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Summary

Content of education and teaching process: structure and selection criteria

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What is the significance of theoretical discussions about the education and teaching process content structure and selection criteria, which arise on the occasion of a curriculum reform, from the pedagogical and scientific point of view? In this paper the author tries to answer that question by getting to the bottom of the clash between Weniger's theory of syllabus and programme and Robinson's (unsuccessful) revision of the curriculum content, by presenting Johnson's beliefs about the issue within the framework of the curriculum tradition and placing Klafki's convictions in the field of didactic tradition, and by emphasising the contribution of both viewpoints to a theoretical treatment of the problem of the education and teaching process content structure and selection criteria. The author relies on some modern research in the field (such as Schott's research) and in his efforts to solve the problem points to the significance of two exemplary theories of the content structure and selection criteria, the application of which would ensure a more appropriate and balanced reform of educational content on the scientific, theoretical, and methodological level, as well as on the educational and practical level. When it comes to justifying educational reforms, the pedagogical perspective is reflected primarily in placing the education and teaching process content (its structure and selection criteria) in the centre of any discussion, following the guiding pedagogical idea – that of education, since the concept of educational content occupies the central position in pedagogy as a science.

Key words: education and teaching process content structure and selection criteria, curriculum and didactics, educational content and the educational core (value) of the content, logical productivity, curriculum content revisions, more balanced educational reforms, pedagogical standpoint on the problem of the education and teaching process content structure and selection criteria