

Subject Matter and Geography Education

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As Subject Education appears, the idea of the subject becomes clear and the goals of Subject Education come to focus on character building. Therefore, Geography Subject Education contributes to the scientific explication of the original nature of geography and the reformation of Geography Education by the help of the theories of Geographic Education. Geography Subject Education emphasizes the deletion of contents irrelevant to character building and the extraction of Geography Education theories that make clear the selection of contents and instruction-learning method.

Geographic education should contribute to students' needed character building in a rapidly developing society. We would rather develop geographic education theories adjusted to Korea's own situation, through continuing research by specialists and the teachers of geographic education, than cautiously introduce theories from other nations. There are two methods in those researches, one of which focuses on books, and the other on exercise. The former is carried out by specialists for making theories, the latter, by the teacher of that subject through experimental lessons for finding new methods and contents. New theories, methods, and contents can be appreciated, only after they have been generalized in the real classroom. Theories are useless if they are not suitable in Korea classrooms. It is difficult to rear suitable persons in the Korean situation without finding or developing the theories to be applied to Korean classrooms.

Also, as the educational goals are different from each nation, region, and period, it is necessary that the research of geographic education should consider the situation in each region, students' experiences and consciousness levels, and current issues. The goals, methods, and contents of geographic education may be different from nation to nation because of their differing situations.

I. Introduction

It has been over one hundred years since geography education had begun in Korean schools. We know that anyone can teach geography if as a teacher he or she has an extensive knowledge on geography. A teacher must have a practical knowledge on geography, for it is difficult to guide the teaching of geography if a teacher can't grasp a view of geography education, the purpose and course of geography and the requirement of a nation and times.

The aim and direction of geography education have changed a great deal, and especially our society is complexly changing accordingly. Therefore the contents of geography education can be taught by various means. A geographer may teach the students their geography with the result of the study as it is, or he may teach them with the emphasis on the formation of humanity in order to approach the aim of the School Subject to the point of view of Curriculum and Instruction of School Subject.

This report has not described all of geography education because the theme of the report are restricted within geography education which is related to the Curriculum and Instruction of the School Subject. We think that geography education is a branch of Curriculum and Instruction of School Subject and are finding out that the purpose and direction of geography are restricted.

The Curriculum and Instruction of School Subject were introduced in the early 1980s. But we will use the term together with the term of School Subject, and regard geography education as a branch of school subject, without establishing the character of geography education from the standpoint of it. Therefore it was necessary to establish the two terms. The understanding of Curriculum and Instruction of School Subject is needed when we look upon geography education as a School Subject. Sometimes the misunderstanding of Curriculum and Instruction of School Subject has been brought because we intend to understand geography education without a basic knowledge of the curriculum and Instruction of School Subject. Any way, the motive of writing this report is to definitely establish geography education from the point of view of Curriculum and Instruction of School Subject. I will give you heartfelt thanks if you give much understanding to me about this report.

II. Curriculum and Instruction of School Subject and School Subject Education, Geography Pedagogy and Geography Education.

The Curriculum and Instruction of School Subject are learning of practice which is directly showing a definite theory and method to improve and reform School Subject Education, explaining definitely, clearly and scientifically its own essence, character and object of School Subject which is taught in school, the establishment of the aim and the selection of the teaching materials which play an important part in the formation of man and the best methods of learning and teaching.

The School Subject Education means that a teacher rears a faithful person who is expected in the society and nation according to the special aim of the school subject which is taught in a spot teaching at school. The Curriculum and Instruction of School Subject are studied with the theory of the School Subject relating to the formation of man as the central theme and contributing to the improvement and reform of School Subject. The School Subject (Education) is to be practiced, by putting direct emphasis on character building at school. In spite of the difference about the definition of Curriculum and Instruction of School Subject and School Subject, We don't distinguish the Schools Subject from the Curriculum and Instruction of School Subject and use one together with the other. The geography education is not in the Curriculum and Instruction of School Subject, but in the Subject Education, because Geography Pedagogy is a branch of the Curriculum and Instruction of School Subject. The Geography Pedagogy is learning which contributes to the explanation, improvement and reform about the its theory and is a School Subject which rears a faithful man who is needed in the society and nation. Curriculum and Instruction of School Subject and the Geography Pedagogy are learning which is emphasized on the drawing the 'theory for practice'. The School Subject Education and the Geography Education are the School Subject emphasized on the 'practice based on a theory'. It is expected that the Geography Pedagogy will be treated from the standpoint of 'research', and the Geography Education will be used from the standpoint of the 'practice', because the meanings of those terms are definitely different. Researching and practicing in this way are the motive of the development of Geography Education and Geography Pedagogy.

