



FEATURES OF CURRICULUM IN SECONDARY EDUCATION

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ANNOTATION

This article describes some features of curriculum and its usage in secondary education. Additionally, the role of curriculum and its advantages are analyzed in secondary education.

Key words: Curriculum, education, secondary education, school program.

Аннотация

В данной статье описаны некоторые особенности учебного плана и его использование в среднем образовании. Кроме того, анализируется роль учебного плана и его преимущества в среднем образовании.

Ключевые слова: учебный план, образование, среднее образование, школьная программа.

Educational research is a vigorous, dynamic enterprise. We are amazed at not only how much more knowledge there is in the field but also how many new ways of seeking knowledge are included. At the same time, there is more technology to focus, simplify, and organize research in education. The great German poet Goethe once mentioned: "He who knows no foreign language does not know his own one". Learning foreign languages are especially essential nowadays. So, in our country especially all young generation is being attended to learn foreign languages, to speak in foreign languages freely. For developing the country people also should know other languages. Because today we are living in informational world that who has the information then he can control the time.

In [education](#), a curriculum (plural curricula or curriculums) is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. A curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curricula are split into several categories:



the explicit;
the implicit (including the hidden);
the excluded;
the extracurricular.

Under some definitions, curriculum is prescriptive, and is based on a more general [syllabus](#) which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

A curriculum may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. For example, an elementary school might discuss how its curricula is designed to improve national testing scores or help students learn fundamental [skills](#). An individual teacher might also refer to his or her curriculum, meaning all the subjects that will be taught during a school year. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades.

On the other hand, a high school might refer to their curricula as the courses required in order to receive one's [diploma](#). They might also refer to it in exactly the same way as an elementary school and use it to mean both individual courses needed to pass as well as the overall offering of courses, which help prepare a student for life after high school.

A curriculum can be seen from different perspectives. What [societies](#) envisage as important teaching and learning constitutes the "intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" or "official" curriculum. However, at a classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn (i.e., what can be assessed and can be demonstrated as learning outcomes or [competencies](#)) constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e., the unintended development of personal values and beliefs of learners, teachers, and communities; the unexpected impact of a curriculum; or the unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not



exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum is usually expressed in comprehensive and user-friendly documents, such as curriculum frameworks or subject curricula/syllabi, and in relevant and helpful learning materials, such as [textbooks](#), teacher guides, and assessment guides.

In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. This is why a curriculum framework is important. It sets the subjects within this wider context, and shows how learning experiences within the subjects need to contribute to the attainment of the wider goals.

Curriculum is almost always defined with relation to schooling. According to some, it is the major division between [formal](#) and [informal education](#). However, under some circumstances it may also be applied to informal education or free-choice learning settings. For instance, a [science museum](#) may have a "curriculum" of what topics or exhibits it wishes to cover. Many after-school programs in the US have tried to apply the concept; this typically has more success when not rigidly clinging to the definition of curriculum as a product or as a body of knowledge to be transferred. Rather, informal education and free-choice learning settings are more suited to the model of curriculum as practice or [praxis](#).

The Secondary curriculum is a skills-focused programme that provides students with a broad and balanced knowledge of key subjects, as well as effective critical thinking and communication skills. These essential courses will develop pupils' critical thinking and analytical skills and their ability to communicate ideas effectively. Students will develop certain key skills that will allow them to be successful across all subject areas, and will assist with future challenges at university and in the workplace.

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