

Abstract

This assignment deals with the problem of determining the share of physical-geographical problems in high-school geography textbooks. It compares the development of the share of the problem in textbooks of high-schools of economic specializations and of grammar-schools from the period of the 1920s to the beginning of the third millennium. It also compares the results of pedagogical researches carried out in the past, whereas the matching of the results received is very good.

Based on the methodology of a quantitative pedagogical research formulated in professional publications of various authors, I am trying to arrive at conclusions, which represent a principally new view of the issues of high-school geography teaching. Development trends, which I managed to discover in the assignment, show that the significance of physical geography in the teaching methods at both types of high-schools was gradually diminished, whereas at economic-profiled high-schools this diminishment took a much faster speed.

A part of the research includes also the verification if the students in a long-term horizon are laid increased or decreased demands especially in the viewpoint of the expected geographic knowledge. This assignment shows that the demands were reduced at grammar-schools, whilst at economic high-schools the demands kept growing.

The final part of my work contains a proposal for the further development of the same specialization, but this time in an international scope within the EU-states, and takes the initial steps of this international research.