

**Iveta Kovalčíková, Juraj Kresila**

## Selected Contexts of Reform of National Education Programme in England and Slovakia

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**Ивета Ковальчикова, Юрай Кресила** 2012 *Избранные контексты реформы национальной программы образования в Англии и Словакии* Киев: Национальный педагогический университет имени М П Драгоманова – Институт экологии, экономики и права 96 с ISBN 978-966-660-812-6

The scientific research is devoted to the comparative analysis of the national education reform in England and Slovakia. The book is intended for scientific and pedagogical staff, graduate students, doctoral students, teachers, trainers, governmental education authorities, and other professionals dealing with education.

The main sections of the book:

- ✓ Contextual characteristics of the educational system.
- ✓ Curriculum as an educational factor.
- ✓ Comparison of education reforms and national curriculum development in the English and Slovak contexts.

The book has been prepared on the grounds of literary sources comprising historical and analytical essays revealing the development stages in the English school education. The focus of attention is on communications that directly preceded the

adoption of the Reform Law [**Education Reform Act**] in 1988, and then on the analysis of some aspects of preparation and implementation of the education reform in England. Attention is also drawn to the arguments proving the legitimized need in education reform. The negative reasons of the contemporary state of things in education are considered in order to be identified and eliminated by the education reform. The general concept of the education reform is investigated and analyzed in detail. Particular attention is paid to the key issues of the National Curriculum development, to the general conceptual analysis of the major results in the development of school education in Slovakia, and to the comparative evaluation of the main characteristics in educational contexts of England and Slovakia.

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In his PhD dissertation, he analysed educational provisions of English and Slovak state curricula. His previous publications concerning the above topic include Curricular Reform in Slovakia in a Comparative Context, Journal of Pedagogy. Currently, his research orientation also involves cultural aspects of place semiotics.

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