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METHODOLOGICAL PROJECTIONS OF THE CURRICULA CONTENT FOR THE SUCCESSFUL IMPLEMENTATION OF NEW CURRICULUMS IN GEOGRAPHY AND ECONOMICS IN THE HIGH SCHOOL STAGE IN THE BULGARIAN SCHOOL

PROJEÇÕES METODOLÓGICAS DO CONTEÚDO CURRÍCULO PARA A IMPLEMENTAÇÃO COM SUCESSO DO NOVO CURRÍCULO DE GEOGRAFIA E ECONOMIA NA FASE DO ENSINO SECUNDÁRIO NA ESCOLA BULGARA

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Abstract

The theoretical justification of the research is mainly oriented towards the improvement of the pedagogical practice of the teachers by getting to know the current trends in relation to the methodological requirements for teaching the learning content, the didactic tools and the methods of training geography and economics in the high school stage in the context of a new standard for educational content, new curricula, new assessment regulations, new strategies.
The aim of training geography in the first high school degree (8th-10th grade) is for students to be able to benefit from the already acquired knowledge and skills in the field of geography by applying them in their daily life and unfamiliar tasks which are of an unknown nature and character. The curricula and the teacher do not aim to make the student memorize the data and the facts from the study material, but the goal is for the information of geography as a science and its approaches and means in using the geographical knowledge to be understood, assimilated and accepted, thus, the student has the opportunity for professional, social and personal self-realization.
The updating of the educational content, the application of the methods to achieve the goals, as well as the improvement of the system of results and the place of ICT have been studied on a comparative basis. The idea is to help bridge educational gaps. The methodological solutions as elements of the system are interconnected, there is a certain dependence between them in terms of place, purpose of application, educational content, in the mastery of which they are applied.

keywords geography and economics, learning content, curricula, methodological projections, high school stage, goals, ICT

Resumo

A justificação teórica da investigação está orientada principalmente para a melhoria da prática pedagógica dos professores, através do conhecimento das tendências atuais em relação às exigências metodológicas para o ensino dos conteúdos de aprendizagem, das ferramentas didáticas e dos métodos de ensino da geografia e da economia no ensino secundário no contexto de um novo padrão de conteúdos educativos, novos currículos, novos regulamentos de avaliação, novas estratégias.
O objetivo da formação em geografia no primeiro grau do ensino secundário (8º ao 10º ano) é que os alunos sejam capazes de beneficiar dos conhecimentos e competências já adquiridos no âmbito da geografia, aplicando-os na vida diária e em tarefas desconhecidas, de natureza e caráter desconhecidos. Os currículos e o professor não visam fazer

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com que o aluno memorize os dados e os factos do material de estudo, mas o objetivo é que a informação da geografia enquanto ciência e as suas abordagens e meios de utilização do conhecimento geográfico sejam compreendidas, assimiladas e aceites, para que o aluno tenha a oportunidade de autorrealização profissional, social e pessoal.
A atualização dos conteúdos educativos, a aplicação dos métodos para atingir os objetivos, bem como a melhoria do sistema de resultados e o lugar das TIC foram estudados de forma comparativa. A ideia é ajudar a reduzir as lacunas educacionais. As soluções metodológicas enquanto elementos do sistema estão interligadas, existindo entre elas uma certa dependência em termos de lugar, finalidade de aplicação, conteúdo educativo, no domínio do qual são aplicadas.

Palavras-chave: geografia e economia, conteúdos de aprendizagem, currículos, projeções metodológicas, etapa do secundário, objetivos, TIC

1- Introduction

The study of methodological projections of the curricula content for the successful implementation of new curriculums in geography and economics in the high school stage in the Bulgarian school is possible through the application of the systems approach, revealing the specificity of the elements, internal and external links, influencing the functioning of the system and enabling the achievement of its goals.

This system can be viewed in the following aspects:

- **substantive** - including regulations translated into curricula;
- **procedural** - reflecting the processes with teaching and learning activities taking place within it;
- **functional** - including the achievements of geographical and pedagogical sciences, information, educational and technical resources, relationships with institutions, civil society structures and business. (Dermendzhieva, 2021, 137)

This gives us a reason to search in the paradigms of geography and didactics for ideas, formulations, the application of which in the educational process will lead to a new type of communication and efficiency of the educational process, and thus to a new quality of geographical education.

Modern school education in Bulgaria since 2016 has a new normative-procedural vision and goals, content and structure, methods and tools that are oriented towards the competency approach and information and communication technologies. Competence-oriented training in geography and economics focuses on the formation of competences for the application of theoretical models for the methodological situating of educational content in the training of geography and economics.

The practical-applied character is related to the enrichment and improvement of the academic, pedagogical and administrative competence of the geography and economics teacher through activities to acquire the key competences, as well as for interdisciplinary connections connections in geography and economics, construction of methodological variants of types of lessons in geography and economics, didactically reasoned opportunities to form skills for working with different types of text and educational technologies for using interactive lessons in geography and economics. Their realization will open an opportunity for the improvement of functional literacy of the trainees in the context of geographic education and the new educational paradigm.

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The school geography has a huge potential for building and developing those key competences that are the basis of the functional literacy. Competences, defined as knowledge, skills, attitudes and values, lead to the connection of individual abilities of the person with social goals and can contribute to successful personal, professional and social realization.

The general educational preparation in school education in Bulgaria is the same for all types of schools and is acquired by studying the same general education subjects. The state educational standard for general educational preparation is a set of requirements for the results of training in each general education subject and defines the competencies - knowledge, skills and attitudes that are expected as results of the training in the subject at the end of each stage of the relevant level of education. Curricula determine the learning objectives, learning content and learning outcomes for the relevant general education subject in the respective class. The teacher independently plans his didactic work for the practical implementation of the training goals and for achieving the expected results in the relevant curricula for the acquisition of general educational preparation in accordance with the scheduled teaching hours according to the curricula.

