GEOGRAFIE – SBORNÍK ČESKÉ GEOGRAFICKÉ SPOLEČNOSTI
ROK 2000 • ČÍSLO 2 • ROČNÍK 105

ALOIS HYNEK

TRAINING GEOGRAPHY EDUCATORS

A. Hynek: *Training Geography Educators.* Geografie – Sborník ČGS, 105, 2, pp. 177 – 189 (2000). – Czech didactics of geography (teaching/learning geography) has just started its fifth wave in training geography educators at eight university faculties. The current debate is on developing a curriculum emphasizing the position of geography education as the applied discipline of the science/art of geography. ' Challenge for 10 million' is a national debate on the Czech educational system organized by the governmental Dept. of Schools, Youth and Physical Culture, being very critical to teaching geography at primary and secondary schools. That is the reason for the strong re-assessment of social, environmental/ecological, economic, cultural and political relevance on the subject of geography in the educational process. This discourse is also intended for international communication starting in the educational commission of IGU/UGI.
KEY WORDS: Geography educators – study programmes – didactic methods of geography – educational reform

Motto (inspired by F.Zakaria): Before 1989 we lived in totalitarian 'real socialism' and the heroes were politicians, workers and soldiers. After 1989 we live in capitalism and democracy. Who are the heroes? Entrepreneurs.

1. Introduction

Czech students of geography education are prepared in 8 Czech faculties in geography departments cooperating with the departments of biology, mathematics, geology, history, physical training and others selectively. Students are recommended to study two subjects during 4 years of primary schools and 5 years of secondary schools gymnasia.

2. Brief Czech History

Since 1945 geographical education has gone through a number of changes due to the changing demographic, social, economic, political and ideological conditions. Both the contents and duration of study were changed, especially after February 1948, when the Marxist/Leninist conception – namely Communist education – prevailed.

Geographical education in the era of two superpowers, conformable to Soviet ideology, manifested idolization of the Soviet Union, eclectic criticism of highly-developed countries, and efforts to gain influence in less developed countries. The Iron Curtain helped create a deformed picture of the real World, its fall in 1989 brought winds of change which are still blowing today.

The training/preparing of geography teachers at Czech universities has gone through approximately 5 waves. The first dates back to 1918 when, after

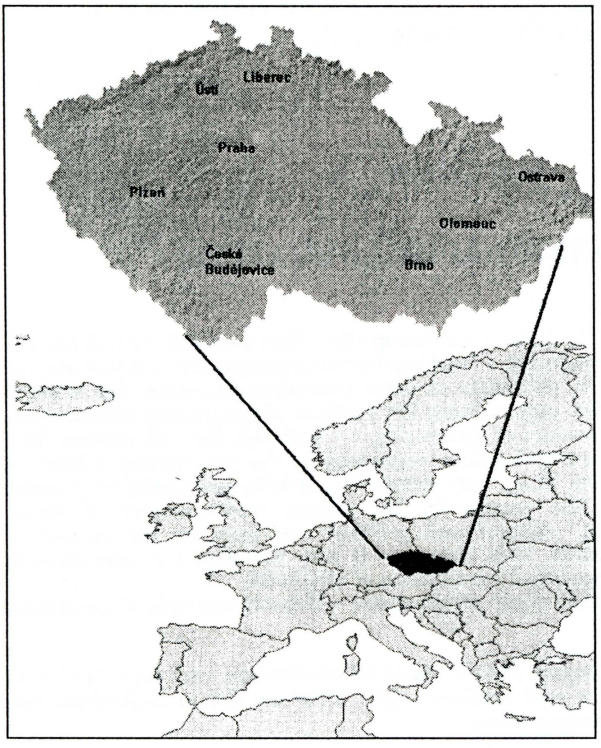

Fig. 1 – Czechia: cities with universities training geography-educators

the proclamation of Czechoslovakia's independence, the Czech teaching methodology of geography was formed. Its main protagonists were K. Spalová and F. Machát, the former being an excellent specialist in teaching methodology, the latter was renowned for the width and depth in the contents of geographical education. Their official influence on Czech geography teaching lasted till February 1948 when communists took power and Spalová and Machát were not accepted any more due to their incompatibility with communist ideology.

