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SECTION 18.

PEDAGOGY AND EDUCATION

Zastavetska Lesia

Doctor of Geographical Sciences, Professor

Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

Zastavetskyi Taras

PhD (Geographical Sciences), Associate Professor

Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

Muzyka Serhii

Lecturer

West Ukrainian National University, Ternopil, Ukraine

Taranova Nataliia

PhD (Geographical Sciences), Associate Professor

Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

Semehen Oksana

PhD (Geographical Sciences), Associate Professor

Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

CHANGES IN THE STRUCTURE AND CONTENT OF SCHOOL GEOGRAPHY IN POLAND AFTER THE EDUCATION REFORM

The reform of school education in Poland in 2017 led to the fact that geography as a separate subject is present at both levels of secondary school. In elementary school, its content is part of the subject called "Nature" [5]. In elementary school, it is taught as a separate discipline in grades 5-8. There have been significant changes in the content and structure of school geography education. In the content of the geography subject, real problems from various spheres of life are presented. Particular importance is attached to the explanation of the mechanisms of the modern world economy, the processes of society's development, as well as its demographic and political problems. The content of the geography subject was supplemented with information from the field of tourism and recreation in Poland and the regions of the world.

Modern reforms in school education in Poland make school geography a subject of significant public utility. At the same time, her new character makes high demands on teachers. Their professional training requires a wide range of methodological competence, as well as additional and relevant knowledge about the environment, as well as about various forms of human activity in the environment. Geography teachers are trained in thirteen academic centers (universities) in Poland that conduct geographic studies. Pedagogical training meets the standards of the Ministry of Education, which determine the specifics of the set of mandatory subjects of the field, the limitation of hours for teaching and the general outline of the content. The content of the training of future geography teachers correlates with the tasks of a modern school in Poland - it

focuses on the competence and individual approach of schoolchildren, practice-oriented nature of training, etc. However, the analysis of statistical data indicates a weakening of students' interest in choosing a pedagogical direction.

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. There have been significant changes in the structure and content of school geography education. 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 structure and content of school geography in Poland and Ukraine made it possible to draw a conclusion about significant similarities. For example, in the content line of the basic programs of both countries, there are similarities regarding the study of the geographical envelope of the Earth and its elements, the study of the geography of one's country, the study of one's country as part of the region of placement (the European region), the analysis of the foreign economic relations of one's country with other countries of the world and international organizations. It is excellent that the content of Polish programs is more practically oriented. An analysis 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. 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 devoted to the study of geography in Ukraine is 2-2.5 times greater in individual classes.

The analysis of modern problems of modern school geographic education in Poland allows us to single out problems related to the content of modern geographical science, with the stratification of geography into two vectors - Earth sciences and socio-economic geography and management of territories, with the peculiarities of teaching geographic disciplines in universities, with personnel potential of geography teachers on the Polish labor market, etc.

On the basis of the conducted analysis, in order to overcome negative trends in the functioning of modern school geography education in Poland, we have developed a number of recommendations that could, in our opinion, contribute to improving its situation. Among them: recommendations for improving the content of education at the university level for students who acquire the qualification of a geography teacher, recommendations for strengthening the role of geography in society as a subject that provides basic worldview knowledge about the modern world and forms skills that are in demand at the modern stage; recommendations for overcoming personnel problems, etc.

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