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The concepts of language education inscribed in the Croatian equivalent of the core curriculum of mother tongue

The Croatian education system

The document describing the educational system in Croatia, developed by the Institute for Educational Research, begins with the introduction: "According to the constitution, the Republic of Croatia is a representative democracy in which the legislative power belongs to the parliament (Sabor), while the executive branch is divided between the government and the president. Croatian educational policy lies within the competence of the Ministry of Science, Education and Sport. According to art. 65 of the Constitution, learning in primary schools is obligatory and free."¹ The public high schools, colleges and universities are mostly maintained from the budget (paid tuition applies only to a few private schools).

The Croatian educational system includes pre-school education, elementary education and secondary education as well as higher education. Its structure resembles the Polish education system from before the 1999 reform and, at the same time, a new one, being the effect of another education reform introduced since September 2017.

Pre-school education, in accordance with Croatian legislation, is the task and duty of the state, which must provide care to children from the age of six months up to school age. From the sixth to the fifteenth year of life, children attend an eight-year elementary school, which includes two types of education: early-school in grades 1-4 and elementary in grades 5-8. At the initial stage, students are divided into classes run by one teacher. Compulsory subjects are Croatian, mathematics, nature and society, visual arts and at least one foreign language (mostly English). In grades 5-8, "subject" teaching takes place, that is, the takeover of education by teachers of particular subjects. The curriculum includes at this stage: history, geography and sciences as well as another foreign language (usually Italian or German).

After the primary school graduating, every child has the right (which is used by about 90% of pupils), although he is not obliged to do so, to study in a secondary school. This stage of education concerns three school's categories: four-year junior high school (equivalent to a Polish high school), vocational and technical schools in which (depending on the direction) science lasts from three to five years and finally artistic schools with a four-year teaching cycle.

¹ *Croatian qualifications frame*, Instytut Badań Edukacyjnych. Instytut badawczy, p. 2, biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=362, DOA 15 X 2016.

In junior high schools there are four different educational paths with an academic profile, while technical/vocational schools are professionally profiled (e.g. specialized trade). High school education is crowned by a state examination, the so-called „Drżawna matura”, which entitles you to apply for admission to university.

Education in secondary schools and higher education can be of a general nature (including bachelor, master, specialist MA and postgraduate studies) or professional (applies to the so-called "short cycle", bachelor and specialist MA studies).

In 2005, the reform of Croatian higher education institutions system was carried out, adapting both the organization and teaching to the so-called The Bologna system².

In the educational activities of the Croatian government, there is a strong commitment to improve the state of education, especially as the results obtained by the students of the Croatian republics in the PISA (Program for International Student Assessment³) found themselves in the group of countries with the poorest results, that is worse than the average score.

The table below shows the results of Croatian students and for comparison Polish and Finnish, who have been ranked first in the discussed rankings for years.

Table 1. Average students results (in points) in mathematics, measurement of reasoning skills in natural sciences and measurement of reading and interpretation skills in 2006-2012 surveys in European countries⁴

Kraj	2006	2009	2012
MATEMATYKA			
Finlandia	548	541	523
Polska	486	486	518
Chorwacja	467	460	471
NAUKI PRZYRODNICZE			
Finlandia	563	554	545
Polska	498	508	526
Chorwacja	493	486	491
CZYTANIE I INTERPRETACJA			
Finlandia	547	536	524
Polska	508	500	518
Chorwacja	477	476	485

² There and K. Ł. Czapiewski, *Edukacja*: geozeta.pl/artykuly, Europa, 16; prez.com/o1hkcpuyto8l/system-oswiaty-w-chorwacji/ DOA 20 X 2016.

³ PISA (Program for International Student Assessment) - an international study coordinated by the Organization for Economic Cooperation and Development. Its aim is to obtain comparable data on the skills of pupils who are 15 years of age to improve the quality of teaching and organization of education systems.

⁴ *Program Międzynarodowej Oceny Umiejętności Uczniów. OECD PISA. Programme for International Student Assessment. Wyniki badania 2012 w Polsce*, ed. M. Federowicz, Ministerstwo Edukacji Narodowej, ifispan.waw.pl., DOA 12 XII 2016.