Then emerges the second wave then, methodologists conforming to the communist ideology but following in the foot steps of the first wave in a sophisticated approach depending on intellectual and moral qualities of the particular geography educator. The main representative was O. Tichý who managed perfectly to replace the term 'curriculum', which was criticized or even denounced, by the term 'school geography', absolutely identical with 'curriculum' . Tichý also managed to develop 'educational geography' as a branch of scientific discipline named 'theory of teaching geography' as well as the basic/applied scientific research (1958).

As early as the 60s, in Tichý's lifetime, the third wave of geographical education began to emerge under less-revolutionary conditions. It reached its peak in the mid-80s with "Fundamentals of Geography Didactics" by J. Machyček, H. Kühnlová and M. Papík, published in 1985. The didactics of geography was commonly developed through out Czechoslovakia. The most significant contribution in this wave was the works of A. Wahla sensitively reflecting scientific-technological changes (1973/4, 1980). It was H. Kühnlová, with the concept of 'the didactic transformation of the science of geography', who won decisive influence on teaching geography on a wider scale (1980, 1981).

The third wave was closed by the 'Velvet Revolution' and then came the 4th wave – 10 years of creative liberal chaos starting with the revision of geography syllabuses for primary, secondary and tertiary schools, releasing the pressure from the Communist Party Committee Centre and strengthening the teachers' role in the educational process in the context of the democratic tradition started by Spalová, Machát, and others. Geography

teachers from secondary schools had the main word in expert commissions revising syllabuses, e.g. in the case of geographical education at secondary schools the advisors were J. Herink (Pedagogical Research Institute), with I. Bičík, A. Hynek, A. Wahla, all university teachers, and in part D. Řezníčková and H. Kühnlová.

3. Changing the face of geography teaching at the study programmes

The former, before the November 1989, very tough and compulsory geographical course programme for each geography department in Czechoslovakia has been completely changed since the 1990s. Any university geographical programme in the Czechia is quite individual if accepted by the Geography' s Accredited Commission (GAC) of the Ministry of Schools, Youth and Physical Culture. On the other hand, we can recognize a weaker position for the further training of geography educators of the primary and secondary schools at the regional/district levels. They have still been feeling an aversion to the former, mainly ideological, lessons and enjoy breathing the air of freedom. They are "successful" in an over-simplification of geographical education and from their point of view there is no need for further schooling. And furthermore, geography is taught by too many geographically unqualified educators.

This formal stratification is not fully effective, therefore in the 5th wave of the evolution of Czech didactics of geography we emphasize the academic geography as a focus of changes in geographical education.

Primary and secondary school educators asserted that the focus of geographical education being in regional geography rather than the encyclopedic conception utilised by most authors of geographical textbooks took up. In the 90s appeared more than 120 geography textbooks for primary and secondary schools, each very similar to the other, their critics were J.Harmata, V.Herber, A.Hynek (1999).

Due to the prevailing encyclopedic conception it was mainly a descriptive, statement-making character that became dominant in geographical education. This concept has gradually reached its crisis and therefore, at the beginning of the year 2000, university geographers active in pedagogic geography are entering into the 5th wave, significantly influenced by the experience of European Union countries, US geography standards etc., giving more attention to pro-active learning. It is inspired by educational psychology, human resources development and foremost first of all, according to A. Hynek (1997), pedagogic geography is considered as part of applied geography, with strong relation to geographical thought and the social relevance of geography.

The winds of change are starting to blow on the national level: proposals of the standards of geographical education for a higher level of secondary schools published by the governmental Department of Schools, Youth and Physical Culture in Bulletin, vol. LII, part 4, April 1996 include terms like knowledge, thought, competence, agency, history, humanities, philosophy, science, ethics, values, beliefs, attitudes, activities, facts, concepts, symbols, signs, images, creativity, operations etc. Accepting the terminology of N. Graves (1996), in the mentioned document we can recognize:

Geographical Themes: The Earth as a cosmic body, Physical components of landscape, Physical zones of the Earth, Social components of landscape, Landscape and the environment. Skills: The Earth on the maps; Practical geography; Fieldwork, excursions, movement, observation, living. Study areas: Czech Republic; Europe; Other world regions.

The Pedagogical Research Institute, in fact operated by the government, offered a proposal of syllabuses/study programmes of subjects for primary schools and gymnasia, children 11–15, including geography offered by J. Herink (1996):

The planet Earth, the globe and maps, the physical image of Earth, the geography of the continents and oceans, a political map of the world, the social and socio-economic components of landscape, Landscape and the environment, the Czechia.

