

DIDAKTIČKO-METODIČKA ANALIZA OKVIRNOG NASTAVNOG PLANA I PROGRAMA GEOGRAFIJE U FEDERACIJI BOSNE I HERCEGOVINE

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Geografsko obrazovanje u Bosni i Hercegovini odvija se u okviru normi različitih nastavnih planova i programa propisanih od strane Federalnog ministarstva obrazovanja i nauke, Ministarstva prosvjete i kulture Republike Srpske, Odjela za obrazovanje Distrikta Brčko, te nastavnih planova i programa na hrvatskom jeziku u kantonima sa većinskim hrvatskim stanovništvom. U ovom radu izvršena je didaktičko-metodička analiza Okvirnog nastavnog plana i programa za devetogodišnje osnovne škole u Federaciji Bosne i Hercegovine, kako bi se stekao jasan uvid u kvalitete, prednosti i nedostatke pomenutog programskog dokumenta. Pomenuti dokument aktuelan je u nastavnom procesu geografije već više od jedne decenije, posebno u kantonima sa većinskim bošnjačkim stanovništvom. Didaktičko-metodička analiza nesporno je pokazala da ovakva koncepcija nastavnih sadržaja geografije u nastavnim planovima i programima ne može i ne bi smjela predstavljati državni dokument geografskog obrazovanja od šestog do devetog razreda. Ova činjenica naročito se odnosi na nastavne planove i programe sedmog, osmog i devetog razreda. U radu su istaknuti samo eklatantni primjeri, brojne pravopisne, jezičke, stručne i materijalne pogreške ovih nastavnih planova i programa.

Zbog svega navedenog neophodno je izvršiti korjenitu reviziju postojećih i pristupiti izradi novih nastavnih planova i programa, bar kada je u pitanju geografija. Njihova izrada mora biti povjerena stručnjacima geografima, koji su duboko zašli u navedenu problematiku. Neophodno je da novi nastavni planovi i programi postepeno prerastaju u kurikulumu, koji u razvijenim zemljama svijeta, postaju osnovni planski i programski dokumenti. Kao osnova izrade novih nastavnih planova i programa ili kurikulumu kao etalon može poslužiti aktuelni nastavni plan i program iz geografije za šesti razred.

Ključne riječi: nastavni planovi i programi, geografsko obrazovanje, kurikulumi, didaktičko-metodička analiza, zajedničke programske jezgre, inovacija nastavnih planova i programa.

DIDACTICAL AND METHODOLOGICAL ANALYSIS OF FRAMEWORK OF THE EDUCATIONAL PLAN AND PROGRAM OF GEOGRAPHY IN THE FEDERATION OF BOSNIA AND HERZEGOVINA

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Geographical education in Bosnia and Herzegovina takes place within the norms of different educational plans and programs prescribed by the Federal Ministry of Education

and Science, Ministry of Education and Culture of the Republic of Srpska, the Education Department of Brcko District, and curriculum in the Croatian language in the cantons with majority of Croatian population. This paper presents a didactic and methodological analysis of the Framework educational plan and program for nine-year primary schools in the Federation of Bosnia and Herzegovina, in order to gain a clear insight into the quality, the advantages and disadvantages of the mentioned program document. The document has been present in educational process of geography for over a decade, especially in cantons with Bosniak majority. The methodological analysis undeniably showed that this concept of educational contents in the curricula of geography can not and should not represent a state document in which the pupils of a nine-year school, from the sixth to the ninth grade, learn geography. This fact particularly applies to the curricula of the seventh, eighth and ninth grade. The paper emphasizes the only striking examples, numerous spelling, linguistic, technical and material errors of these plans and programs.

For all these reasons it is necessary to carry out a thorough review of existing and develop new curricula, at least when it comes to geography. Their production must be entrusted to those of ordinary skill geographers, who are deeply involved in this issue. It is essential that the new plans and programs gradually grow into the curriculum, which in developed countries, is the main planning and programming documents. As a basis for drafting new plans and programs or curriculum, the current plan and program in geography for the sixth grade. can serve as a standard.

Key words: *educational plans and programs, geographical education, curriculums, didactical and methodical analysis, state program cores, innovation of educational plans and programs*