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More than mediocre results obtained by Croatian students in this field as well as others, they explain the increased efforts of the government in the field of education policy to improve the quality of education. In the document published at the turn of January and February 2016, we read: "The Republic of Croatia recognizes the necessity of transforming the school system into new time requirements, in particular changes in the national curriculum are important. The development of a knowledge-based society and the spread of globalization processes has underlined the importance of education for personal and social development."⁵ Croatia has decided to develop the National program of pre-school education and general and secondary education, which foresees that all components of the education system will be combined in a sensible and coherent whole - the National Qualifications Framework, which will aim to shift from the current orientation towards program content to the system students' competences and achievements (based and diagnosed on the basis of learning outcomes).

Work on the Croatian Qualifications Framework (ChRK) has already started in 2007. "The Croatian Government then approved the Croatian Basis for the Framework of Qualifications document⁶, which was soon complemented by the Action Plan for the Development of the Croatian Qualifications Framework for 2008-2012. At that time, the National Committee for Development and Implementation of the ChRK was formed, including representatives of all institutions and organizations interested in developing the national qualifications system"⁷. In 2011, they proposed the adoption of a special law on ChRK, which aimed to create the necessary legal and institutional framework for the future implementation and operation of the ChRK. It was approved by the Croatian Parliament and entered into force in March 2013⁸. The continuation of the work consisted in formulating more detailed legal acts regulating, among others, scope of responsibility and responsibilities of institutions and organizations cooperating in the creation and implementation of the framework, criteria and procedures related to quality assurance and issues related to the development of the ChRK Registry, which was conceived as one of the key elements of the national qualifications and framework system. It was assumed that it should contain the learning outcomes specified for a given qualification, standards of specific professional positions, qualification standards, curricula and guidelines for the operation of assessment and certifying institutions, i.e. should be a comprehensive database of competencies required in the labor market and current qualifications that can be obtained in the Croatian education system⁹.

The concept of a national curriculum

The National Qualification Framework was used to create a national curriculum project¹⁰ which was presented to public consultations in February 2016. In the assumption of the document authors, it was designed for children and young people as the central participants in the educational process. The aim of the curriculum is to provide teachers,

⁵ *Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*, public.mzos.hr/Default.aspx?sec=2685, DOA 15 V 2016.

⁶ *Baseline of the Croatian Qualifications Framework*, quote for "Croatian Qualifications Framework. Introduction to Qualifications" (2010), [in:] *Chorwacka Rama Kwalifikacji*.

⁷ Chorw. Zakon o HKO, public.mzos.hr/fgs.axd?id=18745, [in:] *Chorwacka Rama Kwalifikacji*.

⁸ *kwalifikacije.hr/zakon-o-hko-u-stupio-na-snagu*, [in:] *Chorwacka Rama Kwalifikacji*.

⁹ *Chorwacka rama kwalifikacji*, p. 2.

¹⁰ *Nacionalni kurikulum nastavnoga predmeta Hrvatski jezik. Prijedlog*, Zagreb 2016, [in:] *Predmetni_kurikulum-Hrvatski_jezik.pdf*.

educators, pupils, parents with unequivocally and clearly formulated educational expectations and learning outcomes. The open (but at the same time strictly ordered) nature of the curriculum results from the desire to introduce such modifications that would fully correspond to the constantly evolving needs of children and young people, as well as the expectations and opportunities of employees of educational institutions. The validity of the curriculum is further strengthened by references to the latest scientific and technical knowledge and to the experiences that result from the use of this knowledge in everyday practice.

Diagram 1. Structure of the Croatian national curriculum (Source: Nacionalni kurikulum nastavnoga predmeta Hrvatski jezik, p. 1)



The structure of the national curriculum (see Diagram 1) includes appropriately structured documents defining the objectives, tasks and content of teaching for all levels and types of schools, hence curricula, in turn for: early and pre-school education, education and upbringing in primary school, education in junior high school, professional education and art education. The coherence of all these curricula was obtained by designating one area common to all these documents, in which subjects were covered between them. The general structure also includes the curriculum of subjects necessary to obtain full qualifications in the system of vocational and artistic education. Equivalent for all curricula and areas are diagrams unifying evaluation in the following ranges: 1) The process and effects of teaching in the educational and educational system of the Republic of Croatia, 2) Student's achievements and difficulties as well as the effectiveness of motivating them, 3) Achieving particularly talented students and motivating them.