The scientific justification of the topic of methodological projections is based on the developed educational content, presenting the main objectives of the learning process, its expected results and some specific didactic interpretations to promote activity, independence and creativity in the activity of students.

In order to construct a functionally and structurally dynamic system, we formulate scientifically sound answers to 4 main didactic questions - Fig. 1.

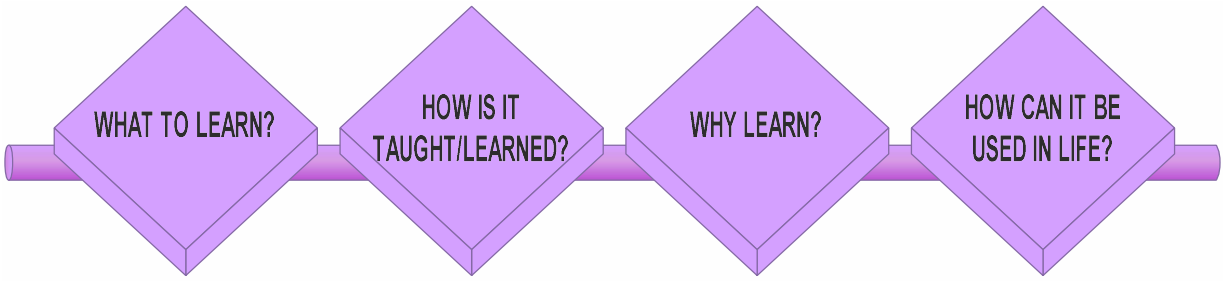


Figure 1 – Model of didactic questions for formulating scientifically based answers

This paper explores the goals, competencies as expected outcomes composed by levels of mastery on active verbs, and establishing the place and possibility of ICT application at the program level. The overall situational framework of the study was carried out based on the systematic approach and by applying the following methods - retrospective analysis, content analysis, situational and comparative analysis, systematization, generalization, deduction, modeling, etc.

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2 – Didactic and comparative interpretation of the content perspectives of the curricula objectives in training in geography and economics grade VIII - X

The learning content in educational geography in Bulgaria is divided into a system and decomposed into stages, grades and courses based on the logical-methodological approach. The arguments for the choice are based on its indisputable advantages in terms of: the possibility to minimize the information overload of learners, to transfer knowledge by analogy, to rhythmically control the process of its acquisition, to save study time. (Dermendzhieva, 2021, 141)

The first secondary stage of school geography includes three grades - VIII, IX and X. The programme design is set up with the introduction as a brief presentation of the curricula, which contains the main learning objective for the whole class (Table 1).

The curricula prior to the mini-reform effective 2024/2025 identified the program line: 1. acquisition of key competencies through mastery of knowledge, skills, and attitudes and 2. the thematic and thematic content of the course. Either the two programmatic aspects are related on the one hand to the competency approach and on the other hand to the content-spatial dimension of the course. The exception is the main objective in grade VIII, where it is described that the formation of the geographical culture of the students is continued in the context of the position as the first grade of the first secondary school stage. Geographical culture as a part of general culture is a key to perception, understanding and adaptation in the world, which is increasingly diverse, informational, consumer, spatially and virtually accessible to humanity (Draganova, 2024, 41). One of the contemporary models of geographical culture according to A. Dermendzhiev is a carrier of the geographical „world picture" or a mental scheme, which is positioned between objective knowledge and subjective-personal evaluation of facts with many satellite factor resonances - time, territory, demographic, cultural-historical, socio-cultural substrate, socio-cultural adstrate, bi- and multiculturalism, convergence. (Dermendzhiev, 2022, 2729) Geographical culture shapes each individual worldview, it is an imprint of culture on individual consciousness or a product of personal worldview, because its formation is part of the school educational policy, including geographical global thinking and global competence. (Dermendzhiev, 2018, 222; Dermendzhieva, 2021, 169; Dermendzhieva, Draganova, 2022) The programmatically integrated goal related to the process of continuing the formation of geographic culture is also a reflection of the specific goals in the state educational standards (SES) in geography and economics. The specific objectives of the SES for the secondary education and the first high school stage are didactically and purposefully composed in relation to the process of continuing the formation of „the geographical culture of students as part of their general culture of orientation and for reasonable activity in the geographical space at the global, regional and national level". (Regulation 5, 2015, 75)

The State Educational Standard for General Education is a set of requirements for training outcomes in each general education subject. In the case of geography and economics, it defines the competencies -

knowledge, skills and attitudes - that are expected as training outcomes at the end of each stage of the respective degree. (Dermendzhieva, 2021, 386)

There are also 6 areas of competences for the first stage of secondary education - Fig. 2. In addition to the core key competences, the training in each subject contributes to the development of other key competences specified in the respective curricula. The curricula fits into, continues, develops and reasons from the philosophy of the integrative nature of the school content and the resulting didactic training opportunities and value orientations (attitudes) related to the key competences, as laid down in the Act and its specification documents.