For students 16–19: Introduction to geography, the Earth as a cosmic body, the Earth on the maps, the physical image of Earth, people on Earth, landscape and environment, European regions, other world regions and the Czechia. The syllabuses also contain detailed recommendations concerning teaching methods in geography.

4. Stratified view on location of geography education in the Czechia

National level: Department/Ministry of Schools,Youth and Physical Culture, Pedagogical Research Institute, Institute for Educational Information, National programme for educational development, Challenge for 10 million, New leaving examination. Head Committee of the Czech Geographical Society, Section for Geographical Education, Syndicate of geography educators.

Regional level: University geography departments, centres for further training of geography educators, regional branches of the Czech Geographical Society, Brno Forum of Geography Educators.

District level: District School Authority, School Service, district geography teacher.

Schools: Geography departments, subjects commissions (mainly of the humanities)

5. Organization of preparing potential geography educators

In contrast to the practice of prestigious academic geographies, the Czech reality is burdened with splitted geographical courses, especially lectures. Over 30 lessons a week in the time-table means very limited time for individual self-study.

We have chosen an example from the monograph of A.Wahla, ed. (1996) by V.Herber for the Faculty of Science, Masaryk University (Brno) and there are no significant differences at other Czech universities. The Contemporary extensive research grant (FRVS 0623/2000) for the training of geography educators, carried out by pedagogists of geography, will result in a proposal of a recommended geography course programme of study with possible follow-up modifications. It should eliminate the excessive variety of subjects/items in geographical teacher-training, strengthen the self-study approach, and

Tab. 1 – Undergraduate courses for geography (V.Herber, 1996, modified) with 45-minute lessons per week per semester

Introduction to geography and geography teaching	2
Introduction to Earth studies	3
Quantitative methods in geography	2
Cartography, topography/geodesy	4
Thematic and school cartography, remote sensing	3
Geology	3
Geomorphology	3
Meteorology and climatology	3
Hydrology	3
Pedogeography	3
Biogeography	3
Geography of production	3
Population and settlement geography	4
Geography of services	3
Landscape ecology and environmental geography	4
Introduction to regional geography	2
Microregional studies - research methods	3
Geographical thought/theoretical geography	2
Global and regional problems/issues	2
The Changing world	2
Czechia	7
Slovakia	2
Europe	5
The Americas	3
Asia	3
Africa, Australia, Oceania, polar caps	3
Didactics of geography – lecture, seminar, practice	12
Thesis in geography	5
Geographical fieldwork	10 days
Geographical excursions	20 days
Pedagogy; praxis	20 days

Tab. 2 – Percentage time calculation in study programmes of students – geography educators (Wahla, Matoušek 1996)

Courses	Primary schools (8 semesters)	Secondary schools (10 semesters)
A obligatory	27	28
B facultative	10	10
C assessments	15	14
D personal study	30	32
E physical training	3	3
F holidays	12	11
Items A – D		
1st approbative subject	34	35
2nd approbative subject	34	35
Professional training	32	30

Tab. 3 – Specification of professional training (in %):

pedagogy	25	24
psychology	23	22
sociology	6	9
economy	6	8
philosophy	6	5
politology	4	6
foreign language	15	13
informatics	15	13

include geographical thought and applications instead of the thus empiricism prevailing far.

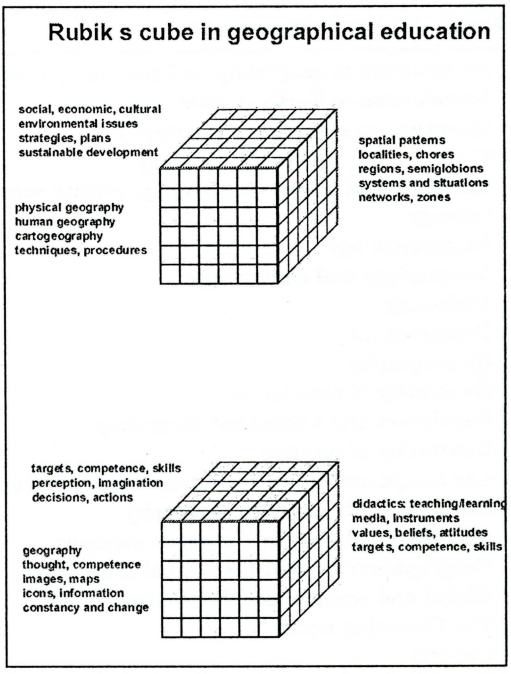

Fig. 2 – Rubic's cube in geographical education

6. Developing the curriculum

Science/art of geography integration for students of geography education: 1. Geographical disciplines on physical components and human activities. 2. Spatial patterns at local, choric/regional, semiglobions levels. 3. Social, environmental, economic, political, cultural issues, problems, tasks, projects, sustainable development.