Curriculum project of the "Croatian language" subject

In the scheme of the national curriculum, the Croatian language occupies a special place. The first reason for the privileging of the mother tongue stems from the complicated historical and political situation in Croatia. In the introductory chapter placed a kind of preamble. It makes it clear that the Croatian language is the mother tongue of most students,

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as well as the language in which representatives of other nations and national minorities learn, is also a language of public communication and an official language in the Republic of Croatia¹¹.

This type of statement has not yet appeared in any of the Polish core curricula. Our country is now basically homogenous in terms of national and language, and the place of Polish as one of the most important determinants of our national identity has never required any special justification. For the Croats, mother tongue has always been an important element in the competition with their major rivals, the Serbs. For a long time it was considered Serbian and Croatian to be a diasystem, which includes Shtokavski, Čakavski, Kolkavski and Torlacki dialects. However, this term is imprecise and does not prejudge the separateness of these two Balkan nations, especially that Bosnians (Bosnian Muslims) and Montenegrins and the inhabitants of Herzegovina also use these dialects. Between Croats and Serbs, "the lowness of the language barrier was more often a curse than a blessing, not so much close to it, which constituted an additional conflict factor, saturated the atmosphere with the drama of conversion and apostasy, increased susceptibility to ideological insanities and political machinations"¹². In both the Kingdom of Yugoslavia and in the Socialist Federation of the Republics of Yugoslavia, the unity of the Croatian and Serbian national language became an inviolable dogma, and the Croatian aspirations for linguistic autonomy were considered evidence of extreme nationalism. Croats felt humiliated, they had a sense of mutilating their own identity, so after the declaration of independence of their republic in 1991, they attach so much importance to propagating and developing their language. It should also be noted that the specificity of Croatia (like other Balkan countries) is its multiculturalism and multiethnicity, hence the need to emphasize that science takes place in the Croatian language, not in the languages of national minorities¹³.

For the second reason for the special place of mother tongue teaching (in Croatian "maternal" -materinskog jezika), the preliminary part of the curriculum recognizes that communication in Croatian standard language is the starting point for learning other subjects, which is why the Croatian language must be at all education levels. In Croatian lessons, pupils acquire communicative language competence, which becomes the basis for acquiring reading / reception skills of literature, informational texts and the media, as well as acquiring intercultural competences and shaping attitudes. Linguistic and communicative competences are also a prerequisite for successful personal development, lifelong learning and a critical attitude towards various social and economic life phenomena¹⁴.

Diagram 2. Structure of the contents of the curriculum of the Croatian language (source: Nacionalni kurikulum nastavnoga predmeta Hrvatski jezik, p. 2

¹¹ *Nacionalni kurikulum...*, p. 4.

¹² J. Rapacka, *Śródziemnomorze. Europa Środkowa, Balkany. Studia z literatur południowosłowiańskich*, Cracow 2002, p. 443.

¹³ The successive constitutions of Tito Yugoslavia, the first constitution of Yugoslavia in 1946 - Croatian or Serbian language, are the next stages of the Croats' battle for the right to use a separate national language; federal constitution of 1963 - Serbo-Croatian language; constitutions of individual republics of Yugoslavia from 1974 - Serbian-Croatian language, i.e. Croatian-Serbian language, constitution of the Croatian Federal Republic of 1974 - "The Croatian language is the public function, ie the standard form of the Croatian and Serbian national language in Croatia, with the name of the language Croatian or Serbian. "; constitution of the Republic of Croatia in 1990 - "The official language of the Republic of Croatia is Croatian with the Latin alphabet. In individual territorial units, official use of another language, or the Cyrillic alphabet or any other language, is allowed on a local scale, to the extent determined by separate legal acts. " According to: M. Okuka, *Žegnaj serbsko-chorwacki !*, " Krasnogruda ", 1997, No. 3 , p. 117-119.

¹⁴ *Nacionalni kurikulum...*, p. 4.