Figure 2 – Areas of competence for the first stage of secondary education

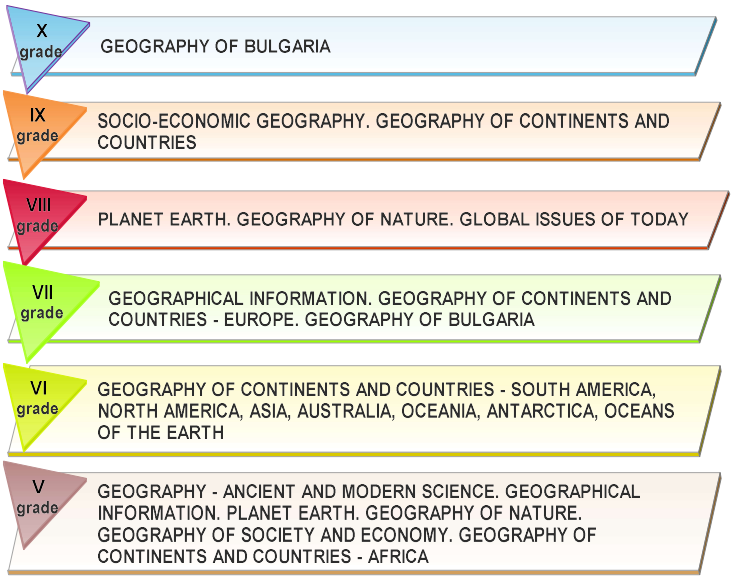


Figure 3 – Program-content positioning by spatial units

The horological-content framework for the three grades is positioned by 1). the nature of the Earth, its natural resource potential, and the sustainable development of geographic space; 2). the political and socioeconomic organization of society, the regions of the world, and the countries within them; 3). the native country (Table 1). Territorial scope is spatially constructed from the deductive to the inductive, from the common to the private spatial units, as well as according to the algorithmic specificity of geographical

theoretical knowledge: planet, nature, political and socio-economic organization of society, regions and countries (Fig. 3). (Dermendzhieva, Draganova, 2024, 14)

Table 1 - A systematic comparative-retrospective vision of the main curricula objective in the curricula for grades VIII, IX and X

SHORT INTRODUCTION AND MAIN OBJECTIVE	
main programme objective - grade 8	
Curricula from 2016 in force from the academic year 2017/2018	**Curricula from 2023 in force from the academic year 2024/2025**
Geography and economics education in Grade VIII is aimed at acquiring key competencies by mastering knowledge, skills and attitudes related to the nature of the Earth, its natural resource potential and the sustainable development of the geographical space. The formation of students' geographical culture continues.	Geography and economics training in the **eighth grade** is aimed at acquiring key competences by mastering knowledge, skills and attitudes related to the Earth's nature, its natural resource potential and the sustainable development of the geographical space. The development of students' geographical awareness continues. The main objective is for them to make sense of what they have learned and to discover its application in new and unfamiliar everyday situations. They are not required to memorise data and facts aimlessly, but to understand and perceive geography as a science and the approaches and means of using geographical knowledge for personal, professional and social fulfilment.
main programme objective - grade 9	
Curricula from 2017 in force from the academic year 2018/2019	**Curricula from 2023 in force from the academic year 2024/2025**
Geography and economics training in Grade IX is aimed at acquiring key competencies by mastering knowledge, skills and attitudes related to the political and socio-economic organization of society, the world's regions and the countries within them.	Geography and economics training in **ninth grade** is aimed at the development of key competencies through the acquisition of knowledge, skills and attitudes related to the political and socio-economic organization of society, the world's regions and the countries within them. The main objective is for them to make sense of what they have learned and to discover its application in new and unfamiliar everyday situations. They are not required to memorise data and facts aimlessly, but to understand and perceive geography as a science and the approaches and means of using geographical knowledge for personal, professional and social fulfilment.
main programme objective - grade 10	
Curricula from 2018 in force from the academic year 2019/2020	**Curricula from 2023 in force from the academic year 2024/2025**
Geography and economics training in Grade X is aimed at acquiring key competencies through the acquisition of knowledge, skills and attitudes related to the territory most closely associated with the student's life - the native country.	Geography and economics training in the **tenth grade** is aimed at the implementation of key competences acquired by the students related to their native country, the formation of critical thinking and reasonable behavior in different life situations and the formation of responsible citizens of Bulgaria.

(Grade VIII Curricula, 2016, 1; Grade VIII Curricula, 2023, 1; Grade IX Curricula, 2017, 1; Grade IX Curricula, 2023, 1; Grade X Curricula, 2018, 1; Grade X Curricula, 2023, 1;)

From the school year 2024/2025, the main objectives for the three grades are didactically upgraded and, with a few exceptions, substantively changed. In VIII grade, the existing competency vision and content dimensions of the previous curricula have been preserved. The didactic and content expansion is towards:

- finding meaning from what you have learned;
- discovering its application in new and unfamiliar everyday situations;
- no aimless memorising of data and facts is required;

- understanding and perception of geography as a science;
- understanding and acceptance of the approaches and means of using the geographical knowledge for personal, professional and social fulfilment (Fig. 4). (VIII grade Curricula, 2023, 1; IX grade Curricula, 2023, 1)

The presented didactic-content composition model of the main objective has been applied exactly the same in the IX grade, or it is the new addition of the curricula, keeping the preface of the brief presentation related to the competence approach and the content-spatial dimension of the course.

