

THE INFORMATION AND THE EDUCATIONAL CHARACTER GIVEN BY THE CONTENT OF EDUCATIONAL PROGRAMS OF GEOGRAPHY IN SECONDARY SCHOOL

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Abstract. The present study aims to outline more clearly the nature of the educational process and the educational information in the core curriculum in Romania, especially in high school homes (common core). The modern teaching ideas are based on some advice ideas, which we may call "guidelines" under the aspect of "newness." They focus on information and the educational side of learning, the cultivation of creativity, to work on combining teaching and applied research. That binomial Teacher-student education in a practical way is placed in new situations. In this paper, we analyzed the features of the formative-educational contents in the school curriculum for 9-12 classes. We present the contents of the Geography high school curricula that we restructured and partially modified starting from the present curricula. As in the school curricula they did not explain what applications students should perform in order to achieve competences for Geography and we suggested how to complete those. As students could achieve competences while studying Geography, by getting involved into learning situations based on exercises, case studies, we presented applications for each learning unit.

Introduction

The present study aims to outline more clearly the nature of the educational process and the educational information in the core curriculum in Romania, especially in high school homes (common core).

The modern teaching ideas are based on some advice ideas, which we may call "guidelines" under the aspect of "newness." ((Bolscho, Dietmar; Eulefeld, Günther; Seybold, Hansjörg, 2008, p. 75). They focus on information and on the educational side of learning, the cultivation of creativity, to work on combining teaching and applied research. That binomial Teacher-student education in a practical way is placed in new situations.

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Usually, the teacher is the organizer of the educational process. He/she initiates the dialogue, selects and structures the material work, creating learning situations as both educational and formative. He/she coordinates the teaching – learning – assessment, following that through activities conducted with students to develop critical thinking, creativity, ability and networking operationalization (Ionescu, 1995, p. 67).

The student must be actively involved, to build a new procurement mechanisms that will allow him/her to further process the information. A special role is developing its own prowess, by solving problems, exercises, projects, practical applications.

Material and methods

The teaching - learning - assessment is based on a modern teaching approach, based on the innovations of the science of education and current developments in the social and educational system that influences this process. This approach assumes:

a) To give up to the traditional training elements, unjustifiable in an innovative educational context: information glut, miniaturization of some chapters apparently academic, character of the information obsolete, excess of defeated names;

b) Abolishing the teaching-learning organization predominantly in two-stroke class ("listening" - "teaching"), ineffective and impossible to justify rationally;

c) Giving up the basic design type units "lesson" after models difficult to justify;

d) Moving to the generalization of the annual projects and projects learning units in accordance with the standards of developed countries in education and current innovation efforts;

e) Waiver of overheating "principles of teaching" very difficult to sustain today;

f) Introducing some model units of learning projects that are close to what we call "**holistic project**" (Apple, WM, 1979, p.22);

g) Showing the school geography in the social and educational environment, conducting proper training of the students in national examinations in the context of studying local geography and more active presence in the media information sources - media;

h) Undertaking negotiated innovation projects;

i) Geography tighter connected to the system of competencies of the European Commission.

1.1. Suggestions. For Classes IX-XII, I propose the following structure of the curricula content and examples of appropriate applications:

Class IX

EARTH-entity of the universe

- New notions. The Solar System and the Universe's evolution and characteristics

- Terra - geographical characteristics and consequences

- Applications

Terrestrial and space MEASURING REPRESENTATION

- New notions. Geographical coordinates and mapping

- Applications

Terrestrial RELIEF

- New notions. Earth's crust: composition, structure, dynamics

- Agents, modular processes, types and landforms resulted

- Analysis, interpretation of relief for environment and society

- Practical applications in the local horizon

Earth's ATMOSPHERE

- New notions. The composition and structure of the atmosphere

- Weather, climate and climate trends

- Earth's Climate

- Weather forecast, analyses and interpretations of data, and synoptic weather maps

- Practical applications in the local horizon

HYDROSPHERE

- New notions. Continental and oceanic waters-specific features of their importance

- Hydrological forecast, analyze and interpretation of data's

- Practical applications in the local horizon

BIOSFERE and PEDOSPHERE

- New notions. Specific characteristics and importance

- Latitude and elevation-area

- Practical applications in the local horizon

THE ENVIRONMENT AND THE HUMAN SOCIETY

- New notions. The human impact on natural environments

- Man-made environments, characteristics, role of environment and development, social development

- Practical applications in the local horizon

Examples of practical applications:

- setting exercises of time on Earth, with map, time zone,

- setting exercises to determine the geographical coordinates for some localities,
- setting exercise for measurement, calculation of distance, altitude, areas on the map and the local horizon,
- draft analysis of geomorphologic processes in the local horizon,
- climate - study projects of the surrounding settlements,
- drafting environmental analysis of the local horizon.

Class X

POLITICAL GEOGRAPHY

- New notions. Countries, fundamental elements, typologies
- Applications

POPULATION GEOGRAPHY

- Getting in November. Demographic indicators, local balance, balance of migration, infant mortality, fertility, density, life expectancy, regional differences.
- Mobility of population and geographical spread: causes, consequences.
- Demographic structures: religion, race, language, socio-economic backgrounds...

- Population and the Environment, Sustainable Development.
- Practical Applications.