The curriculum of the Croatian language consists of the parts shown in diagram 2. These are:

- 1) Description of the Croatian language subject.
- 2) Upbringing and educational aims of learning and teaching the Croatian language subject.
- 3) Areas (domains) of the subject organization.
- 4) Educational and upbringing effects of education for individual areas and subsequent classes at all levels of education.
- 5) Links with other educational and upbringing areas and cross-curricular topics (issues).
- 6) Croatian language subject didactics' learning, including learning experiences, the role of teachers, teaching aids and materials, environment and civilization changes and classify students due to different criteria.
- 7) Evaluation of educational and upbringing effects.

The document is accompanied by a proposed reading list for individual stages of education, in addition a dictionary of terms used in the curriculum and a bibliography supplementing it, in which sources of the concept of language teaching, communication and literature, culture and media are indicated. The structure of the curriculum is based on a communication and functional approach as well as a holistic and humanistic approach. They are focused on acquiring language communication skills that support the development of language skills - speaking, reading, writing and talking. The creation of various relations with and between different forms and types of texts is also based on the same principles. Curriculum also takes into account the cognitive and linguistic stages of development of children and youth

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in the belief that only on this condition students can not only use and develop their potential, but also experience joy and sense of agency in learning their mother tongue, literature and culture.

Criteria ordering the contents of the curriculum derive from the following principles: textuality, language integrity of communication practice, learning both the standard language and the language of the region of origin, communication functionality, differentiation and linking of different levels of language, creativity in language and through language and grading, exemplification, consistency and balance of transmitted content. The overriding goal of the application of the above-mentioned principles should be to encourage students to shape their national, linguistic and cultural identity, patriotic attitudes, as well as a sense of belonging to a multicultural and multilingual community of European nations.

Individual goals and content of teaching were grouped in three areas (domains). The relations between them are shown in Scheme 3. The areas of "Communication and language", "Literature and creativity" and "Culture and media" are integrated with each other, their ranges partially overlap, and the common core for all of them are listening and reading skills, speaking and writing.

Diagram 3. Areas (domains) of organization of learning objectives and content within the subject "Croatian language" (source: Nacionalni kurikulum nastavnoga predmeta Hrvatski jezik, p.6)



The type of interdependencies between individual domains most fully reflect the general aims of teaching the Croatian language, in the formulation of which no strict division into linguistic, cultural, literary and media education was directed. They form a coherent whole covering all aspects of education and upbringing.

The educational and upbringing aims of teaching the Croatian language presented in the curriculum are:

- achieving the ability to understand, evaluate and create various spoken and written texts and to use communication strategies consciously,
- assimilating the principles of cultural communication,
- awareness of the need to preserve the Croatian dialects,
- understanding and accepting intercultural differences as well as identifying and overcoming stereotypes and prejudices against other nations and languages,
- shaping a critical approach to information collected from various media, as well as valuing and creative transformation of this information by purpose, form and intention,
- application of various communication strategies in linguistic practice,
- appreciation of the culture and values of reading - the adoption of Croatian culture and tradition as a part of personal and national identity,
- developing imagination, criteria of aesthetic and ethical evaluation on the basis of read literary texts,
- searching of various nations sources of knowledge, experience, universal values and ideas in the literature¹⁵.

For individual domains, the content ranges were determined, to which expected educational and educational learning outcomes were determined (see Diagram 4).

Diagram 4. Learning contents in particular areas (domains) adopted as a starting point for determining the educational and educational effects of teaching the Croatian language (source: Nacionalni kurikulum nastavnoga predmeta Hrvatski jezik, p. 8)



¹⁵ Por. Nacionalni kurikulum ..., p. 4.

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Language education

In the Croatian concept of teaching the mother tongue, language education has been assigned the "Communication and language" domain, which includes the following elements: 1) Talking, 2) Listening, 3) Speaking, 4) Reading, 5) Writing, 6) Grammar, 7) Lexics, 8) Language in context (see Diagram 4). The analysis of the proposed learning outcomes allows us to state that this domain includes the development of:

- language, pragmatic, strategic and social competences,
- competences of understanding and creating texts in various genres, with various structures of goals and functions,
- social skills of students, i.e. exchange of thoughts, views, experiences, interacting with other people, in different contexts and communication situations,
- communication strategies necessary to understand and create text based on previously acquired knowledge,
- the ability to properly read information texts and literary texts, i.e. their analysis and interpretation, and understanding the context and individual levels of meanings,
- self-awareness as a person who builds and expresses his or her own identity and respects the identity of people belonging to a different cultural and linguistic community¹⁶.

