

Issues for Alignment between Geography Education and Earth Science Education: Geographical Viewpoints and Ideas of "Academic / Education" and "Unification / Non-Unification"

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Yamamoto and Ogata (2018) compared and examined natural descriptions common to high school Geography and Earth Science education in all textbooks on subjects related to both educations and found that many terms differed in both educations. I found that there is a discrepancy between academic terms and educational terms. The academic accuracy, which is a common factor in teaching materials, was questioned again. In response to this point, in order to seek the qualities and abilities of modern education, it is meaningful to discuss the direction of unification and non-unification of terms that are common to various specialized fields. Therefore, this paper first considers the principle of "Academic / Education" and "Unified / Non-unified" .

The "Academic / Education" axis is inevitably the expressions and explanations necessary to adapt to children when students look down on academic terms and explanations according to the place of education and the stage of learning. The "Unification / Non-unification" axis has advantages in both "Unification" and "Non-unification". The advantage of "Non-unification" is that there is room to give a sense to deepen and the idea by various ways of expressing and explaining with various words and phrases. if you adhere to "Unification", it may be difficult to set the criteria for what you want to "unify" with, and it may be difficult to achieve common understanding by "unification". On the other hand, even if there are terms and educational contents that are common terms of "unification" , in order to deepen the field-specific learning, each academic viewpoints and ideas. Furthermore, it is important to effectively nurture the viewpoints and ideas of various specialized fields, including both specialized fields, in order to form a comprehensive human being. Therefore, depending on the conditions and circumstances at that time, the direction of using "unified" or "non-unified" can be recognized. Judging from Fig. 1, (①) domain is valued in compulsory education. (③) domain will be seen in the latter stage of secondary education, so it will be the main subject of this discussion. Under this fundamental arrangement, discussions are deepened from the points of "type I, II, III". In addition, discussions on regional, national and international perspectives ("internationality") and historical (futuristic) changes ("transformation") will need to be considered.

With this sort of arrangement, this paper focuses on Geographical viewpoints and ideas to deepen the discussion. From the point of "Type I", it has been described by educationally abstract words and concepts based on academic concepts. And, in the transition of the curriculum guidelines, they have been treated, but in lesson practice, they have been treated as non-unified, in other words, somewhat vague. From the point of "Type II", there has not been considered a point of contact with Earth Science, so in order to achieve meaningful cooperation, it is necessary to understand Earth Science viewpoints and ideas and adjust for cooperation. From the point of "Type III", Geographical viewpoints and ideas of the new curriculum are related to "internationality" from an academic perspective but are in line with the geographical concepts of the International Charter for Geographical Education. Be unified. However, it is educational in that it is shown from Geographical viewpoints and ideas of social phenomena and the relationship between "viewpoints" and "questions" under the new curriculum guidelines. In lesson practice, the degree of abstraction is high, so it must be non-uniform. In other words, in terms of "internationality" , as described above, they are unified, but they tend to be vague from a regional and

individual teacher perspective. In terms of "transformation", there are both sides of "transformation / non-transformation". The former has a strong educational aspect in response to the needs of the times, and the latter has an academic aspect such as geographic philosophy and geography. Will be strong. Based on the above, this paper focuses on Geographical viewpoints and ideas and suggests from textbook descriptions of other countries while focusing on the direction of modern education. In addition, we will discuss.

Keywords: Commonality, Internationality, Transfiguration, Human formation , Geographical concepts, Lesson

