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Polish language teaching programme in Polish system of education and in the organisation of educational process – its place, role and structure of the document

Terminological issues

The teaching programme is a document that is well-established in Polish tradition of education and permanently ingrained in the mentality of members of general public as well as of people associated with school. It is widely perceived as the document that is related to mandatory education, the content necessary to be discussed and checked during exams, as well as the obligations of the teacher. As far as the Polish language is concerned, it often relates to the list of mandatory books, grammar which should be known by the students and sometimes to reading or speaking skills. From time to time it is mistakenly referred to as core curriculum, which is a separate document. This mistake is often made by both, experienced teachers and the ones that remember the times when there was only one document serving this purpose. For the purpose of this reflection, which presents the part of the structure of education system and vital issues from Polish language teaching, it is necessary to refer to both education of the past and to school now. It is worth classifying and defining terms by referring to already existing attempts of defining a programme. This should be done for the purpose of clarity and order.

When referring to the Greek term *prógramma*, meaning announcement, Wincenty Okoń simultaneously uses *syllabus* and the term *school programme* and defines them as “the presentation of aims, content, teaching and learning methods of a particular subject, as well as results which should be achieved by students”¹. At the same time, he highlights that in more modern definitions it is referred to as “the programme of students’ activities and assumed results of those activities”². W. Okoń also emphasizes that some teachers assume it should be in accordance with the structure of the science it refers to”³. Simultaneously, the researcher accepts a wider approach towards understanding the programme. Therefore, he claims that it

¹ W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 1996, p. 228.

² *Ibid.*

³ *Ibid.*

consists of “the documents that regulate teaching content”⁴, so apart from the syllabus approved by Ministry of Education (here the meaning is slightly narrower), it contains coursebooks for students and teachers, books and other helpful sources, problem sets and workbooks, educational materials and tests⁵. However, Hanna Komorowska derives this notion from Latin *curriculum*, meaning “chariot racecourse”. She highlights that the programme assumes: aim, ways of achieving it, and how to do it⁶. In her considerations, she emphasizes that it is possible to modify the meaning ascribed to the teaching programme, especially in the area of methodology, where various teaching goals are defined differently, as well as the ways that lead to success and educational materials that help achieve those aims⁷. According to H. Komorowska, such a variety of approaches and pedagogical concepts cause the situation in which it is possible to have many definitions of a teaching programme. The foundation for such variety is the way one tries to answer the questions about what to teach, why, and what mechanisms should be included in the organisation of the educational process⁸. These arrangements become the starting point to rely on vast resources in foreign pedagogical literature and point out seven ways of defining programme notions. The first four, chosen according to who teaches, are:

- understanding the programme as the list of teaching content;
- perceiving it as a set of planned pedagogical actions;
- noticing intentional pedagogical effects in it (both measurable and intentional);
- defining it as a set of notions regarding tasks to be completed⁹.

The fifth definition mainly includes the person who is the learner and is understood as a record of experiences of the person being taught and who learns, and in this concept is treated as a unique individual that possesses individual qualities. Thus, the programme is the expression of a particular interest in the person’s development¹⁰, who is also the subject of educational activities. The sixth and seventh definition, as emphasised by H. Komorowska, include mainly the interests of society. That is why the programme here is seen as a form of culture reproduction, so the set of actions that intend to maintain those values which are important and govern a particular society, as well as worth maintaining and passing on to younger generations. Finally, the programme is perceived as cultural restructuring, so the form that gives the possibility to alter governing cultural norms or systems, and which is important for social transformation.

The place of teaching programme in Polish education system – an outline of past education

The tradition of teaching programme existence is mainly related to the origins of Polish school. In order to avoid a long history lecture, it is worth emphasising its role and significance in the first years of Commission of National Education. It was then that teaching programmes prepared for different types of schools, based on the idea of moral upbringing in the spirit of patriotism by Antoni Popławski, and became the foundation for coursebooks and practical

⁴ *Ibid.*, p. 228.