Moreover the Geography Education will be established as a School Subject.

III. The Learning of Geography Education as Curriculum and Instruction of School Subject and Geography Education as School Subject.

The Learning of Geography Education as Curriculum and Instruction of School Subject is learning concentrated on drawing a pure theory about Geography Education. The learning of Geography Education should explain definitely, clearly, and scientifically its own essence, character and object, the establishment of the aim, the selection of the contents of teaching materials and a theory about the best method of learning and teaching, and should pursue the definite theory to improve and reform Geography Education. On one side, Geography Education as a School Subject is that a teacher practices the teaching of geography in a field of education, emphasizing the bringing up of a faithful man who is expected in the society and nation, that is, geography education is practiced and emphasized on Education related with the practice of character building.

IV. Geography Learning and Teaching Materials, Geography Learning and Teaching Course.

The purpose of Curriculum and Instruction of School Subject is reflected in the direction of the construction of curriculum in Korea and it is expected that independent, creative and moral persons are brought up in it.

Geography education should put emphasis on cultivating persons who are expected in the construction of curriculum because curriculum is stressed on the formation of such persons. In other words, geography education has appeared as a School Subject which may not neglect character building. Geography education boldly eliminates the educational contents which are not related to character building, and selects the teaching materials which play an important part in it. Then the geography class is planned and practiced according to the learning and teaching course which is helpful to it. That is to say, geography education is a School Subject (Education) which is clearly related to character building, therefore the teaching

materials for geography are chosen and the learning course is practiced according to the point of view of it.

V. The Training Course of the Geography Teachers Who Are Concentrating on the Formation of Humanity.

In order that a teacher may establish the speciality about School Subject and teach school subject positively, above all the school of teacher's college, the master's course and the doctor's course should be reformed with Curriculum and Instruction of School Subject for a basis. It is desirable that he majors in geography education related with character building in order to cultivate geography teachers after he has completed the understanding of Curriculum and Instruction of School Subject.

The geography lecture should be opened as a required course in order to increase the knowledge of geography teachers in a liberalarts course. It should be opened that Curriculum, Modern Method for Learning and Teaching, Schools Subject Lesson and Psychology of Development which are directly related to the understanding of the School Subjects in a course for the teaching progression after he has completed Curriculum and Instruction of School Subject. The major course should include Lecture for Geography Education, Lecture for the Method of Geography Education and Lecture for the Geography Contents which are related with the character building. The lecture for Geography Education should include Introduction to Geography Education, Education for Comparative Geography, History of Geography, Method and Research for Geography Education and Education for International Understanding. Lecture for the Method of Geography Education should include Course for Geography Education, Construction for Geography Textbook, Method of Geography Education, Teaching and Learning for geography, Materials, Teaching Tools, Equipments, Facilities for Geography Education and Evaluation for Geography Education which are related with the formation of humanity. Lecture for the Geography Contents should include the lecture which teaches the students the whole contents about geography.

The contents for the major lecture must be different between a school of university and graduate school. A school of university has to make the teachers exercise and practice for many hours in order that they may research the method of geography education well.

Exercises make the teachers select and decide the contents of geography education which is related to the formation of humanity. Practices makes them research the geography lesson and examine its own field. This exercise and practice will help them teach the students with confidence in his capacity. A graduate school draws the theory of geography curriculum and holds the seminar for the most part. A course of the school of university is chiefly assigned to practice and exercise. A graduate school is mainly to study the theory which reforms geography education.