The first three sub-objectives in the amended and supplemented curricula for grades VIII and IX are of general didactic rank and can be related to any curricula, even if it is not in geography and economics. The latter two sub-objectives are specifically oriented towards school geography education and require an understanding and perception of geography as a science on the one hand and the application of geographical knowledge for personal, professional and social realization on the other. Undoubtedly, the school geographical education is a didactic transfer from the academic development of the geographical science, and the state requirements imposed on it are oriented towards the key competences and especially towards the group of social and civic competences. The curricula thesis is a reflection of the goals of school education to „acquire the competences necessary for successful personal and professional realization and active citizenship in contemporary communities". (ZPUO, 2015, 2)

It is clearly established in the ZPUO that „education as a process includes training, upbringing and socialization", therefore it is the group of social and civic competences that lead to the conception, realization and existence of the socialization process. (ZPUO, 2015, 1) One-sidedness towards one group of key competences is not justified, even though it is most directly related to the aim of the course, because all groups of key competences are „interdependent and represent a set of knowledge, skills and attitudes necessary for the lifelong personal development of the individual, for the development of an active citizenship and participation in social life, as well as for his suitability for the labour market". (Regulation 5, 2015, 1-2)

In X grade, the amended and supplemented curricula is didactically oriented towards four didactic and content-spatial aspects:

- application of the acquired key competences for the native country;
- formation of critical thinking;
- reasonable behaviour in different life situations;
- building responsible citizens of Bulgaria.

In comparison with the curricula content for the main objective from before 2023, the following additions are found: specification of the native country as a geographical nomenclature - ***Bulgaria***; description of the required key competences to be mastered - ***knowledge***, ***skills*** and ***attitudes***; normative establishment and transfer from the specific objectives of the SES of reasonable behaviour and the competence approach through the formation of ***critical thinking***; as an independent target unit also appears

the need to build responsible citizens of Bulgaria as part of the group of key competences - ***social and civic competences***. The goal of forming reasonable behaviour in different life situations is also part of the practical-applied nature of the educational policy on the role of the school geographical education, on the social formation of the personality and the formation of „civic consciousness and civic virtues..., on the rights and duties of the citizen and with skills and readiness for responsible citizenship behaviour". (Regulation 13, 2016, 1)

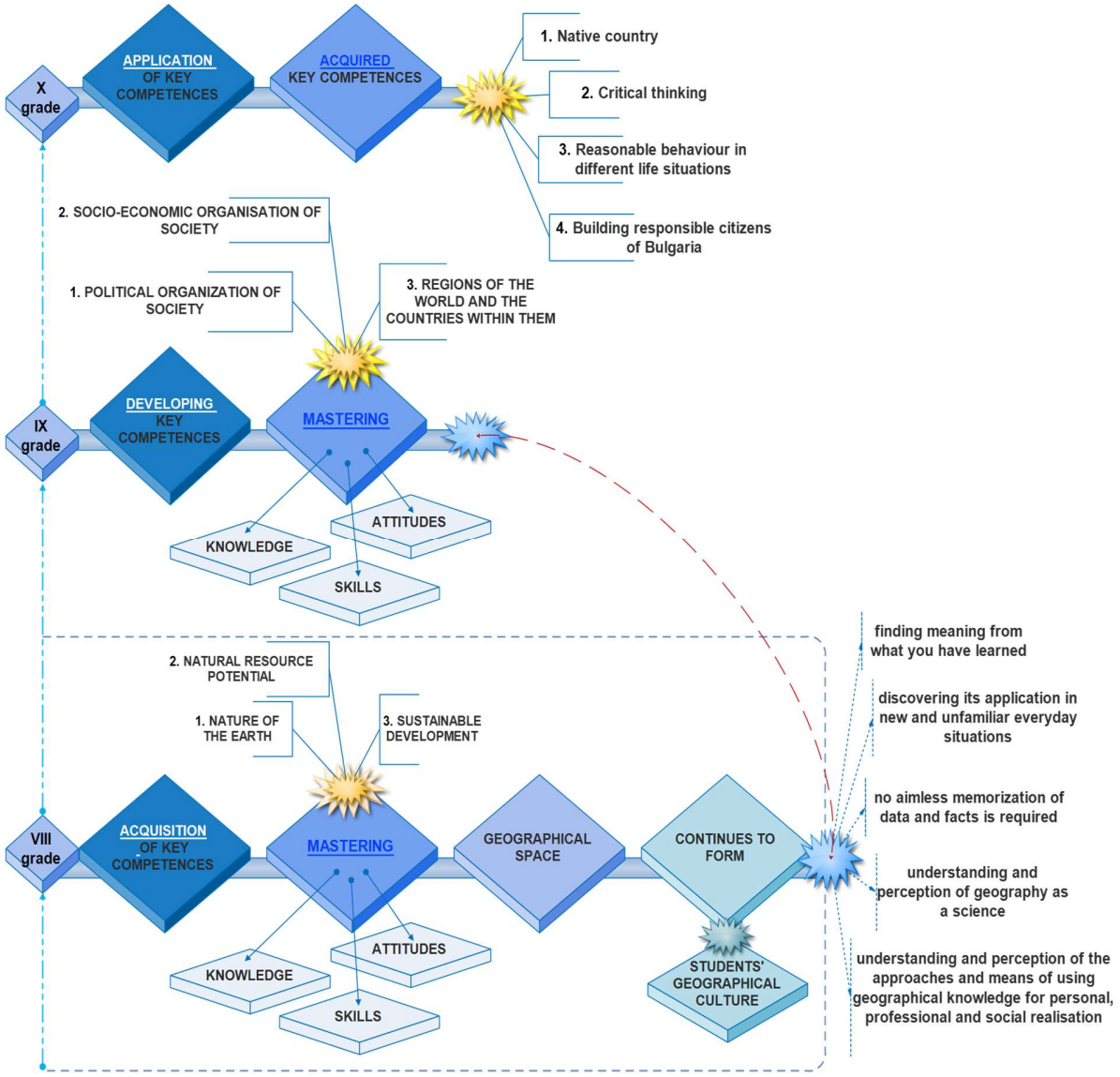


Figure 4 – A general contemporary vision of the main objectives of geography and economics training in grades VIII, IX and X of the curricula level in force from 2024/2025

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The generalized model of the main objective of the education in geography and economics from VIII to X grade reveals another didactic specificity, reasoned unfolded in relation to the taxonomic actions of **acquisition** - **development** - **application**, oriented to the educational paradigm of the XXI century - the competence approach through the key competencies and the levels of mastery (Fig. 5).

