

Diagnozy, doświadczenia, praktyki

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EWOLUCJA PROGRAMÓW KSZTAŁCENIA ZINTEGROWANEGO W POLSCE

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Wprowadzenie

Program nauczania budzi emocje wielu osób, nie tylko teoretyków edukacji. Jest on źródłem dyskusji całego społeczeństwa – uczniów, rodziców, nauczycieli. Już sama różnorodność definicji programu wprowadza zamęt i banalizuje rozważania. Spory o definicje pochłaniają czas i energię, odciągając od kwestii podstawowych. Brakuje zgody wśród specjalistów, czym jest program, brakuje wspólnego języka, a porozumiewanie się jest utrudnione (Ornstein, Hunkins, 1998). Program nauczania najczęściej obwinia się o to, że jest „przeładowany”, mało elastyczny, zbyt absorbujący nasze dzieci. Często staje się przyczyną niepowodzeń szkolnych uczniów. Dlatego też większość zmian w systemie edukacyjnym rozpoczyna się od przekształcania programów.

Rok 1999 zapoczątkował reformowanie oświaty trwające do dziś. Istotnym elementem reformy edukacji była reforma programowa. Po raz pierwszy w naszym kraju pojawiła się podstawa programowa, która jest najważniejszym i zasadniczym aktem prawnym regulującym działania edukacyjne, wyznaczającym kierunki przyszłej pracy dydaktyczno-wychowawczej na kolejnych etapach kształcenia, stanowi punkt wyjścia do konstruowania autorskich programów dla poszczególnych etapów i szczebli edukacyjnych, opartych na różnych koncepcjach człowieka – filozoficznych, psychologicznych i programów wychowawczych (Karbowniczek, 2014, s. 208).

Ponieważ od 1999 r. mieliśmy do czynienia z wieloma zmianami programowymi, celem moich poszukiwań badawczych było pokazanie zmian, jakie zaszły w pro-

Metodologija Nauki Problemy I Istoriia

Lee D. Parker, Finley O. Graves



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