Where is science education going in Poland?

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During the last several years science education in Poland, particularly that concerning primary school and junior secondary school has changed significantly. Other changes related to post-junior secondary schools will start to be made in 2012. At the same time the information about condition of science education obtained from various sources (PISA survey, national exam results) arouses great concern. As follows from them, pupils’ average science knowledge is decreasing all the time. One essential reason is reducing a number of lessons devoted to teaching science subject as a result of succeeding educational reforms. Also the working conditions in school get deteriorated and as a result, less and less often pupils are able to acquire science knowledge in an active way using well equipped school laboratories. It has a disadvantage particularly concerning development of pupils’ interests in these subjects. Both teachers and members of Polish Science Societies are critical of the present situation. Moreover, it is even more disadvantageous taking into consideration the fact that many European Union countries are undertaking currently the activities to improve level of science education.

On the problem of interdisciplinary integration of biochemical education in medical university and secondary school

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Despite some obvious success the problem of succession in educational process still remains unresolved until present day. There are different new methods of educational achievements are find application in secondary and higher school and has improved situation. Some statistical aspects of continuity medical studying have been reviled in this issue by example of educational achievements of biological chemistry in medical university. Weak positive correlation between results of final school central test (CT) on chemistry ($R=0.27$), biology ($R=0.31$) and examination mark on final biochemistry exam was found. Furthermore, the same result was obtained, when compared score by computer test on biochemistry and CT on chemistry and biology ($R=0.17$ and $0.24$ correspondently). A difference in educational scale (full year average mark and examination mark) among students who has studied in specializing and common class has been indicated.