Competencies are defined as “a combination of knowledge, skills and attitudes, where knowledge is made up of facts and figures, concepts, notions and theories”, skills are “one's ability and capacity to reason and use existing knowledge” to achieve outcomes, and attitudes and mindsets relate to „the way one thinks about acting or reacting to ideas, persons or situations”. According to the Council Recommendation, the key competences are the competences “needed by every person for personal fulfilment and development, employability, social inclusion, sustainable living, successful life in peaceful societies, organizing life in a health-conscious way and active citizenship”. (Council Recommendation, 2018, 7) The curricula target concept in *Geography and economics* is fully relevant to the current strategy for competency-based approach.

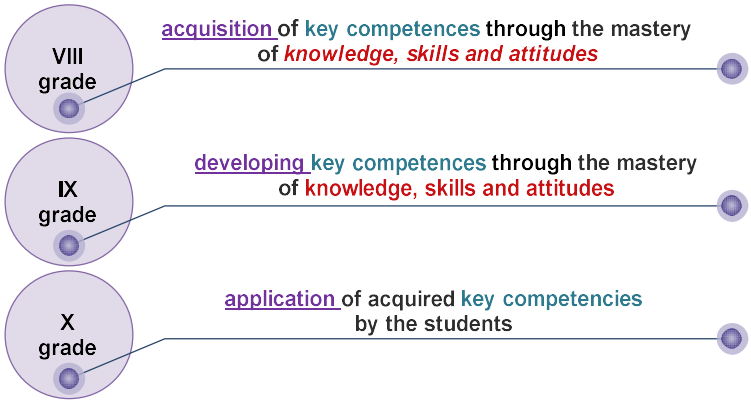


Figure 5 – A general contemporary vision of the main objectives of geography and economics training at curricula level in force from 2024/2025

3 – Visual-didactic models of competencies as expected outcomes in relation to active verbs at programme level in geography and economics in grade VIII, IX and X

Geography and economics training at programme level from the 2024/2025 academic year is also modelled at competency level as expected learning outcomes for knowledge, skills and attitudes. The programmatic specificities consist of the following didactic findings:

- high didactic frequency of applied active verbs in terms of quantity and levels of mastery;
- the highest number of active verbs for the implementation of competences as expected training outcomes in grade X - a total of 26 active verbs according to the Bloom's taxonomy;

- the quantitative vision of the applied active verbs for the three grades are: grade IX - total 18 active verbs; grade VIII - total 20 active verbs; grade X - total 26 active verbs;
- in the three grades of the first secondary school educational stage of secondary education degree have been applied to the curricula content as a projection of competences as expected results a total of 64 as a total didactic element, and in relation to the single use a total of - 35 active verbs;
- with significant absolute values in grade VIII are distinguished active verbs: explains - 19 times frequency of repetition; *characterizes* - 9 times frequency of repetition; *distinguishes* - 6 times frequency of repetition;
- with significant absolute values in IX grade are distinguished active verbs: *characterizes* - 12 times frequency of repetition; *explains* - 12 times frequency of repetition; *understands* - 8 times frequency of repetition;
- with significant absolute values in Grade X are the active verbs: *characterize* - 29 times frequency of repetition; interpret - 19 times frequency of repetition; *present* - 12 times frequency of repetition; *evaluate* - 11 times frequency of repetition; *comment* - 10 times frequency of repetition; *solve a geographical case* - 8 times frequency of repetition
- the nine active verbs with the highest frequency of repetition for the three grades are mainly from conceptual knowledge (understand, explain, distinguish, characterize, interpret) and metacognitive knowledge (comment, solve a geographical case, evaluate), while only one active verb has a described action for procedural knowledge - *present*;
- the application of the active verbs by knowledge area and levels of mastery reveals the compliance of the composed competences as expected results with the age characteristics of the students of the first secondary school stage, with the metacognitive experience, with the strategic sphere of development of productive-oriented learning, with the didactic objective setting;
- the high frequency of active actions in conceptual and metacognitive knowledge directs the learning process on the one hand to the content dimensions of interrelations and interactions of individual elements in larger structures and macro units, and on the other hand to the knowledge of wholeness and holistic awareness and knowledge of the world and own knowledge;
- the network model in Grade X ends with a predominant extension towards the levels of mastery - *analysing*, *synthesising* and *evaluating* - Fig. 8;
- the competencies as expected outcomes in Grade VIII are normatively established around the levels of mastery - *understanding* and *applying*, and in the levels of *knowing* and *analyzing* and *synthesizing*;
- competencies as expected outcomes in grade X are predominantly described in terms of characterizing, solving a case, answering a geographical question, interpreting, commenting, presenting, and evaluating;
- the presence of a large number of active verbs and the high frequency towards levels of mastery - knowing and understanding is not justified in grade IX;

• network "scissors" is wide open to conceptual knowledge in grades VIII and IX (Fig. 6, Fig. 7);



Figure 6 – Network model of active verbs for the realization of competencies as expected training outcomes in grade VIII of the curricula in geography and economics for the school years 2024/2025