Education at training for prospective geography educators: 1. Geography: contents, thought, images, maps. 2. Didactic methods: teaching/learning, values, facilities, projects. 3. Living life, everyday practices, strategies, perception, imagination, decisions, communication, negotiating, actions.

Rubik´s cube is used here for a representation intended to: 1. Join the component of geographical disciplines, spatial patterns, and issues in applied geography (upper cube). 2. Joint geographical education as unifying the geography, didactics, and educational attainment targets (lower cube). 3. Didactic application of geography emphasizing geographical issues, principles, ideas, models, metaphores – geographical thought with respect to social challenges. 4. Spatio-temporal structuration and situations/contingencies of physical/human geography, its integration and interaction in neo-regional geography, landscape ecology, environmental geography. 5. Social, economic, political, environmental/ecological and cultural attributes of places, chores, regions, globions, their floating relevance, constancy.

7. Case study: training prospective geography educators at the department of geography, Faculty of Science, Masaryk University, Brno

In our courses of urban and rural geography as a form of geographical synthesis we tried the change-over from a traditional regional set of components to regional thematization focused on urban and rural studies –

Tab. 4 – Professional skills for geography didactics

Teaching	Learning
lecture brainstorming debates/discussions snowballing case/pilot studies community resource person soap boxing, hot seat demonstration summary, review	cooperative learning role plays, simulation field trips, observation projects testing, evaluation creativity graphicacy critical thinking reading/writing
lessons/genre/feature themes, targets glossary, focus/zoom context, application	
Materials/media	Life, practice
retrieval charts audiovisual materials Internet maps, atlases, globe graphs, diagrams satellite images demonstration	everyday situations strategies, imagination perception values, attitudes, beliefs competence actions changing world

issues, strategies, programmes, projects – known from applied geography. Student geography educators chose themes/issues for the districts of South Moravia (NUTS 3+2) during their fieldwork in social and environmental studies. They worked them out as small projects aimed at the proposed changes.

The list of the districts in South Moravia is given here (their central cities/towns), as well as the list of issues chosen by the students for their projects. We assume that projects like these can also be done by teachers and students at primary and secondary schools. The current state of the project includes 'summer school' prepared for geography educators in the city of Brno with the main topic: the suburban rim in transition/transformation.

Education through geography in real time/space of the Greater Brno-area (see Tab. 5).

South Moravia in the Czechlands: Issues recognized by students/geography educators (Masaryk University, Fac. Sci, Dept. of Geography, 1999)

A	jobs	N	nuclear power station
B	regional policy	O	tourism
C	transport	P	enterprising
D	depopulation	Q	waste
E	biodiversity	R	urban strategies
F	forestry	S	soil erosion
G	lignite, coal	T	thermal power plant
H	sugar refinery	U	uranium/radon

I	industry	V	viniculture/viticulture
J	folklore	W	cultural herritage
K	social policy	X	water management
L	landscape revitalization	Z	rural development
M	gnats	Z	criminality

Žďár	ABDEILLOSUXY
Jihlava	ABDFIOPQRUWYZ
Třebíč	ABCDIKNOQY
Znojmo	ABCDEHILPSVXY
Břeclav	ABELMOVWXY
Hodonín	ACGILKLMTVWY
Greater Brno	ABCGIKLOPQRWYZ
Uherské Hradiště	ABCHIJKLOPRSWXY
Zlín	ABCIPQRSXYZ
Kroměříž	ABILPSWXY
Prostějov	ACHIPQSXY
Vyškov	ACELPXY
Blansko	ACILOXY

