishment of principles of sustainable development, and the teaching of effective, safe and ecologically oriented behavior in the environment.

According to the above-mentioned goal, the key tasks of science education for primary school are:

- Cultivating a sense of respect and love for the nature of the native region, Ukraine and the Earth.
- Formation of ecological and ethical behavior in nature, stimulation of participation in nature protection measures.
- Development of interest in the study of nature, mastering the methods of educational and cognitive activity and basic skills of scientific research through experiments and observations.
- Gradual formation of ideas about the natural and scientific picture of the world through the deepening of knowledge about natural objects and phenomena, their interrelationships in the system "inanimate nature – living nature", as well as awareness of human influence on the environment and its dependence on it.

In accordance with the goals and objectives of science education in elementary school, the following main directions are distinguished:

- "Nature" – aimed at developing students' research skills by supporting their curiosity and inquisitiveness towards observations, experiments and modeling to find answers to questions about the world around them.
- "Man and nature" – involves the development of younger schoolchildren's ideas about the objects and phenomena of nature, the establishment of connections between inanimate and living nature, the formation of a careful attitude towards nature and the skills of ecological behavior.
- "Man and the world" – aimed at forming general ideas about the world created by man, understanding the relationship between man and nature, which serves as a source for improving children's ideas and projects.

Research (observations, experiments), excursions, as well as students' activities in the field of nature protection and project work play a key role in natural science education.

1.2. Geography education in primary school in Poland. In Poland, as well as in Ukraine, there is no separate subject "Geography" in primary classes; instead, students study the subject "Nature". The content of the training programs at this stage is similar, although the Ukrainian program is described in more detail than the Polish one. The difference is that the Polish program does not have a specific list of topics and the number of hours allocated to them, as is done in the Ukrainian program.

After the reform of the education system in Poland in 1999, the teaching of geography, biology, physics and chemistry in the six-year primary school was stopped. Instead of these subjects, a new subject "Nature" (3 hours per week) was introduced, which integrated the content of these four subjects. As it proved to be one of the most profound educational changes of the previous reform, this innovation certainly caused a lot of controversy, especially among teachers of geography, biology, physics and chemistry, who were forced to transfer to the secondary school or attend postgraduate courses in the subject "Nature".

A very positive example is the introduction of a part of "regional geography" within the subject "Nature". According to the main curriculum of the subject "Nature", the section called "My region" is introduced in the 4th grade as an introduction to the study of geography, and involves the study of the territory that is known to the student the most. In the 5th grade, there is an expansion of knowledge in this direction - the study of the section "Landscapes of Poland" is introduced, while in the 6th grade – "Landscapes of the world" [1]. Dozens of lessons are allocated to these sections, which develop the competence of researching selected regions (nearest territory, own country, as well as selected distant regions of the world) in a comprehensive way, and not only in a geographical aspect. This content (as of 2017) is currently included in a slightly expanded version of geography education in the "new primary school".

2. Studying geography in secondary and high school in Ukraine and Poland

2.1. Content of geographic education in secondary and high school in Ukraine. According to the Concept of the "New Ukrainian School" and the State Standard of Basic Secondary Education, science education in Ukraine aims to develop students' natural and scientific competence, which is the basis of the general culture of the individual and contributes to the development of their creative potential. This competence is based on a complex of approaches to the educational process, including competence, activity, integrative, person-oriented, research, problem-situational, differentiated and reflective approaches.

According to the State Standard of Basic Secondary Education, which will be implemented gradually from September 1, 2022, in the 2023/2024 academic year this standard will be applied to students of the 5th and 6th grades. Students of grades 7-11 will continue their studies according to the standard of basic and comprehensive general education of 2011.

According to these documents, as well as the Model Educational Program for grades 5-9, the educational process in the 5th-6th grades in the field of science education can be organized in the following ways [11]:

1) according to model educational programs "Getting to know nature" for grades 5-6 with mandatory study of "Geography";

2) according to the model curriculum "Environment" for grades 5-6 with compulsory study of "Geography";

3) according to the model curriculum "Natural Sciences" for grades 5-6; the separate subject "Geography" is not studied, since the content of the geographical component is included in the "Natural Sciences" program.

In the 7th grade, during the "Continents and Oceans" course, students get acquainted with the nature of the continents, their physical and geographical features.

The study of geography in the 8th grade ("Ukraine in the world: nature, population") is aimed at creating a deep understanding of Ukraine as a component of the world community of states through comprehensive study. This course contributes to the formation of the student's sense of self-esteem as a citizen of Ukraine, fosters respect for the Ukrainian people, their culture, and stimulates a sense of patriotism. The course program provides 70 hours (2 hours per week), of which 3 hours are allocated for additional tasks.

