ABSTRACT

Due to the introduction in 2013 into the new Framework Plan for the primary education of the integrated Mathematics and Environmental Exploration (MEE) subject, of new textbooks and auxiliaries, we considered it necessary to find the the teachers' opinions regarding the way in which the curriculum documents facilitate the study of the MEE subject. The present article is based on a research performed using a survey carried out voluntarily and anonymously by 131 teachers for primary education. Through the responses to the questionnaire, we identified several important issues. Regarding teachers' sources of documentation, we found out that they prefered online sources (websites, blogs) and specialized forums, which was surprising because these sources did not have the reliability of correct information. Only on the next places were placed the official documents or those elaborated by specialists. Teachers assigned scores of about four (out of a maximum of five) to the clarity of all components of the school curriculum. In terms of textbooks and auxiliaries, respondents scored better auxiliaries across all the indicators considered. The biggest benefit of introducing the MEE subject identified by respondents was that activities were more attractive or motivating for learning. At the opposite end, the smallest benefits related to ensuring the rigour and learning durability of both Mathematics and Environmental Exploration. Regarding the limitations, disadvantages or problems of studying the MEE subject, the lack of support materials was the first reported by the respondents. On the next places were placed the need for specific lessons with mathematical content or the heavy design of thematic units and lessons.

Keywords: *integrated teaching, primary education, curriculum auxiliaries, school curricula, school textbooks*