

**Could we designate some
concepts in Czech
geography textbooks as
problematic?**

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1. Introduction

- ❑ **Czech school system**
- ❑ **Situation on Czech geography textbooks market**
- ❑ **Czech geography textbooks vary significantly**
- ❑ **High text difficulty of Czech geography textbooks is concerned by several researchers (Wahla, 1983; Pluskal, 1996; Janouskova 2006).**

❑ An incorrectly didactically elaborated textbook can lead to the confusion of the pupils and suppression of their enthusiasm to learn (Vester 1975).

❑ The text is becoming difficult to absorb for not only the pupils but for their parents too (Ottich, Kowalczyk 1972).

❑ Slovak researcher Gavora (1998) dealt with the matter of understanding the textbook's text. The scope of the learning material which is not understood well by the pupils, amounts to only around 30–50%.

*“the author would be sometimes surprised
how is his text interpreted, what can be
omitted and how does pupil’s final
version of the learned text look like”*

(Mares, 2001)

2. Methodology

□ The aim of the research was to find how do the pupils understand some particular terms based on the chosen explanatory text in geography textbook.

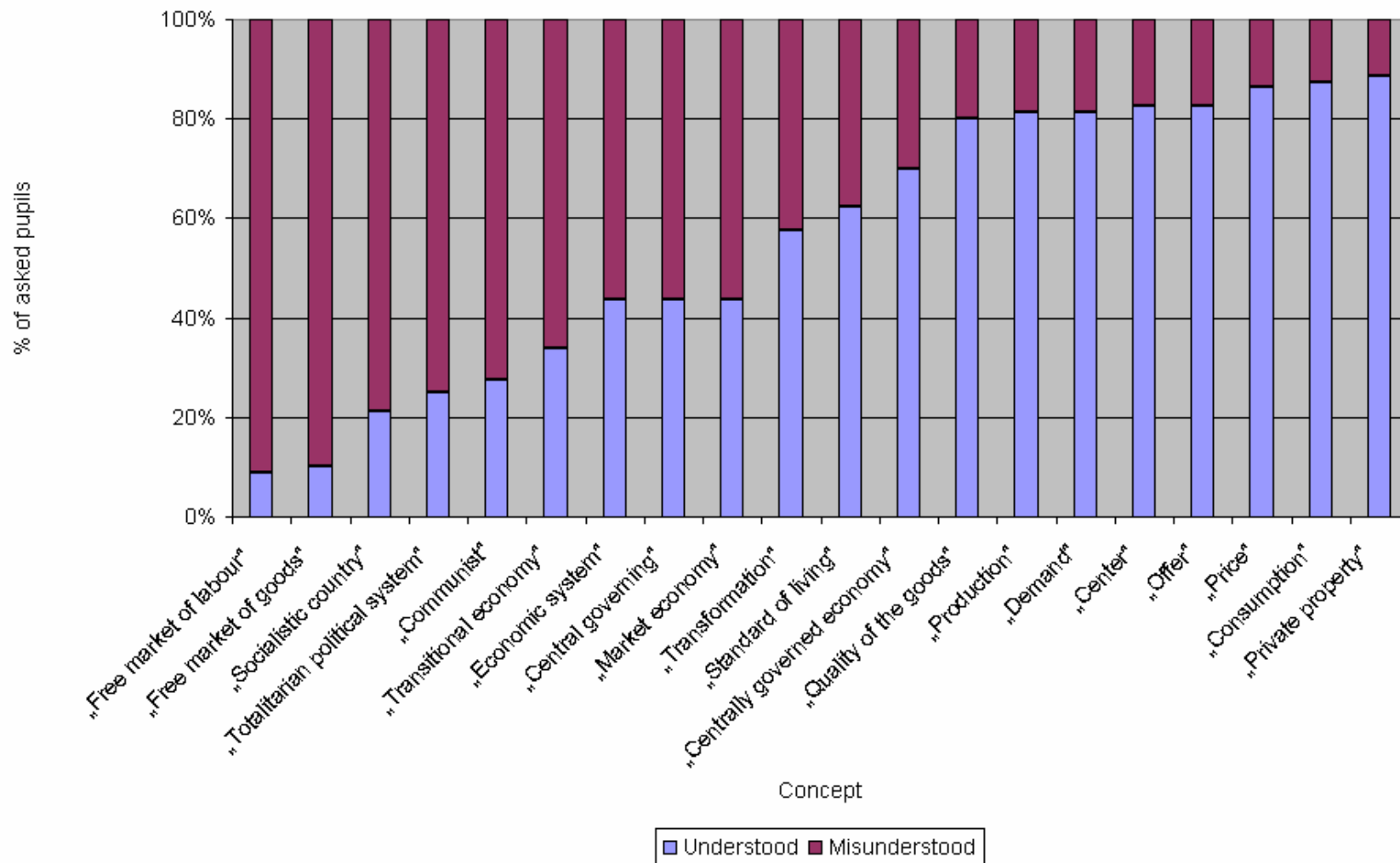
□ The questionnaire was the main research method. We asked the pupils how had they understood each of the twenty expert terms mentioned in the examined text.

□ „Pleas explain in your own words the following terms mentioned in the text.“

□ The research sample was composed of 80 pupils in age of 15, altogether three classes having different and long-term geography teachers.

3. Results

Understanding of concepts



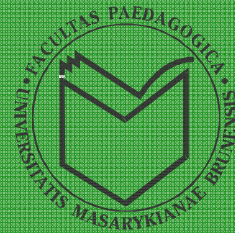
- ❑ More than two thirds of the pupils did not understand nine out of twenty examined terms.
- ❑ It means that 203 words out of 231 words of the examined text were familiar for the pupils.
- ❑ The examined explanatory text comprises 22 lines. That implies that almost every line contains two words which were not understood by the two thirds of examined pupils.
- ❑ The lowest level of understanding by pupils has been proved in the terms “*free market of labour*” and “*free market of goods*”

4. Conclusion

- ❑ The research suggests that for example the sentence referred-to in the text: *“Free market of labour, finance, information, etc., in addition to free market of goods, is also intrinsic for market system”* may give rise to number of interpretations which are made by pupils and only in small percentage may be found correct.
- ❑ Many similar faulty interpretations resulted from lingual analogy (transitional economy, market economy, economy etc.)
- ❑ An issue for educational research which can be helpful by the process of didactical reconstruction of scientific knowledge.

Thank You for Your attention

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