⁵ *Ibid.*, p. 228.

⁶ H. Komorowska, *Konstrukcja, realizacja i ewaluacja programu nauczania*, Warszawa 1995, p. 7.

⁷ *Ibid.*

⁸ *Ibid.*, p. 8.

⁹ *Ibid.*, p. 9-12.

¹⁰ *Ibid.*, p.12

actions that were later verified by the Commission's inspectors¹¹. Documents of this kind were most often called *annotations*, *projects* or *remarks*. Statements regarding the programme can also be found in the documents of members of Society for Elementary Books, which played a significant role to the organisation and functioning of the school in the period of Enlightenment¹². Those programmes contained most of the structural elements characteristic of modern programmes, and it is worth noticing that, apart from organisational remarks, they also highlighted a theological factor supported by methodology, which was supposed to help school headmasters and teachers implement Commission's ideas. The foundations for new type of education were treated meticulously and it was widely understood that the reform is possible only with the help of engaged, understanding and supportive teachers¹³. The years of struggle for Polish school during the period of Partitions of Poland brought a significant intensification of programme activities in interwar school. New programmes reflected various concepts of teaching and changing tendencies, which were the result of actions in the area of Polish language didactics taken by authors of articles published in various periodicals, and which crystalized during numerous meetings and congresses. Ministerial programmes emerging at that time that visibly respected the specification of particular schools (which was clearly seen in vocational education), and at the same time being relatively general, transformed in particular programmes submitted to ministry, thus giving the possibility to a more reasonable combination of education and the needs of different schools and students¹⁴.

The frameworks mentioned above, which would govern teaching programmes (in the 1950s still called *instructions*), had a significant influence on the construction of those documents used in the period of Polish People's Republic. Thus, *High school teaching programme for classes I-IV*¹⁵ (temporary) from 1996, after short remarks in the introduction, presents teaching material and its division into separate classes described in units (1) *Reading material and information on history and theory of literature*, (2) *Writing and speaking exercises*, (3) *Linguistics*. The whole is supplemented with elaborated *Remarks about programme implementation*¹⁶ that include comments, point out work directions and the ways of using teaching materials, which justify the goals of particular activities taken by the teacher. Such guidelines are not free of ideological remarks, although they are not as direct and intrusive as in *Programme and coursebook instruction for 11-year high schools for 1956/57*¹⁷. In fact, a

¹¹ The selection of the most important programme documents could be found in the book by Stanisław Tync, cf *Komisja Edukacji Narodowej*, ed. S. Tync, Wrocław 1954.

¹² Examples of such documents could also be found in the volume by Stanisław Tync, cf e.g. G. Piramowicz, *Uwagi o nowym instrukcyi publicznej ukladzie*, [in:] *Komisja Edukacji Narodowej...*; K. Skrzetuski, *Przypisy do historyi powszechnej dla szkół narodowych*, [in:] *Komisja Edukacji Narodowej...*; A. Popławski, *O rozporządzeniu i wydoskonaleniu edukacji obywatelskiej projekt... w marcu 1774 podany*, [in:] *Komisja Edukacji Narodowej...* The shape of such documents is also explained by I. Stasiewicz-Jasiukowa, *Nowożytna myśl naukowa w podręcznikach Komisji Edukacji Narodowej*, [in:] *Nowożytna myśl naukowa w podręcznikach Komisji Edukacji Narodowej*, ed. I. Stasiewicz-Jasiukowa, Wrocław-Warszawa-Kraków-Gdańsk 1973, p. 17-74.

¹³ These issues are explained in the text describing the achievements of Commission of National Education. Cf P. Sporek, "Miałeś chamie złoty róg". *O chorobie szkolnictwa w Rzeczpospolitej i szlachetnego dorobku Komisji Edukacji Narodowej roztrwonieniu*, „*Annales Universitatis Paedagogicae Cracoviensis. Studia ad Didacticam Litterarum Polonarum et Linguae Polonae Pertinentia V*”, Kraków 2014.

