

## The trial which devises how to teach geomorphology and gives interest to a geographical lesson

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In our school, the eleventh grade student's Geography B is 4 times per week. Therefore, if a lesson is performed for one year, a lesson will finish with systematic geography. Students say study of systematic geography "is not interesting since it is rare to see the local special feature and spread by the lesson in theoretical." Moreover, there are some students who say, "It is hot that the contents of natural geography follow a term."

As a result of inquiring based on this, syllabus planning will not be formed as the item of the government guidelines for teaching or a textbook, but "The syllabus planning in the form where systematic geography and regional geography are mixed is desirable" will be said. Then, the turn learned from the last fiscal year was changed. Then, the turn learned from the last fiscal year was changed. I changed the study back of geographical feature into the item of "mining and manufacturing in the world." This way of advancing is mixing the resources and the industry, and the regional geography of system regional geography. Moreover, the contents were lightly treated about the contents of agriculture and stockraising or the city geography in the form relevant to this, and all the contents had a class in the form where the target to relate each other mutually is held up.

As a result, change was looked at by a student's thinking in study of geographical feature. The student who was performing only former "memorization of a geographical feature term" came to be able to do geographical thinking by "why that geographical feature is formed", "what kind of human activities to be seen in the place where this geographical feature is seen", etc. little by little. Moreover, it came to get interested about an earth science phenomenon, and dealt with the contents of the earth science 1 (earth science foundation). Furthermore, distribution of geographical feature was able to understand to some extent by this. Therefore, it can be considered that the local special feature carries out the lesson of distribution of mineral product resources or industrial distribution of each area. It seems that it got interested since the difference from Japan and new discovery were carried out.

One of the examples is introduced. When teaching the major landform in the world, the textbook is treating only three classification and distribution of the Craton, the old orogenic belt, and the new t orogenic belt. It is made to learn in my lesson to the reason the origin of three ground object structures, the name of resources produced, and resources are produced. Then, in order to tell how the learned knowledge is useful, an outline is described about the situation of the steel industry of U.S.'s northeast part, and the situation of the oil area of the Middle East area. At this time, only an outline is described and details are treated in the item entitled the industrial area in the world after study of geomorphology in practice. It seems that a burden becomes light since a possibility of forgetting having learned becomes low and study of new contents can be performed using the acquired knowledge shortly after seeing a student's appearance.

That is, I would like to say handling of geomorphology, and that influence good for a student's study comes out by what is treated after that in Geography B. I would like to receive an opinion at the same time it will say that the increase in geographical completion persons is also expectable, if it says exaggeratedly.

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