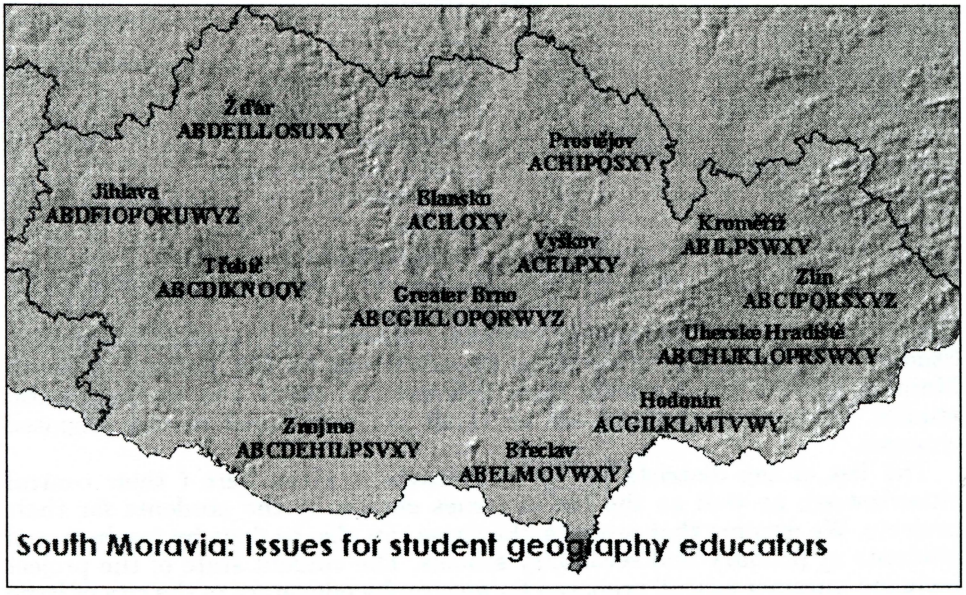

Fig. 3 – South moravia: issues for student geography educators

A sample of syllabus 'Landscape ecology and environmental geography' for prospective geography educators (A. Hynek, 1999):

A. Landscape sphere/ecosphere of the Earth : integrity of litosphere, atmosphere, biosphere, hydrosphere, pedosphere and anthroposphere/human sphere. Physical landscape processes: lithogenesis/global tectonics, morphogenesis/landforms, atmospheric processes, hydrocycle , pedogenesis/soil processes, biotic processes – productive, detritic, genofund/evolution of life. Landscape globions – terrestric, hydroterrestric, glacionival, sea ice, neritic, pelagic, ocean bottom. Semiglobions – lowlands, mountains, deserts, coasts, karst, forests, grasslands, great rivers and lakes, glaciers, seas, oceans. World's unique physical landscapes. Human landscape/ cultural landscape – rural, urban, suburban/subrural. Historical cultural

Tab. 5 – Greater Brno – study area for prospective geography educators at the Department of Geography, Faculty of Science, Masaryk University

Rural area, villages, Natural park Depopulation Climatic gradient Biocorridors and biocentres	District centre Slow growth In 1949-1989 basin with buttes Public administration	Satellite subcentre Indrustry , transport State prison Recreation	District centre Rapid growth In 1949-1989 Valleys and ridges Rocks sections	Interior periphery Recreation Fieldwork centre – study base Drainage basins
Water reservoir Water management Multiple use Pollution Transport conflicts R43 road	Suburban/ subrural transition transport	Landscape transect study area 'Beverly Hills' Environ-mental perception & imagination	Moravian Karst Landscape protected area Tourism, recreation Conflicts of interests	Limestone quarry cement works landscape diversity landscape catena natural park
Brno massif Horsts and grabens Forestry, agriculture Grand prix vs. nature protection & recreation	Neighbour-hoods Recreation, leisure Trade fair, Old Brno	Kounic Palace Masaryk Uni-versity Dept. of Geo-graphy Brno-city Monument Area Noise, air pollution CBD transformation	'brown fields' industrial decay social inequality Roma population The Bronx of Brno	Suburban/subr ural transition Satellite subcentres
Satellite subcentres Rural development Highway, agriculture Slope processes	Urban/subur-ban residential area, orchards & highway Paleogeo-graphic studies: loess	New shopping centres, leisure Transport, terraces Offices, stores, industry Growing investment	Terrace, airport gravel pits & waste satellite subcentres The view from the top	Monotonous large blocks of fields Napoleon's battlefield Tourism, development
Revitalization of industrial area Cultural herritage River confluence Biodiversity, reserves Deep valleys	Natural park forestry, agriculture river terrace Soil erosion Landforms evolution Tick calamity biocorridors	Multiple corridor floodplain/ /terrace water management subrural subcentre Rivers, underground water, biocorridors	Monotonous agricultural land Highway Rural development Fertile soils Controversial biocentre, landslides	Rural landscape diversity, folklore Soil erosion flysch formation

landscapes: from Eastern Africa to Manhattan. Land cover and land use, human activities shaping the face of the Earth : agriculture, manufacturing, mining, energy production and transmission, transport, settlement, services,

recreation/leisure. Cultural landscape as an interactive space of physical and human processes in relative constancy and change. Human environment and landscape ecosystems.