¹⁴ The issues regarding teaching programmes in interwar school, emphasizing vocational education are discussed by Zofia Budrewicz. Cf Z. Budrewicz, *Kształcenie literackie w szkołach zawodowych w Polsce w 1918 – 1939*, Kraków 1994 (above all p. 34-71).

¹⁵ *Program nauczania liceum ogólnokształcącego. Klasy I-IV. Język polski (tymczasowy)*, Warszawa 1966.

¹⁶ *Ibid.*, p. 31-66.

¹⁷ *Instrukcja programowa i podręcznikowa dla 11-letnich szkół ogólnokształcących na rok szkolny 1956/57. Język polski. Klasy VIII-XI*, Warszawa 1956. Ideological approach is clearly seen in the whole programme.

similar construction can be found in other high school programmes dating back to that times¹⁸. The programme from 1985 designed for high schools, vocational high schools and technical schools contained slightly less comments about the implementation of tasks¹⁹. The year mentioned above brings a certain change in the construction of programmes. For instance, *Primary school programme. Polish language. Classes IV-VIII* from 1985. It consists of *Teaching and educational aims*, *Teaching and educational content* (for each of the classes) and *Issues related to programme implementation*²⁰. Interestingly, *Teaching and educational content* includes the issues regarding linguistic education (such as speaking and writing exercises and linguistics), literary and cultural education (reading material, theatre plays, films, TV programmes and the ways to discover works of literature and other texts related to culture), as well as skills the students should acquire in terms of language, literature and culture. Such design, very modern then, is relatively similar to programmes from 1990s. Therefore, *High school, vocational high school and technical school programme* from 1990²¹ (in two versions), preceded by Bożena Chrzęstkowska's introduction, includes: *Teaching and educational aims* (for separate classes, combined with the list of reading material and the list of necessary achievements) and *Notes on the programme and education process* (1st version) and *Notes on programme implementation* (2nd version). Therefore, this programme clearly relates to the one from 1985.

Teaching programme – modern perspective

Modern socio-political discourse considers the teaching programme as a system formation that defines the duties of the subject towards society, which reflects current global and national socio-cultural tendencies, as well as ideological conditions, including political and economic ones, and in relation to education, extends this concept by the question of choice of content and teaching materials, as well as teaching methods and techniques, and various organisational solutions related to the way Polish school functions in system of classes and lessons. Sometimes, if these issues are defined more strictly, it is defined as a tool used to implement current policy or the form of implementation of particular aims of a group, which are said to include particular needs of individuals. Such description defines the primary aims of the programme as: maintaining social order – government legitimacy, division of goods and current political tendencies²².

In the views of school practices, in terms of teaching content implementation at different subjects, coursebook authors and other teaching aids, finally the teachers themselves, the programme is considered to be a document being in line with core curriculum that contains general clues regarding the shape and way of performing teaching process. It is more important if it clearly correlates with particular coursebooks and teaching aids available on the market.

¹⁸ Cf *Program nauczania liceum ogólnokształcącego. Klasy I-IV. Język polski*, Warszawa 1971; *Program nauczania liceum ogólnokształcącego. Klasy I-IV. Język polski*, Warszawa 1974.

¹⁹ *Program nauczania liceum ogólnokształcącego oraz liceum zawodowego i technikum. Język polski*, Warszawa 1985, p. 39-46.

²⁰ *Program szkoły podstawowej. Język polski. Klasy IV – VIII*, Warszawa 1985.

²¹ *Program liceum ogólnokształcącego, liceum zawodowego i technikum. Język polski (dwie wersje)*, Warszawa 1990.

