

Abstract

In the contemporary world, when the whole world is connected, the fact saying that anything what happens on the other side of the world does not have influence to our lives is not truthful anymore. We live in an era of globalization. Therefore, it is important to focus on the global issues already at school and also on the way in which they concern us. However, it should be borne in the mind that, the most important thing is the way, how teachers explain it to their students.

The main aim of this paper is to analyze geographic textbooks for high schools in terms of interpretation of global issues. Semantic units that are related to global issues will be sorted into groups according to the paradigm to which it belongs (national, humanistic and global). Most of semantic units contained in textbooks were included into a global direction, which is characterized by its neutrality.

Keywords: textbook evaluation, global issues, geographical education, globalization, global thinking