It should be noted that the main text of the curriculum does not explain the terms used to present general concepts, objectives and learning outcomes. The metalanguage used in the document is explained in a special annex, which contains a glossary of terms and concepts used in the curriculum¹⁷. For the domain: "Language and communication", extensive articles relate not only to key concepts (communication, language, reading, writing, lexis, text, etc.), but also to specific issues such as, for instance, language standard, grammatical norm, orthoepic standard, lexical standard, spelling norm or speech acts, standard language, assumptions of cognitive approach to language. The notion of communication competence and its component competences, constitutive of the entire concept of the curriculum, were also very carefully developed: linguistic, grammatical, lexical, discursive, intercultural, pragmatic, sociolinguistic and strategic. A detailed discussion of methodological inspirations, whose sources can be found in the bibliography indicated in the curriculum, would require elaboration in a separate article. It is also worth emphasizing that the dictionary also includes explanations of the terms related to teaching Croatian as a foreign language and with a linguodidactics.

The adoption of the communication and functional approach as the construction dominant of the entire curriculum is reflected in the way of presenting the assumed learning outcomes, which in the document were called communication strategies. They are defined as the learning strategies that the student uses to master the skills of such design and to control their production and language reception to communicate in a satisfactory manner¹⁸. According to this assumption, the basic language skills for all three domains, namely listening and reading as well as speaking, speaking and writing (see Diagram 3) are included in the form of operationalized educational goals, indicating specific activities of the student.

COMMUNICATION STRATEGIES

¹⁶ Por. Nacionalni kurikulum ..., p. 5.

¹⁷ There p. 302-313

¹⁸ There, p. 311.

RECEIPT (reception)

LISTENING AND READING

- asks questions before listening / reading the text, anticipates issues, text content,
- by reading and writing, he identifies the main ideas of the text,
- makes notes while listening to the text,
- extracts new words and concepts while listening to a text, and then checks their meaning using a dictionary,
- extracts keywords, important / invalid in a sentence, text fragment and throughout the text,
- summarizes, analyzes, organizes, synthesizes and applies new information and ideas from the text being read / heard,
- puts questions in order to check the level of understanding of the text read / listened to,
- summarizes, describes, explains the text after listening / reading in order to better understand the text with his words,

READING

- prepares to read the text, determines its purpose, reviews it, to extract the main (key) parts and information,
- activates the knowledge and uses it to read the text,
- reads the text silently ("inside") or aloud to understand the whole of the reading or the whole text,
- reads text with fragments and paraphrases the read content to understand the text as a whole,
- extracts (highlights) the key data, new information, main ideas,
- reads sentences, fragments of text again, chapters that he did not understand, to better acquire them.

TRANSMISSION (production)

TALKING, DISCUSSING, SPEAKING

- clearly expresses his thoughts, desires, needs and feelings during conversation, discussion and speaking,
- chooses words that evoke positive emotions during conversation, discussion, speaking,
- correctly uses body language, verbal and non-verbal communication and correctly reads it,
- uses techniques to overcome stress and discomfort during conversation, discussion, speaking,
- shows empathy in conversation and discussion,
- initiates a conversation with other people in various communication situations,
- establishes dialogue, conversation, discussion, answering and asking questions.

SPEAKING AND WRITING

- prepares and plans the shape of the text depending on the subject, purpose and destiny,
- prepares a text plan,
- write text based on the plan by himself, using his own notes and extracts from various sources,
- uses new words and concepts,
- independently chooses the vocabulary and language resources depending on the structure, purpose and theme of the text,
- independently checks, evaluates and corrects the form of spoken / written text in terms of content and expressiveness,
- analyzes the text to determine its effect on the recipient,

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- asks for help in the event of difficulties in the creation of texts on its own initiative,
- asks for an opinion about the written / spoken text.