²² Such perception of the programme can be inferred from the book by D. F. Walker and J. F. Soltis. Cf D. F. Walker, J.F. Soltis, *Program i cele kształcenia*, Warszawa 2000. At the same time the authors point out that the implementation (or not) of the programme depends on the teacher (cf p. 92).

Usually, such a correlation between a coursebook and other teaching aids is possible due to the initiatives of particular publishing houses, which offer both programmes, coursebooks and teaching aids to purchase that facilitate work and are related to a particular programme or a coursebook.

The role of Polish language teaching programme – design and structure

According to W. Okoń, a programme should “fulfil certain educational functions, i.e. facilitate gaining knowledge and desirable abilities, developing one’s skills and interests as well as include educational functions, i.e. facilitate versatile personal development”²³. Thus, its form of a defined document should include issues, which when implemented, would make it possible to meet programme requirements, i.e. aims and goals of educational process.

The theory of didactics brings various demands regarding the content of teaching programme. The foundation for such considerations could be a general list of programme models, which determine the shape and characters. H. Komorowska distinguishes three models. The first, analytical one, is concentrated on objective knowledge and its main aim is to gain that knowledge in an efficient way. The second, hermeneutic one, concentrates on interactions, i.e. communication, the use of language which assumes gaining knowledge and as a result, division of attitudes and particular knowledge. The third, critical one, assumes negative relationship towards present ideology and the need for social changes, also in terms of accepted values. It assumes cultural restructuring and favouring values over knowledge. According to H. Komorowska, this programme model occurs very rarely²⁴. Basically, the first two models are clearly seen in terms of teaching programmes available on the market. They are implemented in the form of permanent elements being the basis of their structure.

The analysis of the programmes from a now distant past as well, as from the period of the last twenty years allows to point out the following permanent elements which form their structure. Therefore, we can distinguish:

- a. **Programme aims and principles/ideas** – usually this element contains general or detailed characteristics of the programme; sometimes it is supported by an elaborate description of methodological concepts and principles (the first programmes after the 1998 reform usually contained their outlines²⁵, but the programmes published in recent years bring a clear change); this part usually directly refers to general notions from core curriculum regarding education in general (correlated with general aims of the core), but we can also find there list of detailed subject aims – derivatives from core curriculum. It sometimes happens that the programme distinguishes teaching and educational aims in order to clearly express the key aspects of education at school. It is sometimes possible to find information regarding predicted teaching material to be covered during the lessons. However, this is more often found in a separate part of the programme. In fact, it is difficult to point out a programme in which such notion is included, despite the fact

²³ W. Okoń, *Nowy słownik...*, p. 228.

²⁴ H. Komorowska, *Konstrukcja, realizacja...*, p. 16-17.

²⁵ A praiseworthy exception here was the programme *To lubię!*, which explained the proposed concept in great detail and its characteristics was elaborated in the book for parents and teachers. Cf B. Dyduch, M. Jędrychowska, Z. A. Kłakówna, H. Mrazek, I. Steczko, *To lubię! Podręcznik do języka polskiego zreformowanej szkoły podstawowej. Klasa 4. Książka nauczyciela*, Kraków 1999, p. 9-60.

that some documents offer didactic terminology²⁶. Certain programmes introduce a separate part that describes the characteristics of the whole programme²⁷.

