

Problems as seen from the transition of geoscientific terminology described in high school textbooks

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It is predicted that "Basic Earth Science" and "Earth Science" will be set continuously in the next learning guidelines of high school.

However, there is no doubt that many teachers who have not studied Earth and planetary science while in college will be in charge of these subjects.

Under such circumstances, the following things should be avoided as much as possible.

- To use geoscientific concepts and terminology which can only be understood with a certain geoscientific background,
- Different expression by textbooks on certain concepts and phenomena,
- Array of learning contents and configuration of logic are different from textbook to textbook,

It is considered, as a result, that these problems negatively act on the student's formation of geoscientific literacy and on their course selection.

However, it is pointed out that such problems are found in current textbooks of "Basic Earth Science" and "Earth Science", and that similar problems are occurring with "Geography", and studies for problem solving have been made in JpGU.

In fact, such problems have been continued without improvement, in over 150 kinds of geoscience textbooks published in the past 70 years.

The depth of the problems mentioned above is thought to be here. As long as they are not solved, it is considered that there is no advance in the task.

Some examples of problems are shown below.

- earthquake ground motion
- S-P time
- magnetic poles
- classification of igneous rock
- cross lamina

Keywords: high school textbooks, geoscientific terminology, transition and problems of contents