Therefore, a course of the school of university and a course of the graduate school are definitely different.

A teacher who has completed the training course for the geography teacher teaches the students the contents of geography from the standpoint of geography teaching. Moreover, he may be able to teach them the contents of geography, social life of a man and the geographical facts and phenomena for the characteristic geography which is emphasized on character building without overlapping with the contents of other subject. Besides, he may be able to be successful as a geography educational expert who is capable of reforming geography education. A teacher who majors in geography with curriculum and Instruction of School Subject at the teachers college can teach the students true geography which is stressed on character building. If a geography teacher doesn't understand geography education from the point of view of curriculum and Instruction of School Subject, the geography education concentrating on character building will not be performed and may well be taught as a different kind of form.

VI. The Study of Geography Education Which Can Be Practiced.

In geography education, the formation of humanity is more difficult than the cramming of knowledge and the development of ability. Therefore, an expert in geography education and a teacher interested in it are expected to continue the study for the formation of humanity in geography education.

As the curriculum pedagogics is a science of practice, an expert should research into the theory of geography, educating about the formation of humanity practicable in our country. Then it can be recognized as a worthy research. And a geography teacher should practice the formation of humanity. Then he can be recognized as a

good teacher. As the theory of geography education is a meaningless one that can't be practiced, we have to deduce and discover only the theory of geography education that can be taken generally on the spot education of our country. If we cannot generalize the theory of geography education, this theory is of no use to us. Thus, without the generalized theory, this education is as good as reckless. And we can't build the humanity expected in geography education. Therefore, the geographer has to deduce the theory of geography education, which can be taken on the spot education of our country.

In geography education, lots of subjects have to do with the formation of humanity. That is to say, the nature of geography education which emphasizes the formation of humanity, the aim, the curricula, the textbook for geographer, the contents, the teaching method, the theory of teaching, the course of the learning and teaching, the history of geography education, the management, the theory of teaching method, the urgent problems which are related to the building of humanity.

The way of research can be divided into two ways, the one with the emphasis in books, and the other in practice.

In the former, the expert usually deduces the theory related to the formation of humanity, but the contents are various from the view of history geography education related to the formation of humanity, from the view of comparative pedagogy.

In the late, the geography teachers have to try to find the new geography education method and content, by developing the experimental class related to the formation of humanity. This research is divided into the experimental one and the practical one. The experimental research is for geography teachers to plan and develop the experimental class with a view to prove the theory of geography education formed by geography teachers.

Planning an experimental lesson based on the theory of geography education can help a teacher can give an experimental lesson. If he gets a desirable result from the lesson, he can publish a new plan of geography education, revising and supplementing the present geography class. If he doesn't get a good result, he makes a teaching plan again and goes on teaching an experimental lesson until he obtains the expected result.

The practical study means that the teacher of geography, alone or jointly, revises, supplements and improves the contents and ways of the present geography education. A teacher examines his own teaching in many ways through planning his lesson and evaluating it

and finds the subject of his study, hypothesizing and practicing an experimental lesson. If the hypothesis proves to be applicable to his class, the teacher announces a new plan of geography education, assured of the contents and ways of lesson. The theory of geography education and the new plan of geography education can be recognized only when they are generalized reasonably and objectively in a spot class.

The result of the study stressing practice relies on the circumstances of education, the quality of a teacher and the learning activity of students. Therefore, the teacher has to choose a class for an experimental lesson with care in order that the new plan of geography education may be applied to many other schools. In choosing an experimental class, the teacher should select a class having considerable similarities to other classes. This is why the surroundings of school, the teacher's ability, the students' experiences, their intellectual levels and the local conditions make a generalizable plan of geography education.