Teaching grammar concepts

As already mentioned, grammatical competence was included among the competences of the core components for the curriculum. The currently binding curriculum of teaching the Croatian language emphasizes that language is a common cultural good. Through him, the respect for national literature and culture is built, as well as the Croatian language itself as an official language in the Republic of Croatia. There is also an emphasis on the fact that Croatian education helps students in their personal development and prepares them for active participation in social life along with the teaching of other subjects¹⁹. The general purpose of language teaching is understood as mastering the standard Croatian language²⁰, that is, acquiring / acquiring language structures and vocabulary²¹, while the term "grammar" (treated synonymously with the term "Croatian language") the authors of the current program include: Croatian (grammar) contains grammatical knowledge, including language knowledge and language competences. Language skills include knowledge of both linguistic concepts, as well as appropriate language terminology, linguistic laws, rules, norms and paradigms. The grammar therefore includes: knowledge of language standards, enriching vocabulary, understanding language phenomena and concepts²². The basic task of language education indicated in the referenced document is the development of linguistic expression and communication capabilities of students in order to create correct orthoepically, orthographically, syntactically and comprehensively speaking and verbal expressions. Implementation to achieve these skills should take the form of diverse language exercises that will help students organize and stylistically design spoken and written statements²³.

It is not difficult to notice that the emphasis was mainly on gaining practical and theoretical grammatical knowledge, in which the authors of the program see, indeed, an important means of communication, but it is not the center of educational activities. The functional and communication approach appears in the new language education proposal in the analyzed curriculum. The fundamental issue differentiating both concepts is the underlying understanding of language itself, which in the curriculum is defined as an exceptional phenomenon, typical only for man. An abstract signs system primarily for communication, although there are also a number of other functions, such as understanding the world, valuing, creating, self-discovery, etc. Moreover, the curriculum authors declare a constructivist approach to language that is based on three basic assumptions:

- language skills arise from its use,
- language is not an autonomous cognitive ability, but is closely related to other cognitive abilities and fields of knowledge,
- grammar is used to conceptualize non-linguistic reality²⁴.

¹⁹ S. Rumora, A. Škoda, *Elementi, načini i postupci vrjednovanja u nastavi hrvatskog jezika*, školska godina: 2010./2011, p. 2, file:///C:/Users/Danuta/Downloads/HRVATSKI%20JEZIK.pdf, DOA 10/06/2016.

²⁰ There, p. 2.

²¹ There, p. 3.

²² There, p. 3-4.

²³ There, p.4.

²⁴ Por. *Nacionalni kurikulum ...*, p. 305.

The adopted assumptions prove a cognitive approach to the problem of language education. Let us recall that firstly cognitive linguistics is an approach to research on language, which assumes that language is an integral part of human cognitive functioning and therefore its description must refer to what is known about the functioning of the human brain and mind from other fields of science, and secondly, language is first and foremost a tool for communicating meaning, and that all elements of language (from the simplest words to the most complex grammatical constructions) play their part in fulfilling this function.

The cognitive aspect of understanding the grammatical problems in the curriculum caused that specific messages, grammatical concepts and references to individual grammar sections appear in it, but all of them are subordinated - from the early school stage to high school (both high school and vocational) - to the functionalities of grammatical knowledge serving the correct and effective communication, necessary both in everyday life and school education.

The learning function of grammar as a component of the "Language and communication" domain is served by the learning outcomes contained in this area of education regarding the individual stages of teaching the Croatian language. The way of formulating the effects of education in the field of grammar is presented in the following fragment referring to the teaching at the elementary school stage:

COMMUNICATION AND LANGUAGE OF CL. I-IV

A. 1. 6²⁵

He explains the meaning of words in his words, which results in a conversation about the text he has read or heard.

A. 2. 6

Corresponding to the communication situation, he explains and applies words, phrases and sentences.

A. 3. 6

Corresponding to the communication situation, he explains and applies words, phrases and sentences, combining them into a short, coherent text.

A. 4. 6

The student combines words into expressions, sentences and text with a simple structure, functionally applying linguistic knowledge.