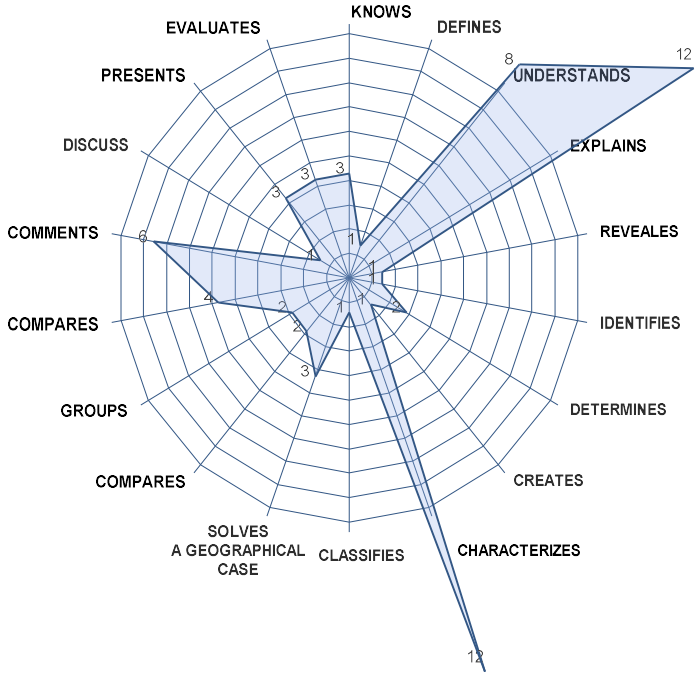


Figure 7 – Network model of active verbs for the realization of the competences as expected training outcomes in IX grade of the curricula in geography and economics for the academic years 2024/2025

• in grade X, four didactic perspectives stand out, which are evenly oriented with respect to the centre, the levels of mastery for the age of the students, the complexity and conceptualization of the educational content, the formation and further development of micro- and macro-skills;

• the widespread prevalence of the active verb at the program level - **characterize** (50 times in total for the three secondary school grades) is a reflection of the competence approach versus the practical-applied effect of the formation of abilities, skills and qualities of the individual.

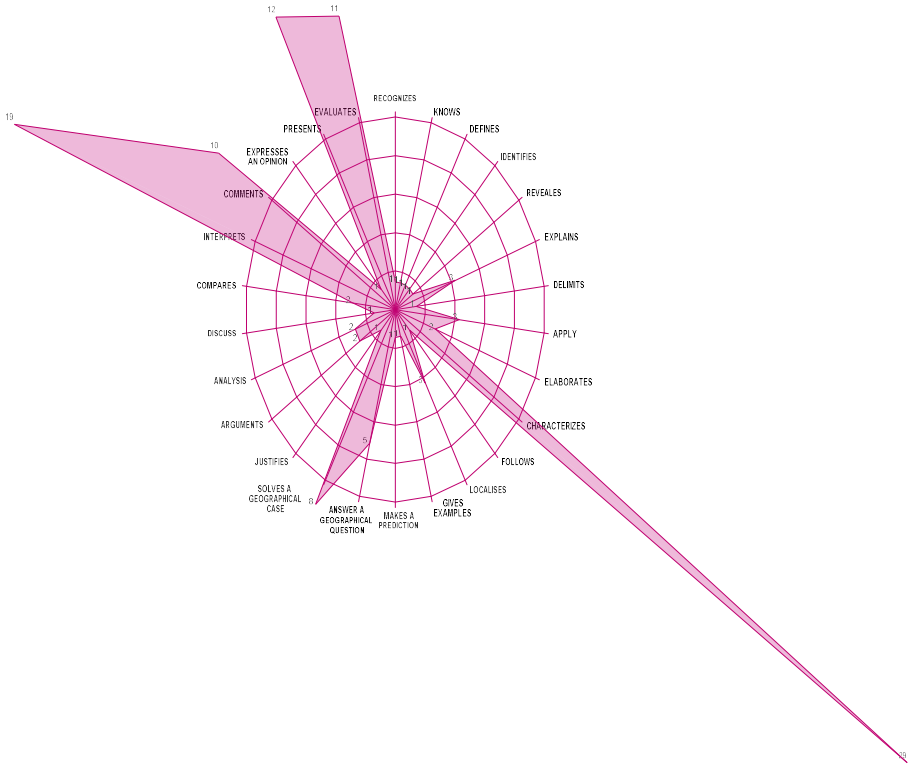


Figure 8 – Network model of active verbs for the realization of competences as expected training outcomes in the Xth grade of the curricula in Geography and Economics for the academic years 2024/2025

4 – Visual curricula modules of Geography and Economics grades for VIII, IX and X grades

The amended curricula for geography and economics in force from the 2024/2025 academic year contain changes in relation to the number of teaching hours for different types of lessons (Figure 9, Figure 10, Figure 11). The main change for all three curricula is the ratio between lessons for new knowledge and lessons for activities, practical activities, exercises, etc. A curricula pattern towards decreasing the number of lessons for new knowledge and increasing the number of lessons for activities has been established. The number of lessons for activities has been increased the most in Grade X - by 10. (Draganova, 2024, 233-235) Lessons for generalization have been maintained with a normative stagnation for grade VIII and IX of 2/2, while in grade X they have been increased by one - 4/5.