It is desirable that the experts of geography education and geography teachers study geography because the experts of geography education and geography teachers in Korea constantly study geography education, and then finding the new theory and plan of geography education which contribute to a spot education is even more applicable than haste introduction of the foreign theory of school subject. It is desirable that Korean experts in geography education and geography teachers find out the theory of it, and the geography lesson for the development and reform of geography. By the way, a man who is expected in society, nation, region and times is different. The study of geography education which contributes to the rearing of a faithful man in the society and nation is very important and has lasted for a longtime. This research will contribute to the improvement and development of Korean geography education.

The result from research of geography without considering the situation cannot be applied to many classes and reduces the fruit of geography education.

VII. The Teachers' Attitude for the Development of Geography Is at the Point of Curriculum and Instruction of School Subject.

The teachers' attitudes for the development of geography at the point of Curriculum and Instruction of School Subject are as follows;

(1) It is necessary to have a mind of accepting the theory of geography education. It is very difficult for a teacher to practice geography education successfully within the educational system of curriculum, it is necessary to have a mind of finding out the geography education and the theory, applying to the geography education, and of accepting them. It is necessary to have a mind of accepting the education methods of geography curriculum open to the public in a research school, and the advice of teachers of all levels.

(2) It is necessary to collect many materials on geography pedagogy and keep them well as saying "Don't forget the past, and then create the future". It is necessary to collect and keep many materials such as the research of a geography class, the report of an opening class, the paper expressed at geography pedagogy association and publication meeting, the materials of the workshop of geography education, and the literature materials about geography curriculum pedagogy, for these materials have much value, if they are in the geography education plan. It is good to preserve the materials failed in geography education, for they serve as good references.

(3) It is necessary to have in mind the attending of assemblies on the teaching of geography as often as possible. To collect the informative materials on geography education and to exchange them with others, it is necessary for teachers to take part in the assemblies for a geography opening class and the geography pedagogy association. It is also helpful for the teachers to study geography education to participate in the assembly on geography education for unifying with one another. Therefore, the teacher needs to take part in the geography education assemblies very often.

(4) It is necessary to exercise and practice on the basis of geography theory. Teaching seems to be easy, but is very difficult in reality. Teaching can be done very well after it is mastered. In order that the teacher may master a geography class very well, it is

necessary to exercise and practice geography education very much with the theory of geography education.

The establishment of the most suitable object, the selection and reconstruction of text contents, teaching plan, teaching and learning, definition decision, the production of an examination questions and practice seem to be easy, but they are difficult without exercises and actual training. By repeating the exercise and actual training, a geography class will be easy, and can play a enough rules as geography education. With a geography teacher having an attitude as this, geography education for human formation in the field of education in Korea will be possible in point of the pedagogy of school subject education, and the geography education for showing will be away. Geography teachers will have to continue to have an attitude like this. As education is not accomplished in a day, the right attitude of a teacher is not accomplished easily. A skillful geography teacher will contribute to the development of geography education in Korea.

VIII. School Subject and Korean Geography Education.

We ought to reconsider if geography education is a tabloid edition of geography, or teaching summary about geography which is briefly arranged. We ought to reconsider that our geography education course is organized in the state of how much importance we give to it. And we need to reconsider that our geography education is organized in the state of how much we are interested in the formation of human model which the society and nation expect.

We must improve the contents of evaluation of education as soon as possible in order that our national geography education is improved and revolutionized. When we examine into the questions of the geography test, the questions concerning the formation of personality is too rare. We must reflect that we neglect the formation of personality in geography education, that we have taught the educational content rarely concerning the formation of personality, and that we have misguided students with an educational method rarely concerning with the formation of personality. Now out of considerations for given educational conditions which the questions for evaluation and the educational contents have great effects on an educational method, if we give the questions concerning with the formation of personality in a geography test, the geography education for the formation of personality will be possible. If questions about the

formation of personality are given, there will be no doubt that there should be a geography education for the formation of personality. Geography education course must be organized to give much more importance to the character building.

I hope that teachers will teach geography rather than research geography and that they will practice geography education for the formation of humanity.

I have written a short paper about geography education and desire that the concerns and researches of geography education last to contribute to the development of it. In short, I hope that many research papers which give many people the value of geography education will be published.

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