b. Teaching material/curriculum content - this element is also strictly related to the content of core curriculum. It should be emphasised that most programmes treat teaching material and curriculum content as synonyms. Therefore, one can find the same type of information when referring to this part of the programme²⁸. It includes all the elements listed in ministerial document but could also extend such content and offer more detailed information. Curriculum content/teaching material presented here is divided according to particular classes, most often arranged in relation to basic subject skills such a writing, reading, speaking and listening, as well as reception of cultural texts (depending on the structural changes taking place in core curriculums, the same changes are usually reflected in the structure of teaching material presentation included in the programme)²⁹. The common practice for the programmes designed for high schools is division of content and material into basic and extended level³⁰. Some programmes include separate list of terms and definitions which are required from students³¹. Teaching material (often arranged in tables) is sometimes extended by the list of reading material. It is also possible to include it in a separate structural unit. It always has to include ministerial obligations. Nevertheless, it is considered a good practice to extend it by different books – they show the choice of reading material and will become obligatory books in a particular school year (decided by the teacher and sometimes also by the students). Such lists also point out additional and supplementary books. Their aim is to uncover the possibilities of reading choices both for students and the teacher, as well as reading promotion in general. It sometimes happens that they are supplemented with the list of e.g. films, which are appropriate for a particular level of education (appropriate age), could be somehow correlated to the material included in the coursebook, which is a practical reflection of the programme. Ambiguity of terminology seen in many examined programmes (not in all of them), which suggests material and content to be the same, influences the shape and form of existing coursebooks. However, it does not have an impact on the content of programmes which is more or less the same. They include list of materials to discuss and content that can be identified in a particular

²⁶ Examples of titles found in various programmes: *Cele kształcenia i wychowania w programie „Naucz się dziwić”*; *Cele edukacyjne*; *Cele kształcenia i wychowania*; *Cele edukacyjne*.

²⁷ Such sections can be found in e.g. *Słowa na czasie* for secondary school or *To lubię!* on every level.

²⁸ Cf e.g. B. Kasprzakowa, P. Nowakowski, *Naucz się dziwić. Program nauczania języka polskiego w gimnazjum*, Poznań 2000, p. 11-17; M. Bobińska, *Świat w słowach i obrazach. Język polski. Gimnazjum. Klasy 1- 3, [new version]* Warszawa 2009, p. 5-16.

²⁹ It is seen in the form of the programmes in accordance with *Core curriculum* from 2002 and the changes after introducing *Core curriculum* from 2009. It could be observed in the programmes such as *Do Itaki* or *Między nami*. Cf G. Olszowska, *Program nauczania języka polskiego w klasach I – III gimnazjum*, Kraków 1999 and Z. Dziuba, G. Olszowska, T. Garszka, *Program nauczania języka polskiego w klasach I – III gimnazjum [new version]*, znak.com.pl/files/download/DOITAKIprogramgimnazjum.doc, Retrieved: 05.09.2016; A. Łuczak, B. Fiszer, M. Hajduk, *Między nami. Program nauczania języka polskiego dla trzeciego etapu edukacyjnego (klasy I – III gimnazjum)*, Gdańsk 2002 and A. Łuczak, E. Prylińska, *Między nami. Program nauczania języka polskiego dla trzeciego etapu edukacyjnego (klasy I – III gimnazjum) [new version]*, gwo.pl/programy-nauczania-m299, Retrieved: 05.09.2016.

³⁰ This is the case with the programme issued by Stentor. Cf e.g. Z. Starownik et al., *Przeszłość to dziś. Program nauczania języka polskiego w liceum ogólnokształcącym, liceum profilowanym i technikum*, stentor.pl/files/aktualnosci/przeszlosc_nowa_program.pdf, Retrieved: 05.09.2016. However, each programme for high school suggests such division.

³¹ Cf M. Puischel, *Język polski. Program nauczania dla gimnazjum*, Gdańsk 2009, p. 26-28.

material. It is possible to notice the tendency of classification in relation to units functioning as part of the subject. For instance, in the programme *Do Itaki* (To Ithaca) the content is divided into units such as: *Literature studies*, *Linguistic studies*, *Orthography studies* and *Educational paths*³². The programme *Słowa z uśmiechem* (Smiling words) in theory separates literary studies from linguistic and cultural education, although it seems to aim for integration of those aspects of the subject on the level of teaching content³³. The tendency to separate literary-cultural material from the linguistic one is clearly seen in most of the programmes available on the market.