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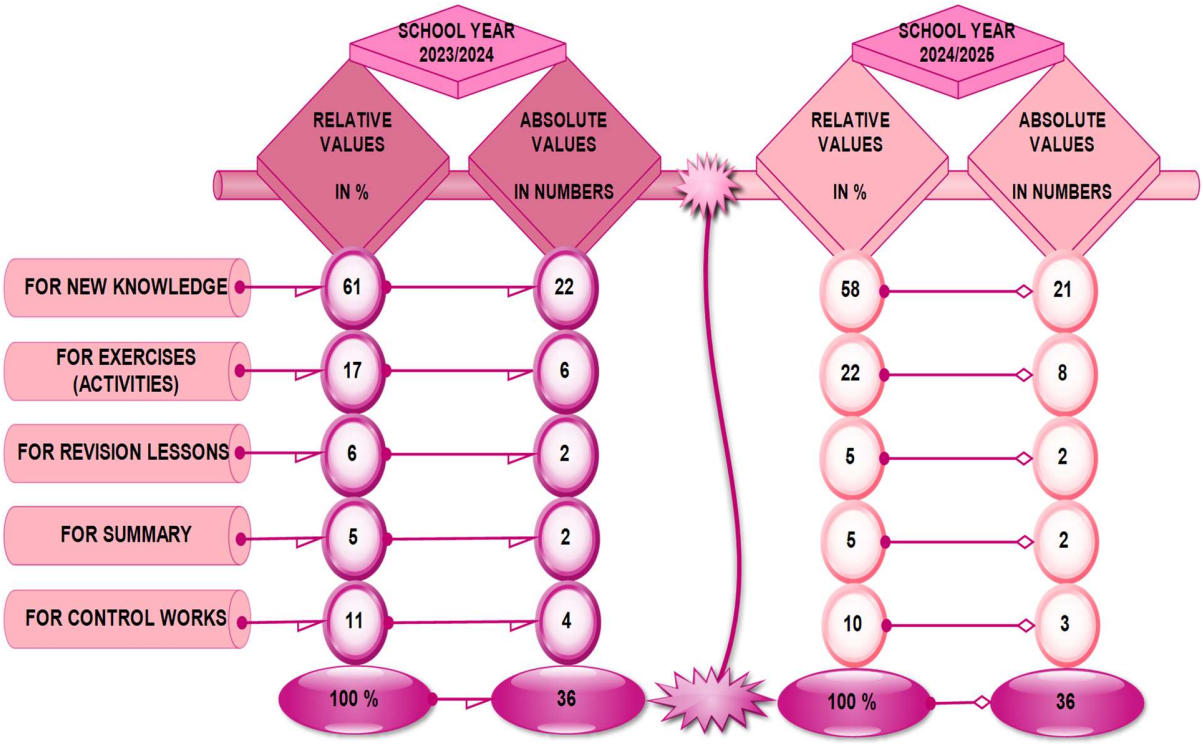


Figure 9 – Comparative model of the normative and curricula distribution of compulsory teaching hours in geography and economics in grade VIII for the academic years 2023/2024 and 2024/2025

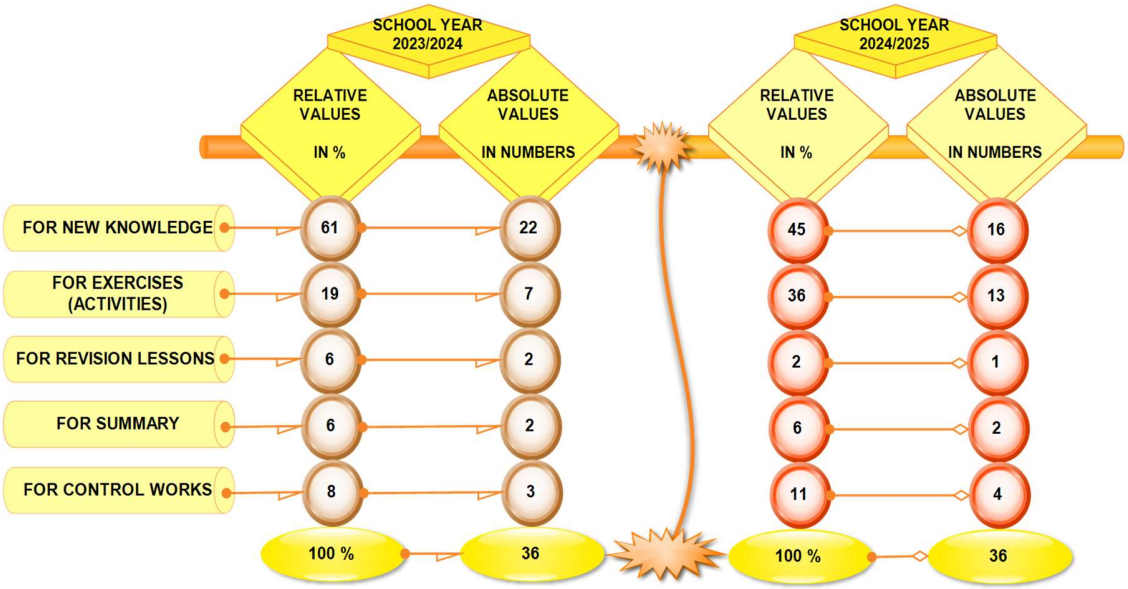


Figure 10 – Comparative model of the normative and curricula distribution of compulsory teaching hours in geography and economics in Grade IX for the academic years 2023/2024 and 2024/2025

Another curricula specificity that emerges from the recommended percentage distribution of compulsory teaching hours is in the case of exam paper classes in grades IX and X, which tend to increase minimally. A decrease is also observed in the revision lessons, which alone remain unchanged in grade VIII, but are reduced by one lesson in grades IX and X. The reduction in grade IX is effectively depriving learners of revision because one revision lesson is relevant to one initial or annual revision and nothing more. After all, the programme level figures quoted are stated as recommended, but the textbook writers also take into account the programme requirements.