The main principle of this course is integration, which combines physical and socio-geographic components in the study of natural complexes and the population of Ukraine and its regions, taking into account the knowledge gained during the study of world geography in the 6th and 7th grades. Special attention is paid to the study of the population of Ukraine on the basis of topics that have already been studied about the population of the world in previous courses, as well as at the expense of deepening this knowledge.

Geography in the 9th grade ("Ukraine and the world economy") completes basic geographic education at the basic level. This course is allocated 52 hours (1.5 hours per week), of which 3 hours are reserve time. The main goal of the course is to understand the trends in the development of the national and world economy, to determine the place of Ukraine in the modern world. Its content is built on the principle of integration, combining socio-geographic components while studying the peculiarities of the development and structure of the economy in the world, Ukraine and its regions.

The program includes seven practical assignments, four of which are mandatory for assessment. They are aimed at developing skills for working with geographical maps and other sources of information, which helps in the further development of cognitive and professional skills. Also, students have to carry out research of their own choice, the results of which will be presented and evaluated by the teacher.

In the 10th grade, students get acquainted with the countries and regions of the modern world, the modern political map of the world, classifications of countries according to various characteristics, the structure and placement of branches of the world economy [8].

In the 11th grade, during the study of the course "Geographical Space of the Earth", in essence, there is a repetition of the geographical knowledge of schoolchildren, which they acquired during the study of geography in grades 6-10 [8].

2.2. Comparative characteristics of the content and structure of geography education in secondary school in Ukraine and Poland. If we compare the contents of the geography program in the middle classes of Ukraine and Poland, it is worth saying that significant similarities can be traced in the 7th grade in Ukraine and in the 8th grade in Poland, when the entire academic year is devoted to the study of the continents and oceans of the world. Certain similarities can be traced in terms of the content of studying the geography of one's country. Both in the Polish and in the Ukrainian school curriculum, the study of the geography of one's country is integrated into the study of the geography of the world. However, in the Polish program, more emphasis is placed on placing Poland in the space of the EU countries and relations with them.

Then, as the study of Ukraine takes place in the global context. The geography of Poland is studied in the 7th grade, and in Ukraine, the geography of one's country is studied in the 8th and 9th grades. However, it is worth noting that in the 10th grade, during the study of individual countries of the European space (for example, Great Britain, Poland, etc.), a special emphasis is placed on the relations of these countries with Ukraine.

A similar feature of the geography programs of both countries is the study of their "Little Motherland". In the Polish program – in the 7th grade, and in the Ukrainian – in the 8th grade (Chapter V. Nature and population of its administrative region).

A comparison of the total number of hours allocated to the study of geography at school gives us the opportunity to state that, in general, this subject is taught in Ukraine by 170 hours more than in Poland. At the elementary school level, both countries have implemented an integrated course that combines knowledge from several disciplines, including and geography. However, the number

of hours per year in Ukraine is 11 hours more in grades 1-4 than in Poland. In secondary classes, we see that the number of hours allocated to the study of geography in Ukraine is 2-2.5 times greater in individual classes than in Poland.

In senior classes in Ukraine (grades 10-11), 87 hours are allocated to geography, while in lyciums in Poland – 104 hours. Similar is the fact that high school in both countries places a significant emphasis on the study of global human problems and deepening knowledge of the geography sections that students studied in high school. However, in Poland, the whole year is dedicated to a detailed study of the geography of their country – from the diversity of natural landscapes to the economy, cultural features, ethnography and environmental problems.

Conclusions

The systemic changes that took place during the implementation of the education reform in Poland in 2017 led to changes in the teaching of all school subjects at different levels of education, including geography. The previous position of geography as a subject of school education is also undergoing changes and even seems to be improving. In the "new" primary school, geography is taught for five hours in grades 5-8, along with other science subjects (biology, physics and chemistry). Such a combination can be useful from the point of view of formation and development of geographical skills, it can also expand horizons and develop geographical preferences, change established ideas about weak positions of geography in school.

A comparison of the school geography curriculum in Poland and Ukraine shows significant similarities in the content and structure of both programs. A comparison of the total number of hours allocated to the study of geography at school gives us the opportunity to state that, in general, 162 more hours are taught in Ukraine than in Poland. At the primary school level, both countries have implemented an integrated course that combines knowledge from several disciplines, including geography. An important advantage of the Polish school curriculum in geography is its saturation with practical tasks and the inclusion of the geography of one's Little Motherland in the subject of study. The study of the geography of Poland takes place in conjunction with the study of the geography of the European region.

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