A. 5. 6

The student creates a text and uses morphological knowledge about different and unchanging words on prototype and other more complex examples.

A. 7. 6

The student creates the text and applies knowledge about the grammar and communication structure of the prototype and composite sentences.

A. 8. 6

The student creates the text and applies syntactic knowledge about sentences, creating prototype and complex structures²⁶.

²⁵ The number "6" present at individual learning outcomes means grammatical content (numbers 1, 2, 3, etc. mean the first and second class, etc.).

²⁶ Por. *Nacionalni kurikulum* ..., p. 45-114.

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Detailed results are summarized in the curriculum description of the implementation of learning outcomes in the field of grammar education, which indicates specific linguistic and communication skills resulting from the acquired grammatical knowledge, e.g.: the student explains the composition of single and complex sentences in relation to the basic sentence structure on prototype and most commonly used examples. Applies internal / immanent linguistic knowledge to explain sentence structure based on examples. Explains simple sentences due to the relationship between the judgment and the subject. Distinguishes complex sentences, coordinates, and many times due to the number of component sentences and the type of their connections (conjunctive linking, linkless joining). Distinguishes the types of sentences: single undeveloped, single developed; coordinate complexes: combined, opposite, disjoint, etc.; subordinately complex: predicate, subjective, circumstantial place, time, reasons, consent.

The situation is similar in high school. Detailed grammatical knowledge (among others in the field of morphology and phonology of language²⁷) translates into syntactic and morphological knowledge at the metalinguistic level, which leads to the development of communicative language competences and language skills, e.g. the student describes the relationships between the sentences in the text and uses them functionally in the text he constructs. It describes and explains in relation to the text the phonological system of the Croatian language and applies language knowledge when transforming spoken language into written and written language (voices, phonemes, accents). It uses language knowledge functionally to construct a text depending on its type and purpose²⁸.

Of course, such an approach does not mean giving up the necessary pragmatic knowledge, which is why, for example, it is necessary to introduce such terms as the language standard, which should refer to the phonological, morphological and syntactic structure of the language, and which language phenomena and in which communication situations should be considered as correct and which as incorrect. It is also required to teach normative grammar, i.e. theoretical models, but they are intended to shape the individual language of the student²⁹.

The learning outcomes arranged in a tabular system are marked with comments referring to the following teaching departments, e.g.: "Acquiring meta-linguistic knowledge about the phonetic, phonological and prosodic system at the vocational school level is directed to the development of language communication competences and leads to the correct use of language in everyday communication situations"³⁰. Such comments are reinforced by the message contained in the introductory parts of the curriculum and remind us of the communication and functional assumptions of teaching in the area of "Language and communication".

Conclusion

²⁷ Examples of learning outcomes in the field of grammar at high school: Differentiates and describes words as MORPHOLOGICAL UNITS in sentence and text. Explains the difference between words as morphological and syntactic categories and cites examples. Describes the FUNCTIONS AND FORMS OF VERBICLE in the sentence and gives examples. Distinguishes between syntactic functions and the meaning of words, e.g. the functions of the preposition, conjunction. Distinguishes the IMPORTANCE OF TENSES AND MODES. Applies an active and passive page to transform a sentence due to communication needs. Apply language knowledge to create texts and express them expressively. Describes and explains the FONOLOGICAL SYSTEM of Croatian language in the text and applies language knowledge when transforming spoken language into written and written language (voices, phonemes, accents). Por. Nacionalni kurikulum ..., pp. 126-162.

²⁸ There.

²⁹ There, p. 306.

³⁰ There, p. 162.

The presentation of the concept of a national curriculum is necessarily limited. To make it easier for the Polish reader to use this article, one example of only one area of "Language and communication" education, which could be subjected to further, in-depth analysis. The aim of the article, however, is only the general presentation of a coherent, consistently structured project that covers all levels of school and academic education and sets out the areas of education common to them. The political changes that have taken place in Croatia after the publication of the curriculum project will probably prevent it from being widely consulted and will not be implemented as a result. It does not change the fact that it can be used as an inspiration to work on creating a concept of education covering the whole system of Polish or other education. For Polish language educators, however, it is a valuable source of comparison and stimulus for further work on the effective teaching of our mother tongue.

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