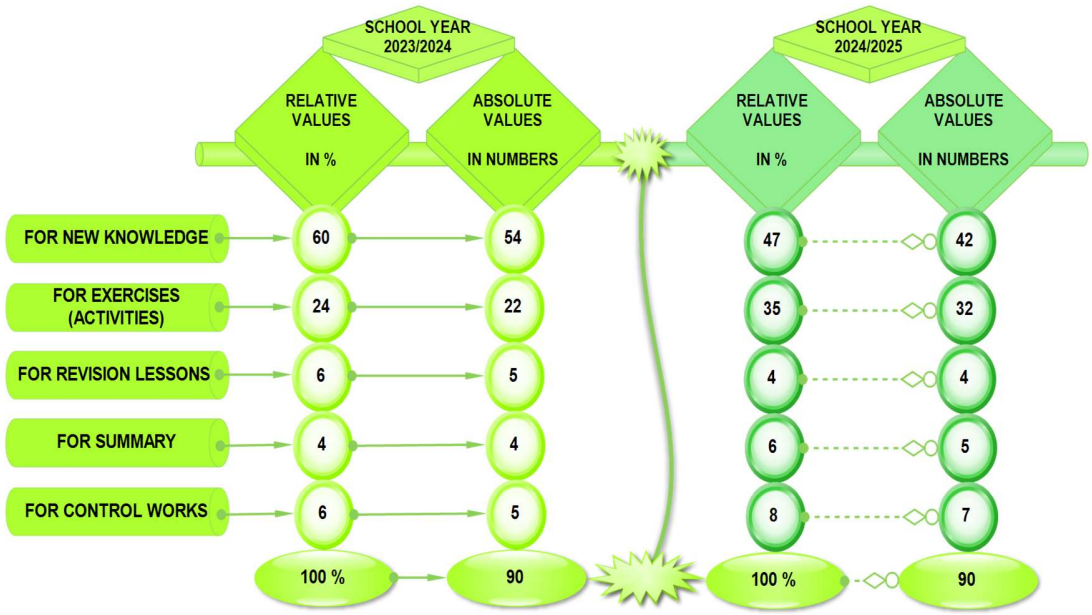


Figure 11 – Comparative model of the normative and curricula distribution of compulsory teaching hours in geography and economics in Grade X for the academic years 2023/2024 and 2024/2025

5 –Conclusion

As a result of a complex study of methodological projections of the curricula content for the successful implementation of new curriculums in geography and economics in the high school stage in the Bulgarian school some of the methodological problems are highlighted: abstractness of the geographical content; empirical knowledge (mainly geographical nomenclature and facts) occupies too high relative share, which makes it difficult and demotivates students; theoretical knowledge (mainly concepts) often are unsustainably assimilated, and cause-effect relationships are unidirectionally or fragmentarily grounded

An option for overcoming these real imperfections in the organization of geographic training we see in the potential possibilities of: alternation of problem-systematic and chronologically linked topics; complexity in the construction of geographic ideas about the development of human society;

comprehensiveness, balance and flexibility of the educational and cognitive process; inclusion of unanalysed problems with global, regional and local reflection; increase of personality-oriented practical-applied value of geographic knowledge.

The retrospective and content analysis, situational and comparative analysis reveal a curricula design in geography and economics with the application of the competency approach, the practical-applied connection of school content and competencies as expected training outcomes, as well as goal-oriented knowledge, skills and attitudes, the horological and holistic design model.

Retrospective analyses identified changes and additions at the competency level as expected traning outcomes in the direction of reducing the total number of expected outcomes, orienting towards active actions at the conceptual and metacognitive knowledge level.

The situational analysis of competences as expected training outcomes also identifies the training methods on which the amended and supplemented curricula are focused: interactive methods, case study, geographic question answering, project method, etc.

In all three curricula studied, the presence of a requirement for the application of information and communication technologies (ICT) to elaborates and present.

The focus of the application of information technology in Grade VIII is in the development of a diagram of the major ocean and sea currents in the World Ocean and the creation of a map of the territorial distribution of various natural resources. In Grade IX, the implicit application of ICT is related to interpreting information from various sources, and using information technology to represent the features of major tourist areas of the world and tourist routes in them, presenting information about international organizations and solving and answering geographical questions and case studies about a region or country in text, graphics, cartographic image. In Grade X, a programmatic requirement to complete an active activity using information technology is the presentation of tourist routes in selected forms: cartographic, graphic, textual, and the creation of a gender-age population pyramid.

Every pedagogical situation requires prior preparation and awareness of the methodology of training in synchrony between the traditional and the innovative for the realization of an effective learning process precisely in the conditions of huge quantity and quality of information flows, software products and programs, digital resources and tools, educational innovations and novelties.

The integration of new information and communication technologies in geography education also leads to a change in the educational paradigm.

This approach can also be criticized, mainly due to the inability to balance the subject-object ratio in the foundations of the educational geographical content, i.e. to place qualitative content supports against the personal relevance of geographical knowledge for learners and the related activation of motivational mechanisms for cognitive activity. However, the educational content must be consistent with the criteria for its selection and structuring, namely: perspectivity, functionality, organizational systematicity, coherence, accessibility.

A key factor for their qualitative didactic interpretation is the educational documentation that frames the school geography.

The study highlights the need to apply modern methodological approaches for effective implementation of the new curricula in geography and economics in the first secondary school stage. The main accent is placed on the competence approach, which requires not just the acquisition of knowledge, but the development of skills and attitudes in students. The curricula focus on interdisciplinarity, global processes, sustainable development and civic responsibility. Their successful implementation requires the use of interactive training methods, project and research activities, and the incorporation of digital resources and technologies. The teacher must take on the role of facilitator, adapting the content to the individual needs of the students.

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