c. Predicting/planning student's achievements – this part of the programme clearly correlates (at least it should) with its projected aims. Due to the form of the programme, which is modified due to *Core curriculum* from 2009), it is clearly visible that this part relates to the requirements for high school (former *Exam standards* designed for high schools and matura exam) and the desirable skills and knowledge the students should acquire at a particular stage of education. This part sometimes presents the procedures that should be used to fulfil particular aims and get closer to acquiring projected skills by the students. The example of such practice can be found in *Słowa na czasie* (Words up to date) or *Teraz polski* (Polish now)³⁴. The latter programme is extended by remarks regarding teaching styles, possible learning methods and techniques, as well as it contains a lecture on the necessity to adjust new methodological solutions to the knowledge about the way human brains functions and learns.

d. Evaluation/assessment/monitoring and assessment of achievements/projected achievements – this part of the programme is usually formed individually, depending on its authors. One can find here information regarding potential teaching methods and techniques, recommended organisational forms and the relation of the programme to the coursebook³⁵. Sometimes they are described and explained which is related to their function and particular teaching content. The programmes, which are in accordance with current core curriculum from 2009, contain important references to conditions included in the ministerial document and the ways of implementation of tasks regarding a particular subject. This part also includes assessment criteria and educational requirements (forms and ways of monitoring students' achievements). They seem to be crucial from the teacher's point of view, who is obliged to submit such materials to the school's headmaster within the first month of his work every year³⁶. They facilitate work organisation even though, from a methodological point of view, they should be adjusted individually and take into account a particular class.

e. Teaching aids – the programmes are sometimes supplemented with information regarding materials helpful when fulfilling teaching goals and meeting requirements included in teaching programmes. It refers to coursebooks, teaching content distribution,

³² Z. Dziuba, G. Olszowska, T. Garsztka, *Program nauczania języka polskiego w klasach I – III gimnazjum* [new version]...

³³ Cf E. Horwath, A. Żegleń, *Program nauczania języka polskiego w klasach IV – VI Słowa z uśmiechem*, wsip.pl/upload/2013/08/Słowa_z_usmiechem_program_nauczania.pdf, Retrieved: 05.09.2016.

³⁴ Cf M. Chmiel, W. Herman, Z. Pomirska, P. Doroszewski, *Słowa na czasie. Program nauczania języka polskiego w klasach I – III gimnazjum*, Gdańsk 2009, p. 39-50; Cf A. Klimowicz, K. Brząkalik, *Teraz polski. Program nauczania ogólnego języka polskiego w klasach IV – VI szkoły podstawowej*, dlauczyciela.pl/zasoby/szkola-podstawowa-klasy-4-6/jezyk-polski/teraz-polski/?f:10f0=37, Retrieved: 07.09.2016.

³⁵ A detailed description can be found in the programme M. Chmiel, W. Herman, Z. Pomirska, P. Doroszewski, *Słowa na czasie. Program nauczania...*, p. 39-50.

³⁶ E.g. M. Chmiel, W. Herman, Z. Pomirska, P. Doroszewski, *Słowa na czasie. Program nauczania...*, p. 50-60.

competency-based curriculum, work plans, guidebooks and other aids prepared by publishing houses as a supplement to the offer related to a particular programme and the coursebook it relates to. Vast majority of the programmes contains such information, although it is not thorough enough. Despite this fact, we can find exceptions, e.g. the programme *Słowa na czasie* (Words up to date).

f. Bibliography – it is not the obligatory element of the programmes for teaching Polish language available on the market. However, it is often included. One can find useful methodological texts such as theoretical developments, guidebooks, projects and lesson plans as well as works related to the concept of teaching programme and a coursebook. A good example of such structure of bibliography can be found in secondary school programme *Do Itaki* (To Ithaca) that complies with *Core curriculum* from 2009, or in the programme *Teraz polski* (Polish Now)³⁷.

