

## THE PRINCIPLES OF TEACHING - LEARNING GEOGRAPHY AND THEIR APPLICATION PROCEDURE IN THE TEACHING ACTIVITY

Nedea Petronela-Sonia<sup>1</sup>, Pascu Emilia<sup>2</sup>, Dincă Ramona<sup>3</sup>

**Abstract.** The principles are laws, natural or fundamental with applicability to many phenomenons becoming rules guiding research. Using principles facilitates the development of scientific methods. Each science or discipline, each researcher outlines their principles to follow in scientific research, principles which follow the general ones, unanimously available.

**Key words:** *principles of teaching, learning geography, application procedure*

### 1. Introduction

By studying geography students accumulate a valuable knowledge regarding the various phenomenons that occur in nature and society [1]. Teaching the whole system of geographical science in school, from elementary school students, when forming the first geographical concepts until graduating the high school, they must be organized so that students gradually get clear knowledge about the physical and economic geography of the country.

The activity of the geographical material increases if the pupils precieve directly what they are told Therefore it is necessary to create conditions for the students to observe as much as directly and to know both nature and human life firstly in their local horizon and then the country [3].

Extremely important is that the process of acquiring knowledge is to pursue training in the forming of geographical thinking of the students. This can be achieved if permanently during the teaching a learning material is presented which locates what is studied in space and time; to show the differences between one place and another (thus realizing causal and comparative description) on the topography, climate, soil, vegetation, demographic and economic features.

Geographical thinking and the knowledge exposure of this object of study is directly linked with the map , which means that skills development to work with the map , must enroll

---

<sup>1</sup> Lecturer PhD., Faculty of Touristic and Commercial Management, "Dimitrie Cantemir" Christian University, Unirii Blvd, Bucharest, Romania, petronela844@mail.com

<sup>2</sup> Lecturer PhD., Faculty of Touristic and Commercial Management, "Dimitrie Cantemir" Christian University, Unirii Blvd, Bucharest, Romania, pascu.emilia@ucdc.ro

<sup>3</sup> Master student, "Business management in tourism", Faculty of Touristic and Commercial Management, "Dimitrie Cantemir" Christian University, Unirii Blvd, Bucharest, Romania, ramtzy05\_copitza@yahoo.com

between the objectives that strengthen the role of the educator in teaching knowledge and checking them out, and in organizing and conducting other activities in the classroom or outside the classroom [7].

The study of geography should be linked to practice. For this purpose it is necessary to act for the purpose of training students useful skills in life. For this it is necessary to organize activities with a practical content in the classroom, in the geography office, on the field (observation and analysis of phenomenon, making simple measurements, reading, drawing, or interpretation of maps, research local horizon etc.).

In the context of global economic turmoil, social, political, scientific and influence, geography, like other sciences, is part of a winding road dictated by the pressures, interests, limits of knowledge, scientific methods.

## 2. The importance of teaching principles in educational process

Teaching principles are rules guiding the organization and the educational process, being true prerequisites in achieving the proposed goals of the teacher work with students. Among the principles recommended by school Pedagogy are listed [9]:

1. **The principle of conscious and active participation of students.** The essence of this principle is based on the idea that learning should be an active process of understanding and assimilation of information, and the student is the subject of his own training and acquiring new knowledge, on one condition: to be active participant in conduct of the lesson, in our case, the natural sciences and geography. By making alternation between concrete and abstract, with the direct participation of the student, ensure logical assimilation of knowledge.
2. **The principle of intuition.** Is another basic principle in treating the primary idea that learning, students must have a perceptible and observable support by which to form a correct representation, sustainable natural objects and phenomena (eg, comparison of deciduous and coniferous trees of the hills and mountains, etc.). The empirical knowledge of the students is clear and follows a step correct understanding of the knowledge, leading to generalizations.
3. **The principle of linking theory with practice.** This principle expresses the requirement of teaching qualities to combine theoretical knowledge with the possibility of their application in practice, in solving subsequent tasks and integration into society of students. Can draw two main directions, which combines theoretical knowledge with practical skills in education, namely:
  - *Applying the knowledge acquired in solving other theoretical tasks;*
  - *Taking a practical work with teaching materials.*
4. **The principle of thorough knowledge of skills and abilities.** This principle is based on the idea of operating properties, effective and vigorous representations and concepts first funded at Scheduled Natural Sciences and Geography of Romania, in a thoroughly learned because they are the "foundation" of a science alphabet that is built in while building it, or its content. At the same time must be followed and learned the principles and laws of geography as science according to which it provides a logical and efficient learning. Learning skills from their primary school practice assumes continuous, but not annoying, but pinning the elements of observation, interpretation, exercise to arouse students' interest during lessons, provides high stability in time. Therefore, besides of general skills such as

observation, measurement, fielding, drawing etc., a special importance in learning geography skills training it's reading and interpreting map using conventional signs and the fund of knowledge respectively.

