

## INTRODUCTION

In 1989 systemic transformation started in Poland, which has been leading to development of market economy. Private property and freedom of entrepreneurship have been basis for this transformation. Political and economic changes are not without influence on other spheres. Transformation has been taking place in administrative, social, cultural and educational field. The whole education system has been undergoing transformation. Primal aims of the reformed education system are being changed, new subject objectives are being set, therein in geography teaching, curricular reforms involving all the stages of education are being introduced. Changes are evolutionary. It has been 10 years now since the first reforms of education system in Poland were introduced.

The paper is composed of four parts. The first part comprises articles concerning determinants of the transformation taking place in the geographic education as a result of the reform of the education system. It is opened by an interesting article by Joanna Szczęsna and Jolanta Rodzoś, in which the authors have conducted characterisation of conditions for reforming Polish education system. They have focused on problems and inconsistencies of the reform, such as a discrepancy between the theory of the reform and its practical dimension. The author of the following article – Iwona Piotrowska has sought answers to the questions: will development of e-schools contribute to improvement of effectiveness of geography teaching-learning process? and will contemporary teachers be able to facilitate developing key competences of the 21<sup>st</sup> century? In her paper Maria Groenwald has presented deliberation on the place of students and teachers as moral subjects in the reformed geographic education. The part concerning determinants of changes taking place in geographic education is concluded by the text by Joana Angiel who shares with readers her experiences and reflections, which arose during her work as a ministerial expert on school geography textbooks.

The second part comprises articles on the subject relating to students' expectations and attitudes towards geographic education. Bożena Wójtowicz's article opens this part. The author has presented research results concerning

students' expectations and attitudes towards the role of entrepreneurship in circumstances of European integration. In the following article Mariola Tracz, on the basis of the survey research conducted by herself, has defined a position of geographic studies among other majors and assessed the place of geographers among other professions. The authors of the successive articles – Mirosław Mularczyk and Adam Hibszer have brought up the subject relating to attitudes of students of secondary junior schools towards geography as a school subject. Both authors have observed that, unfortunately, geography is not assessed highly. Students do not perceive its practical aspects and think that one can function well in the contemporary world without geographic knowledge.

A group of the next articles on geography teaching contents is opened by the text by Małgorzata Cichoń. The author has conducted analysis of influence of the curricular reform on qualitative changes in geography teaching contents and on teaching results. Deliberation on the subject of tendencies in geography teaching content transformation as a result of curricular reform has also been presented by Florian Plit. The author has observed that population, social and political issues, which have been hitherto treated parenthetically, are emphasised in the current curricula. He has concluded that humanisation of the teaching contents is taking place in the school geography. Text by Alina Awramiuk closes the group of the articles on geographic education. The author has assessed quantitative and qualitative changes which have taken place in geography teaching contents in relation to the subject of cultural diversity of Poland and the world, as well as regional identity.

In the last but not least part, one can find texts concerning practical aspects of the geographic education reform. In the first article Paulina Szmielińska-Pietraszek has conducted an assessment of the place of geographic education in the structure of the most attractive professions, from the Polish labour market point of view. Moreover, she has confronted employers' expectations with the skills acquired by the graduates of geographic studies. In the following article, Danuta Piróg has presented results of the survey research carried out among the geography students. The research concerned student's self-assessment in the field of competence, which were said to be key ones in the European tuning research, and the respondents' expectations towards the labour market. An interesting subject relating to education on extreme natural phenomena in Polish geography education has been presented by Dorota Rucińska. Małgorzata Byca in her text acquaints readers with the issues relating to various bilingual geography teaching models, especially through English. The role played by GIS in geographic education in a reformed school has been assessed by Mieczysław Kunz. The last two articles – by Grażyna Barwinek and Mirosława Poleszuk Koziół allow to familiarise oneself with the selected methodical issues, bothering contemporary geography teachers. Various forms of assessing

students' achievements have been presented and assessed there, together with teachers' opinions on the projects method.

The issues presented by the authors are up-to-date as they concern transformations taking place contemporarily in Poland in geographic education at all the levels of education. Dates relating to the education reform in Poland appear in the articles. One can observe that such contents are still rarely presented in the publications, especially in English. Therefore, some terms are translated into English in various ways, e.g. Polish *gimnazjum* is translated by some authors into "middle school", by others "lower secondary school" or "secondary junior school".

We hope that the presented publication will acquaint readers, also those from abroad, with issues relating to introduction of the reforms into Polish geographic education and will allow to assess the results of systemic transformation in geographic education, define its strengths and weaknesses, thus contribute to optimisation of geography teaching-learning processes at all the educational stages.

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