The structural elements of teaching programmes mentioned above are a common element for all the programmes which have been issued within the last twenty years. It is natural that they have different configuration in relation to the programme – they have different order, they appear separately or are combined into blocks as is the intention of their authors. They differ in terms of the size of their presentation. Thus, some programmes consist of 10-20 pages and present the issues point by point (e.g. *Świat w słowach i obrazach* [The world in words and pictures] for secondary school or *Jutro pójdę w świat* [I'll go to see the world tomorrow] for primary school³⁸), other consist of 30-40 pages (e.g. the programme for teaching Polish as the first language for secondary school published by Operon or the programme prepared by WSiP, *Zrozumieć tekst, zrozumieć człowieka* [Understand the text, Understand the Man]³⁹). However, there are some which consist of 60-80 pages (such as *Do Itaki* and *Słowa na czasie*), and some that exceed 100 pages (the number of pages in the programme *Teraz polski* for primary school exceeds 110 pages!)⁴⁰. It is also possible to find editions that combine both teaching programme and a guidebook for the teacher⁴¹. These extended programmes, supplementing the ministerial document or profiling its directions, clearly concentrate on an extensive presentation of a proposed education concept, offer methodological advice in the form of content distribution, ready-made samples of teaching aids or detailed information on assessing students' achievements and monitoring teaching results. It is easier to notice the authors' and publishers' attention to explaining the concepts proposed in the programme and coursebooks correlated with them, especially in a relatively new offer of teaching programmes⁴².

³⁷ Cf Z. Dziuba, G. Olszowska, T. Garszka, *Program nauczania języka polskiego w klasach I – III gimnazjum* [new version]...; A. Klimowicz, K. Brząkalik, *Teraz polski. Program nauczania ogólnego języka polskiego w klasach IV – VI szkoły podstawowej*, [dlauczyciela.pl/zasoby/szkola-podstawowa-klasy-4-6/jezyk-polski/teraz-polski/?f:10\[0\]=37](http://dlauczyciela.pl/zasoby/szkola-podstawowa-klasy-4-6/jezyk-polski/teraz-polski/?f:10[0]=37), Retrieved: 07.09.2016.

³⁸ Cf A. Surdej, B. Surdej, *Jutro pójdę w świat. Program nauczania języka polskiego w klasach IV-VI szkoły podstawowej*, wsip.pl/.../Jutro_pojde_w_swiat_NPP_program_nauczania_147303.pdf, Retrieved: 07.09.2016.

³⁹ Cf K. Olejnik, *Program nauczania języka polskiego Nowe Zrozumieć świat – zrozumieć człowieka*, ucze.pl/zasob/program-nauczania-jezyka-polskiego-nowe-zrozumiec-tekst-zrozumiec-czlowieka, Retrieved: 07.09.2016.

⁴⁰ Cf A. Klimowicz, K. Brząkalik, *Teraz polski. Program nauczania...*

⁴¹ Cf *Poradnik dla nauczyciela. Program nauczania. Barwy epok. Kultura i literatura. Nauka o języku*, Warszawa 2002. This edition of the teacher guidebook was prepared by Marta Rusek and the programme was written by Bogusław Kołcz, Jadwiga Kowalikowa and Urszula Żydek-Bedanrczuk.

⁴² Such a connection is seen in *To lubię!* For every level (Cf M. Jędrychowska, Z. A. Kłakówna, H. Mrazek, I. Steczko, *To lubię! Program nauczania języka polskiego w klasach IV-VI zreformowanej szkoły podstawowej*, Kraków 1999; M. Jędrychowska, Z. A. Kłakówna, H. Mrazek, M. Potaś, *To lubię! Program nauczania języka polskiego w klasach I – III gimnazjum*, Kraków 2001; M. Jędrychowska, Z. A. Kłakówna, P. Kołodziej, H. Mrazek,