5. **The principle of a systematization, structuring and continuity.** The basic requirement of this principle is absolutely necessary in compliance of learning logical operations. Systematizing the knowledge means their ordering, starting from concrete to abstract.
6. **The principle of accessibility or orientation by age and individual peculiarities of the students.** The requirement of this principle requires a good knowledge of the teacher's school curriculum content, of the manual after which class browses the subject matter and not least , the structure of student personality on the intellectual plane at every age and level of education, for the acquisition of knowledge to be adequate and producing the expected results gradually increases the learning requirements of the student , and the teacher must provide its determination in support of various methods of knowledge accessibility, with intuitive and heuristic strategies of teaching for an active and profound assimilation of knowledge.

### 3. Geographical principles - key goals

Geographical principles have law character at organizing the subject matter, to which is added, for each geographical discipline separately, for many specific principles, related to the methodology research itself [16]. Briefly, we summarized:

1. **The principle of spatial distribution** states that any element or geographical phenomenon has a certain geographical location in space which in turn has strong influence on the causal links geographical fact.
2. **The principle of distribution over time.** This principle requires that any element or current geographical phenomenon to be analyzed and explained by the evolutionary treatment, pursuing his training time or time integration of geographical facts.
3. **The principle of causality.** This principle is in constant search for the causal link between the objects, elements and geographic phenomena occurrence or causal explanation of their conduct. Permanent questions are based on this principle: "Why?" or "how do you explain that" ... and so on, such as: why deciduous forest loses their leaves in autumn? De ce pleacă păsările călătoare din țara noastră toamna și sosesc primăvara? Why do the migratory birds leave our country in fall and return in spring ? Why do rivers have a circle radius layout? Etc. Causal links demonstrate that the time sequence of elements and phenomena falls flowing from cause-effect sequence.
4. **The principle of geographical integrations** is that each component can also be seen in the geographical context of a set of components linked together in different orders of complexity systems to ensure the synthetic character of geography. The integration must be done first, within the system which includes the item, specifying the place and function in the system. Although if a geographic feature is part of a larger system, he has some connections in the regional context.
5. **The principle of updating the knowledge** is the predominant principle in teaching geography that every teacher has to respect it , because textbooks and programs have a certain stability over time in relation to the dynamics of elements and geographical phenomena. For example, updating information about the evolution of the population in a city or county, etc. Other examples: the study of natural balances relating to land

erosion caused by external agents, the hydrological regime of rivers and flooding, vegetation modification by human activity, pollution of rivers, etc.

6. **The principle of linking knowledge and interdisciplinary teaching** emphasizes the need to analyze relationships between geography and of the other content objects of education aiming to point to an item or geographical phenomenon and emphasizing synthesis components of geographical environment. Teaching interdisciplinary develops intellectual abilities of logical memory, reasoning, leading to increased efficiency of the educational process.

## Conclusions

Geographical methodology is essential in understanding the specific scientific knowledge, principles and rules underpinning of the research and development of scientific theories. Traditional teaching recommends a number of rules such as switching from easy to hard, from the concrete to the abstract, from near to far, accessibility to knowledge in primary education.

Contemporary research indicates that the above rules can sometimes alternate in education, meaning that you can go and from the general to the particular, or from the abstract to the concrete. Individual treatment of students assumes that must be taken into consideration the specificity of individuality of each student.

## References

1. Armaş Iuliana, *Teorie și metodologie geografică*, Editura Fundației România de Măine, București, 2006
2. Bumbuc Ștefania, *Pedagogie. Note de curs*, Editura Academiei Forțelor Terestre, București, 2007
3. Costache Carmen Florina, *Particularități psihopedagogice și metode ale formării și reprezentărilor de geografie la clasele I - IV*, Editura Sf. Ierarh Nicolae, București, 2010
4. Donisă I., *Bazele teoretice și metodologice ale geografiei*, Editura Didactică și Pedagogică, București, 1977
5. Dulamă Maria Eliza, *Strategii și tehnici didactice activizante cu aplicații în geografie*, Editura Clusium, Cluj- Napoca 2002
6. Dulamă Maria Eliza, *Aplicarea modelului învățării depline în predarea și învățarea geografiei*, Editura Clusium, Cluj- Napoca 2000
7. Dulamă Maria Eliza, *Didactica geografică*, Editura Clusium, Cluj- Napoca, 1996
8. Dragu V. (coord.), *Geografie, geologie. Ghid metodologic*, Collegium Polirom, București, 2000
9. Ilinca N., *Didactica geografiei*, Editura Didactică și Pedagogică, București, 2006
10. Ilinca N., Mândruț O., *Elemente de didactică aplicată a geografiei*, Editura CD PRESS, București, 2006
11. Joița Elena, *Didactică aplicată. Partea I - Învățământul primar*, Editura Gheorghe Alexandru, Craiova, 1994
12. Marinescu Mariana, *Tendințe și orientări în didactica modernă*, Editura Didactică și Pedagogică, București, 2009
13. Neacșu I., *Metode și tehnici de învățare eficientă*, Editura Militară, București, 1990
14. Neacșu I., Stoica A., *Ghid general de evaluare și examinare*, Editura Aramis, București, 1996
15. Postelnicu C., *Fundamentele didacticii școlare*, Editura Aramis, București, 2002
16. Stan Liliana (coord.), *Elemente de didactica geografiei*, Editura Polirom, București, 2003
17. Tomescu V., Popa F., *Metodica predării geografiei și științelor naturii în ciclul primar*, Editura Gheorghe Alexandru, Craiova, 1999