B. Landscape ecosystems: matter-force-energy flows/cascades, biogeochemical cycles, structure, processes, functions, food webs, pyramid of energy flow, primary production system, grazing-predation system, detrital system, soil system. Competition, mutualism, disturbances, thresholds, diversity, perception, imagination, use, existence values. Homeostasis vs. homeorhesis, dissipative structures, synergy and synergetics/self organization, catastrophe theory, fractals, order and chaos, holistics. Methods, procedures and techniques of landscape ecosystems study, landscape ecosystems modelling. Landscape ecosystems as natural resources. Valuing the nature, environmental economy and metaeconomy. Human interventions into landscape ecosystems, relocations of additional matter and energy. Landscape ecosystems as human environment, the tasks of sustainable development.

C. Oceans and seas: sea/ocean water and bottom as ecosystems and human environment. Bathymetry in the terms of thermohaline spatial structuration – surface, intermediate, deep and bottom levels. Circulation, currents and gyres, waves, tides. Water masses: equatorial/tropical, central and east tropical, subtropical and Mediterranean, North Atlantic and South Pacific, subpolar and polar. Air-ocean interactions, oceanic life and ecosystems, neritic/sea and pelagic/oceanic habitats and lifestyles (planktonic, nektonic and benthic – sunlit, twilight, bathypelagic, trench). The web of life – feeding, predators and prey, reproduction, locomotion, swimming. The coastal landscapes, intertidal zone, coasts and shelf seas, shorelines/coastlines, salt/brackish wetlands, mangrove swamps, estuaries/deltas, lagoons, upwelling, enclosed and semienclosed seas, islands/archipelagos. Oyster/coral reefs , sea-grass beds, kelp, deep ocean – benthic communities, hydrothermal vent communities – sulphur chemosynthesis, methane-bearing waters. Fishery and mariculture, power from the sea, mineral deposits, pollution, diseases and disturbances, changing sea level, frozen seas. Managing the oceans, protecting the commons, maritime law (1973-1994), commercial whaling, waste disposals, radioactive materials, plastic litter, destruction of coral reefs, oil spills ... (continued)

8. Conclusion

The Czech pedagogic geography developed in universities has entered into its 5th wave. The section of geographical education/Czech Geographical Society, includes all the academics interested in training geography educators. Their research grant intended to foster the skills and competence of geography educators means splendid opportunities for transition/transformation, not only for maintenance/development in geographical education close to the Western democracies, the European Union. However we are open to additional cooperation, multiculturality for understanding global processes, creating plural images of the world we live in. The Geography of our planet is a multi-facet diamond with its dark and light sides. What exactly is global, regional, local? Crossing borders, active learning, paying attention to the social challenges, accenting issues, joint applied/general/component geography in space-time dimensions, constancy

and change, cartography and informatics aided geography, projects, and classroom geography management are only some of targets of the 5th wave.

Literature:

ARMSTRONG, D. G., HUNKINS, F. P. (1989): World Geography – People and Places. Merrill Publ. Comp., Columbus, 706+333 p.

BIČÍK, I., ŘEZNÍČKOVÁ, D. (2000): Key themes in teaching geography. Czech Geogr. Soc., Section of geography education, Brno seminar, Fac.S ci. 12. 1. 2000. (In Czech.)

COATS, M., LEACH, A., LENTELL, H., PHILLIPS, M., SCOTT, E. (1992): Effective Tutorials. Open Teaching Toolkit. The Open University, Milton Keynes, 44 p.

DOBKIN, W. S., FISCHER, J., LUDWIG, B., KOBLINGER, R., eds.(1985): A handbook for the teaching of Social Studies. Allyn and Bacon, Inc., Boston, 323 p.

GRAVES, N. (1996): Curriculum development in geography: an ongoing process. In: Kent, A., Lambert, D., Naish, M., Slater, F., eds.(1996): Geography in Education. Viewpoints on Teaching and Learning. Cambridge University Press, Cambridge, 374 p.