GEOGRAPHY OF SETTLEMENTS

- New notions. Human Habitat
- Features and functional structure of human settlements
- Forms of human agglomeration, urbanization, urban explosion, differences by region
- Problems of spatial organization of urban and rural space
- Applications

ECONOMICAL GEOGRAPHY

- New notions.
- Lithosphere-resources
- Hydrosphere and biosphere resources
- Regions and agricultural landscapes
- Industry, evolution, electricity
- Transport - components, characteristics, importance
- Trade-features, importance
- Tourism-features, importance
- Financial-services features, importance
- Applications

GEOPOLITICAL ISSUES OF THE CURRENT WORLD

- New notions – the big geopolitical and economical ensembles

- European Union

Sample applications:

- Comparative analysis of political maps of different periods
- Exercises and problems for the calculation of demographic indices
- Graphics, essays
- Development projects for the urban and rural space
- Tables interpretation, graphs, charts, economic and geographical analysis

of the states.

Class XI

THE ENVIRONMENT AND FUNDAMENTAL PROBLEMS OF THE WORLD

- New notions. General environment issues
- Geo-ecological factors
- Types of different geographical environments
- Types of geographical landscapes
- Natural and anthropogenic hazards
- Protection and preservation
- Applications

GLOBALIZATION AND REGIONALIZATION OF THE CONTEMPORARY WORLD

- New notions
- Report of the settlements and their development trends in human evolution
- The impact of resource exploitation and environmental exploitation
- Sustainable development: present and perspectives
- Applications

SOCIAL AND CULTURAL GEOGRAPHY

- Significant social and cultural aspects
- Applications

ECONOMIC AND GEOPOLITICAL SYSTEM

- New notions. His analysis at the global level
- The role of some countries worldwide. U.S., Russia, Japan, China, India,

Brazil

- Applications

Sample applications:

- Hazard Analysis reports: location, causes, effects, measures taken
- Draft environmental impact of resource exploitation at local, regional,

district level

- Socio-cultural projects

- Essay: Europe in the contemporary world, Romania in Europe, financial crisis and the effect on the population.

Class XII

EUROPE AND ROMANIA – BASIC ELEMENTS AND DIFFERENTIATION

- Romanian and European geographical space
- Major relief: types and units
- Climate
- Hydro-geography. Danube and Black Sea - general characterization
- Applications

ELEMENTS OF HUMAN GEOGRAPHY, ECONOMIC, ENVIRONMENTAL OF EUROPE AND ROMANIA

- Europe and Romania on world map
- Population and settlement
- Natural resources, agriculture, industry
- Transport, trade, social and financial services, tourism
- Environmental Issues
- Applications

THE NEIGHBOR COUNTRIES OF ROMANIA

- General characterization

ROMANIA AND THE EUROPEAN UNION

- Formation of the European Union and evolution of the European integration

- Characteristics: geographical, political, economic, European Union
- Members of the European Union
- Romania and the European Countries
- Applications

Europe, Romania and EU in the contemporary world

- Contemporary world and the European - comparison
- Europe, European Union, Romania
- Applications

Sample applications:

- Draft economic analysis, geographical, environmental at county level, city of residence

- Essay, "The Future of the European Union" etc...

Comments. The proposed approach allows teachers to familiarize the students with theoretical aspects, especially training and exercise such powers and practical instrument needed in everyday life.

It should be noted that the level of the study of the list of contents is at the discretion of the teacher, who will have to take into account the degree of responsiveness and class level to avoid downtime and failure in teaching learning process (Dewey, J. 1971, p. 35).

This curriculum aims to raise students' interest, not by a lot of theoretical and difficult information, but by the practicality of the proposed themes.

The general and specific skills that are formed through the educational process focused on the study of geography, based on values and attitudes, promote the following:

- Positive attitude towards education, knowledge, society, culture and civilization;
- Curiosity to explore the geographical environment;
- Respect for diversity and human nature, then other peoples and cultures,
- Cultivation of a spirit of tolerance and cooperation among peoples, to overcome the racial and nationalistic sentiments;
- Responsibility to nature and to the socio-cultural structures of humanity;
- The ability to achieve active involvement in their own or group geographical projects, conservation and protection of the living environment;
- Motivation to learn about the world we live in, as a step in self-knowledge.

Methodological Suggestions:

1. The emphasis in the training of specific skills.
 2. Geography teaching in school must integrate from the methodological point of view three main aspects of geography:
 - a) Physical geography;
 - b) Social, administrative and economic geography;
 - c) The geography of development, progress on a global scale.
 3. The summary of methods is based on:
 - a) Studying the big picture into parts that are interacting.
 - b) Content in the known universe that go into new areas and then to return to the contents and known areas.
 4. Frequently used methods are actively participating:
 - Detection method
 - Case Study
 - Role play
 - Comparative method
 - Observations, measurements, direct analysis
 - Tours, visits.
 5. One of the fundamental aspects of aesthetic and artistic education is the exposure - the descriptions of nature must be not only scientifically accurate but also imbued with imagination.
 6. Browse content units can be made in an order determined by each teacher.
- In addition, this curriculum allows the education process *in terms of students*, leading to:
- Building some clear skills, assessed;

- Increased interest in participatory individual instruction,
- Encouraging interest in information, investigative reporting, and overall correct the problems of modern life;
- Carrying out independent activities (portfolios, projects, research activities);
- Assuming responsibilities and attitudes through the internalization of an objective system of values (Luhmann, Niklas, 1978, p.112).

Conclusions

Based on the high school curricula analysis and the proposed content in this article, we reached the following conclusions:

a) In the existing school programs, it is not explicitly presented in various applications what students should do to acquire skills in Geography. This is why we suggest that is necessary to supplement it.

Any time what these elements are not correctly played, we cannot pretend to ask something, undefined, and unexplained.

b) The students can acquire skills during the study of geography in a simple manner, namely by involving them in learning situations based on exercises, case studies, development projects, essays (Sabo, 2010, p. 106).

Moreover, with this occasion, it is showed how important is to combine the theory with practice when learning geography.

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