Vast majority of programmes after the reform from 1998 were available in bookshops offering coursebooks and on the websites of particular publishing houses. Nevertheless, their role at school was subordinate in relation to a coursebook, which was the foundation of a particular publishing offer. Nowadays, the majority of them are available only online, which turned out to be the next step of making the programmes inferior to coursebooks – they can be downloaded for free, often after signing up on the website of a particular publishing house. Also, the teachers who use coursebooks designed for a particular programme have an easier access to them. After *Core curriculum* from 2009 had been introduced, vast majority of programmes underwent various modifications, which were supposed to make them meet the altered requirements included in the ministerial document and the systemic solutions advocated by Ministry of Education. As a result, the documents which were created at that time contained detailed descriptions of teaching content and included detailed obligations for Polish teachers. If we take Hanna Komorowska's claims into account, they can be described as documents that function as the summary of teaching content and information regarding projected effects of their practical implementation, while it is clearly visible that they reduce the image of a student as a unique individual who expresses individual needs and personal features. The fact that they focus on acquiring knowledge and skills from a particular subject limits their social functions related to culture reproduction, especially on the axiological level.

Doubts, remarks, demands...

The structural set presented in the form of programmes for teaching Polish as the first language documents their evolution, especially extension by new elements as well as systematic transformation of their framework content into registers of detailed guidelines that correlate with core curriculum and coursebooks. The demands that have been made for years, especially since the reform of 1998, emphasise the subjectivity of teachers and students which, in practice means limiting their freedom. Undoubtedly, their advantage is that they focus on practical approach, which together with a presentation of teaching methods and techniques, becomes a more and more significant part of modern teaching programmes. Constructing them in such a way forces us to reconsider their original function. Apart from the educational function pointed out by W. Okoń, we can also discuss their non-didactic functions⁴³, among which the most essential seems to be the marketing one that is a form of promotion of the whole publishing offer. Another interesting new development is the fact that the documents that teachers are obliged to submit to their supervisors regarding the organisation of educational process are included in the programmes. It is worth considering whether the second issue should not be reflected in the form of separate publishing offers – guidebooks and for teachers. Such a division would positively influence structural clarity of the programmes, their size and practical functionality.

We are currently facing the structural changes taking place in Polish schools. Termination of secondary schools, primary school extended by two grades, larger high school

W. Martyniuk, M. Potaś, I. Steczko, E. Szudek, J. Waligóra, *To lubię! Program nauczania języka polskiego w klasach I-III liceum ogólnokształcącego, liceum profilowanego oraz technikum*, Kraków 2002), and in relatively new programmes. Cf W. Bobiński, A. Janus-Sitarz, M. Pabisek, *Lustra świata. Program nauczania. Język polski. Szkoła ponadgimnazjalna*, <http://ucze.pl/zasob/program-nauczania-lustra-swiate-2/>, Retrieved: 07.09.2016.

⁴³ It seems that considerations regarding new didactic and non-didactic functions of modern programmes would require a separate document. It is suggested by the new structural shape of new programmes and the methodological solutions for issues included in *Core curriculum*.

and reformed vocational education force us to ask the question regarding the shape of the documents that define the organisation and functioning of education from the school year 2017/2018. This issue also includes the content of *Act on the Education System*, the form of core curriculum and the character of new teaching programmes which will have to take into account new guidelines from the authorities. Furthermore, it the question of the role that new teaching programmes would play in new reality (If they exist in some form because there is no information whatsoever from the authorities), their structure, content, the relevance to core curriculum and the coursebook. A separate matter is the question of them being accepted by Ministry of Education to be used at school (Media claim that proprietary programmes will require ministerial acceptance). Thus, it is essential to ask the question regarding the freedom of programmes or limiting education to a single teaching programme commissioned by the ministry. Such an idea was announced by the previous government that planned to implement a single “government” coursebook prepared for Ministry of Education. This could be continued by the current state and also reinforced ideologically due to the claims of politicians belonging to the party that is currently in charge of the parliament.

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