HERBER, V. (1996): Study programmes for training geography teachers. In: Wahla, A., ed. (1996): Professional training of "new generation" of geography teachers in Czech universities. Grant Final Report, Ostrava University, Ostrava, 137 p. (pp. 51-53, in Czech)

HERINK, J.(1997): System of Geographical Education at Elementary Schools in the Czech Republic in the 1990s. Journal of the Czech Geographic Society, 102, No. 3, Czech Geographic Society, Praha, pp. 175-180.

HOFMANN, E. et al. (2000): Geographical and cartographical education in wider educational context. Czech Geogr. Soc., Section of geography education, Brno seminar, Fac. Sci. 12. 1. 2000. (In Czech.)

HYNEK, A., ed. (1999): South Moravia – regional essays. Dept. of geography, Faculty of science, Masaryk University, Brno, collection of students papers (in Czech).

HYNEK, A. (1997): Professional training of geography educators – SWOT analysis. Journal of Czech Geographic Society, 102, No. 3, Czech Geographic Society, Praha, pp.181-188 (in Czech).

International Charter on Geographical Education. Commission on Geographical Education 1992, IGU/UGI, Washington.

KENT, A., LAMBERT, D., NAISH, M., SLATER, F., eds.(1996): Geography in Education. Viewpoints on Teaching and Learning. Cambridge University Press, Cambridge, 374 p.

KENT, A. (1996): Evaluating the geography curriculum. In: Kent, A., Lambert, D., Naish, M., Slater, F., eds. (1996): Geography in Education. Viewpoints on Teaching and Learning. Cambridge University Press, Cambridge, 374 p. (pp.133-195).

KÜHNLOVÁ, H. (1997): Concepts and Contents of Geographical Education in Future – International Trends and Their Reflection in the Czech Republic. Journal of Czech Geographic Society, 102, No. 3, Czech Geographic Society, Praha, pp.161-174 (in Czech).

MACHYČEK, J., KÜHNLOVÁ, H., PAPÍK, M. (1985): Fundamentals of geography didactics. SPN, Bratislava, 344 p. (in Slovak).

ROBERTS, M. (1996): Teaching styles and strategies. In: Kent, A., Lambert, D., Naish, M., Slater, F., eds.(1996): Geography in Education. Viewpoints on Teaching and Learning. Cambridge University Press, Cambridge, 374 p. (pp. 231-259).

ŘEZNÍČKOVÁ, D. (1997): Reform of School-leaving Exams as Part of New Geographical Education Strategy. Journal of Czech geographic society, 102, No. 3, Czech Geographic Society, Praha, pp. 189-200 (in Czech).

SLATER, F. (1996): Values: towards mapping their locations in a geography education. In: Kent, A., Lambert, D., Naish, M., Slater, F., eds.(1996): Geography in Education. Viewpoints on Teaching and Learning. Cambridge University Press, Cambridge, 374 p. (pp.200-230).

SLAVIN, R. E. (1991): Educational Psychology. Theory into Practice. 3rd. edition. Prentice Hall Int., Inc., Englewood Cliffs, 594 p.

SPALOVÁ, K.(1929): Methodology of teaching geography, 3rd. ed. Nakladatelství A.Šaška, Velké Meziříčí.

TICHÝ, O., JANKA, J. (1963): Methodology of teaching geography. SPN, Praha, 240 p. (in Czech).

VOŽENÍLEK, V.(1997): Computers in Professional Training of Geography Teachers. Journal of Czech Geographic Society, 102, No. 3, Czech Geographic Society, Praha, pp. 201-210. (in Czech).
WAHLA, A., ed. (1996): Professional training of 'new generation' of geography teachers in Czech universities. Grant Final Report, Ostrava University, Ostrava, 137 p.
WAHLA, A., MATOUŠEK, A. (1996): Schedule calculation in study programmes for geography teachers. In: Wahla, A., ed. (1996): Professional training of 'new generation' of geography teachers in Czech universities. Grant Final Report, Ostrava University, Ostrava, 137 p. (pp. 41-48, in Czech).
WAHLA, A. ed. (1998): European Dimension in Geographical Education. Proceedings of Int. Symposium of Geographers. Ostrava University, Ostrava, 286 pp
ZAKARIA, F. (1999): Across the Great Divide. Newsweek, Special Edition, Issues 2000, Dec.1999 – Febr. 2000, New York, pp. 6-10.

