

CURRICULUM SCHOOL INTEGRATION IN THE PERSPECTIVE OF ROMANIA IN THE EUROPEAN UNION

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Key words: curriculum, reform school, European Union

Abstract:

Curriculum of physical education for secondary education the vision behind the reform of Romanian education, pursuing finalities under Education Law, on the complex development of autonomous and creative personality of students.

Education is a continuous development, therefore disciplines, school curriculum and organization of the educational process must be modified in a curriculum. The term has existed since the XVI-XVII century, being used to univertități of England (Glasgow, Oxford), the meaning of "compulsory course of study or training" held in a school or university.

Introduction

After L.D 'Hainaut (1981), the term curriculum includes:

- specific objectives of a field (education level, profile, school subjects) or educational activity;
- the informations necessary to achieve objectives;
- conditions of implementation (methods, means, activities), planning and organizing training and education situations;

-evaluate results. (C, Cucos, Psychology, 2006, p. 182)

Reforming the curriculum is driven by the continuing need for change, adapting to new. The White Paper on reform of 1995, drafting the new National Curriculum compulsory education was based on three parts:

- reference to dynamic and current needs;
- reference to international trends and the generally accepted curricular reform;
- reference to those traditions of the Romanian education system, which are supported by ongoing reform. The new curriculum reform, in addition to those mentioned above, also added a few indicators:

- the variety and complexity of the educational interests of students;
- multiplication rate permanent knowledge;
- lifelong learning requirements of students personality. In Romania, in 1998-1999, the national curriculum included:

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1. The curriculum for compulsory education. The reference ;
2. Framework of education plans for grades I-XII/XIII ;
3. School programs;
4. Guides, detailed provisions and materials-Support;
5. Alternative textbooks.

News that appear in the new curriculum are:- download the program's daily school students, they benefit from more time for independent activities;

- congestion material under the "not much, but better" ;
- humanizing of contents - do not put emphasis on science itself, but on student can learn from it;
- adaptation of content to age, concerns and interests of students;
- adaptation to everyday reality;
- school supply flexibility;
- stimulate creative thinking and critical, independent activity, (C, Cucos, Psychology, 2006, p.258).

Curriculum of physical education for secondary education the vision behind the reform of Romanian education, pursuing finalities under Education Law, on the complex development of autonomous and creative personality of students. It applies to all profiles, paths and specializations which have provided physical education in the comun base.

Structure this programs presents general skills, specific, contents necessary their fulfillment values and attitudes be cultivated schoolchildren and suggestions methodological necessary activity teachers.

The physical education lessons may take place with all team class or by groups of 10-15 students divided by value, gender or options, it allows recovery if the material base efficiency in training. The new program provides increased opportunities for choice and premises determination of individual trips and

group learning.

Present the curriculum framework objectives are:

- develop the capacity of general and specific motor branches of sport;
- maintaining health and increase adaptability to various conditions;
- stimulating interest in independent practice of physical exercise and sport;
- develop team spirit and the competitiveness, to social integration of students. (Curriculum for physical education discipline, 2000, p.2).

In the last 6-7 years there, in the UE, a clear tendency to reach a common denominator in terms of education at European level. So, a series of reports, such as the OECD report - "Permanently Education for all, the UE White Paper - "Towards the learning society", UNESCO report - "Learning - The Treasure Inside: Education for the 21st Century", highlighted the need for qualitative coordination of educational systems of member countries since 2000. Specialists in the field have shown that today's society must be one of learning, that education and training are important ways to spread awareness on the importance of individual development and autorealizării.

These efforts lead gradually to the shape of "European education policy, which encourages diversity and develop tailored solutions for the educational needs of individual countries, but they meet certain standards commonly accepted.

Elaboration of such standards, called "open method of coordination" (open method of coordination - in November 2003), contains four tools to coordinate efforts of educational policy:

1. specific qualitative and quantitative targets to be achieved in one year or over a period of time;
2. indicators which record progress education policy;
3. exchange of best practices;
4. peer review.

Wider European framework for the future development of education systems in Europe was set to "Conference in Lisbon European Council (23-24 March 2000).

It did, in fact, should begin well known "Lisbon process". In that context, education was placed in the broader measures of improvement in employment, economic reform and social cohesion. Mutations of education in EU countries are caused by deep European companies switching to globalization and the knowledge society. As noted above, a possible answer to such a challenge can be found by recourse to the underlying philosophy and practice lifelong learning.

In March 2002, the Barcelona European Council set itself the goal for education: European Commission sets target to make education and training in Europe a world quality reference by 2010 ". By calling the open method of coordination within the EU have established three conceptual areas:

- area of education and training objectives;
- key skills area; area European indicators. (source: www.euractiv.ro / ...european / ... / education-Romanian-face-with- -European- Union -.html -)

To achieve this, EU countries must coordinate their efforts to achieve not only an economic transformation, but also adapt to the educational system and soacial required.

CURRICULUM-UL ȘCOLAR ÎN PERSPECTIVA ÎNTEGRĂRII ROMÂNIEI ÎN UNIUNEA EUROPEANĂ

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Cuvinte cheie: curriculum, reforma școlară, Uniunea Europeana

Rezumat

Curriculum-ul școlar de educație fizică pentru învățământul liceal reflectă concepția care stă la baza reformei sistemului românesc de învățământ, urmărind realizarea finalităților prevăzute în Legea învățământului, referitoare la dezvoltarea complexă a personalității autonome și creative a elevilor.

Educația se află într-o continuă dezvoltare, de aceea disciplinele, programele școlare și modul de organizare a procesului instructiv-educativ trebuie modificate într-un curriculum.