Shrnutí

PŘÍPRAVA GEOGRAFŮ PEDAGOGŮ

V čase rostoucí kritiky geografického vzdělávání a Výzvy pro 10 milionů, Nové maturity, není možné nereagovat tvořivým společným úsilím univerzitních didaktiků geografie a navazujícími aktivitami učitelů/ek základních a středních škol. Česká geografická společnost, její sekce geografického vzdělávání, vedená A. Wahlou dokázala soustředit všechny univerzitní didaktiky z 8 fakult do společného projektu/grantu zaměřeného na stanovení žádoucího profesionálního profilu pedagoga-geografa (termín A. Wahly). Na společných jednáních se začíná prosazovat nový pohled na geografické vzdělávání a potřebné profesionální kvality geografů-pedagogů.

Výrazně se projevuje ústup od encyklopedického geografického vzdělávání ve prospěch tématicky orientovaného aktivního učení, styl preferující 'fenomény , koncepty , hlavní nit'. Ustupuje od banální vizuality ve prospěch aktivního vnímání a chápání geografické reality podporované kartografií, dálkovým průzkumem, leteckými snímky s důrazem na tematické mapy. Místopis představuje vstup do geografického vzdělávání na základní škole a postupně přechází do typologického přístupu, který více rozvíjí myšlení, tvořivost, uplatnitelnost geografie v praktickém životě.

S tím souvisí i přechod od geografického vzdělávání založeného na „didaktické transformaci vědního oboru – geografie" k pojetí geografického vzdělávání jako aplikované geografické disciplíny, která vzdělává geografií, především jejími aplikacemi, rozvíjením geografického myšlení a vybranou geografickou empirií, která dosud v geografickém vzdělávání dominuje. Právě absence jádra geografie – geografického myšlení týkajícího se celé geografie – je příčinou rozpadu geografie, převahy banalit, detailů v geografickém vzdělávání., povrchnosti vyjádřené voláním po dokonalých (zřejmě přes 130) učebnicích, méně po lepších atlasech. Univerzitní didaktici geografie pracují s dvěma extrémy fyzickogeografické, humánněgeografické a regionálněgeografické průpravy v učitelském studiu: přemírou empirie a „podmírou" teorie a aplikací. Navíc převaha přednášení vede k napodobování na základních a středních školách, v pokleslé úrovni pak k diktování a proslulému „nestíhání". Jen málo kartografů provozuje v učitelském studiu aktivní kartografii, kartografii podporující geografii, o počítačové se většinou jen mluví, mapování je nahrazováno geodézií.

Předložená případová studie ukazuje na příkladu města Brna tematickou orientaci pro geografické vzdělávání i v jiných městech, obcích. Studenti/ky procházejí terénním studiem krajinných ekosystémů města Brna a jeho okolí, studiem využití země vstupují do poznávání prostorové organizace lidských činností a rozpoznávají přes studium percepce a imaginace sociální, ekonomická, environmentální, kulturní, politická témata. Pokračují studiem Jižní Moravy – složkami přírody, lidskými činnostmi a hlavně směřují do tematizace jako v případě Brna. Těžiště je však v promýšlení činností jejich budoucích žáků/studentů, orientace je pedocentrická s důrazem na učení a promýšlení managementu vzdělávacího procesu – výuky. Rubikovou kostkou jsou vyjádřeny vztahy, souvislosti v geografii a v geografickém vzdělávání v realitě geografické učebny.

Ocitli jsme se v krizi geografického vzdělávání a obtížně argumentujeme o relevanci geografie ve vzdělávání. Náš postup by měl být orientován jako vzdělávání geografií, která integruje přírodovědné a společenskovědní poznatky, dovednosti, způsobilosti v prostorové organizaci, její stálosti i proměně, trvalé udržitelnosti. Geografie má potenciální sílu k této integraci a v současné debatě o nové maturitě by měla usilovat o samostatnost, není zastu-

pitelná v sociálních, ekonomických, environmentálních, politických, kulturních tématech, její potenciální kompetence je vysoká, ale realita geografického vzdělávání je nízká.

Obr. 1 – Česko – města s univerzitní výukou geografů-pedagogů
Obr. 2 – Rubikova kostka v geografickém vzdělávání
Obr. 3 – Jižní Morava – výstupy pro studenty geografického vzdělávání

(Author is with Department of Geography, Faculty of Science, Masaryk University, Kotlářská 2 , 611 37 Brno, seat: Kounic Palace, Brandlova 1, e-mail: hynek@porthos.geogr.muni.cz.)

Arrived to the editor's office on January 15, 2000