

A Comparative Study of the Differences in the Educational Models of Geography in China and Abroad

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Abstract

In today's society, although the educational models at home and abroad have certain similarities, they also maintain their own characteristics and differences. This article analyzes and studies the development status of geography education at home and abroad, expounds the differences of its geography education models from various aspects, and provides references for promoting the reform and practice of geography education in China.

Keywords

Geography; characteristics; differences; development.

1. Introduction

To some extent, the development of social economy will lead to great changes in school education. Basic education in China Great achievements have been made in the development and the previous seven curriculum reforms. The development of science, technology and culture has made great contributions. The core idea of the eighth curriculum reform is the rejuvenation of the Chinese nation. The development of every student is based on the development of curriculum reform. We must pay more attention to the reform of the basic education curriculum, implement the basic education curriculum system, structure, content, etc., and make corresponding adjustments to establish the basic education curriculum system in line with the requirements of the new era. The continuous development of the new round of basic curriculum reform puts forward new requirements and challenges to the geography education practitioners. The cultivation of school geography education plays an important role in the development of geography education. Only by adjusting the training plan according to the requirements of the times can each school develop excellent geography teachers who can adapt to the curriculum reform and quality education, especially in the new era, geography education should have advanced educational ideas. Compared with college students, it has a significant leap, compared with the academic type, it has its own characteristics; it has the ability to solve practical problems in basic education, and can use the theory learned to carry out effective research and promote practical work; make students enjoy first-class teaching results, and can comprehensively promote the healthy growth of students(Liu Herong,2011). Only in this way can we develop geography education for a long time.

The improvement of education level is an important supporting force for the sustainable development and progress of society. It can also be said that the reform and development of education determine the future strength and decline of a country. In this way, the training of education practitioners who play an important role in the level of education is particularly important. In order to keep up with the pace of economic and social development in the new era, higher education must adjust and reform the personnel training mode in order to train high-quality education practitioners. Therefore, improving the quality of education and training is particularly important for the development of education in the new era. It is hoped

that this study can provide new ideas for the development of geography education, so as to ensure the quality of training for geography practitioners. This model is also called the medium of theory and practice. The research on the training model of geography teachers in Colleges and universities not only depends on certain theoretical basis, but also needs to provide practical implementation procedures for practice. The training mode of geography education is an important research work of Normal University. At present, there are few studies in this area, and the training methods need to be improved. This study hopes to explore the differences between the domestic and foreign geographical education and training modes, and further comb the different modes in the training process, so as to improve and enrich the education mode in China and form a talent training mode. Conform to the reality of geographical education in the new era, and provide reference for personnel training. It is a new challenge for the reform and development of education and teaching in the new era to cultivate high-quality and professional geographical education talents. In essence, education and training model refers to the talent training model, which is the talent training system constructed and implemented to achieve its training objectives.

This is a systematic project, which consists of many elements, including training objectives, curriculum system, training methods, evaluation and evaluation. In recent years, the research on the cultivation of educational talents has been the focus of educational research, which is related to the improvement of the level of new-type teaching talents, the standard and quality of educational training under the background of the reform of basic education curriculum. This paper analyzes and sums up the relevant literature of the research on geographical education and training mode at home and abroad, and mainly discusses the main differences between the research on geographical education and training at home and abroad.

2. Overview of Geography Education Development at Home and Abroad

There is a general phenomenon of uneven development in geography education at home and abroad. Geography education is an independent discipline both at home and abroad. Geography education originated in Western Europe. Geography education is marked by Komenius' "great teaching theory". After the mid-17th century, Western Europe took the lead in taking geography as a regular course. After Western Europe, geography education gradually spread to Eastern Europe. In this process, the subject of geography and geography education has developed rapidly, and in the process of development has become more and more diverse, and more attention to rural geography, more emphasis on students' practical ability, especially to cultivate hands-on ability. The subject of geography in China is mainly based on the geography of our country, as is the case abroad. At present, the geography teaching methods at home and abroad are constantly updated, and some new elements are added. These innovations are mainly reflected in the original use of slides in teaching in France. Since 1950, under the influence of the new technology revolution, with the emergence of modern geography, large-scale educational reforms are being carried out in China and around the world. These reforms have added many features to geography education to varying degrees(Qu Haihong,2011). These characteristics are driving the continuous development of modern education. In addition to the characteristics of the subject of geography, there are many other motives driving the development of geography education. The specific manifestation is that the current geography discipline is constantly enriching and gradually developing in a better direction.

At present, population, environment, materials and other related contents in the subject of geography have formed a relatively complete basic theory in the subject of geography education. Today, with the rapid economic development at home and abroad, science and technology are constantly improving, and the application of computers is gradually becoming more and more widespread. Later, geography education also began to use computers to

improve teaching methods. At present, the education science in various countries is constantly developing. The development of education science is not carried out in a single way. It is accompanied by the penetration of other disciplines such as psychology, as well as many past research results, such as program teaching method, experimental teaching method, Receptive learning method, example teaching method, etc. At present, we have injected many theories and related teaching methods into the practical work of geography education. For example, Bruner used Chicagos geography teaching examples to clarify the teaching method of "discovery method". Another aspect is the arrival of the knowledge explosion era. Students in this social situation can obtain a large amount of information resources, and can increase their frequency of communication with domestic or foreign countries. Geography education also emphasizes environmental protection.

The relevant content of this discipline encourages students to face environmental problems correctly and assume their responsibilities and obligations for environmental protection at home and abroad. Therefore, the geography discipline is irreplaceable at home and abroad. Mastering the basic knowledge and theory of the subject of geography can promote exchanges and cooperation at home and abroad(cf. Lei Chengyao, 2016). All in all, the development of geography education is not driven by a single factor. It is influenced by many factors, and each has its own characteristics in each country, but it also has something in common.

3. Differences in Geography Education Models at Home and Abroad

3.1. Differences in Geographical Education Theories

In foreign countries, the main basis of geography education theory mostly comes from geography theory in the same period. It has gone through the theory of "harmony" from environmental determinism to dualism to probability to man land relationship. In the 1980s, the 24th International Geographical Federation of Tokyo proposed that "under the circumstances of the continuous growth of the world's population, rapid changes in the environment, lack of resources and frequent natural disasters, how to coordinate the relationship between the natural environment and human cultural life has become a reality. International geographic community. This dialectical view of coordination between man and earth "the main research topic we are facing" has been fully reflected in the geography education of many countries in the world, forming a more systematic and scientific modern geography education theory.

In the middle and late 1980s, especially since the 1990s, the theory of "sustainable development" has further enriched the geographical education thought of human land harmony. In 1992, the United Nations summit of the "Conference on environmental development" held in Rio de Janeiro, Brazil, adopted the theme of "sustainable development" and the "Agenda 21" in the world, marking a global consensus on the theory of sustainable development. Therefore, the sustainable development of human land harmony theory will become the basic theory of geography education development in the future. This trend shows that the modern geography education theory with the characteristics of the times, scientific system and characteristics is increasingly perfect.

3.2. Differences in the Purpose of Geographical Education

Based on the educational theory of system science, the purpose of contemporary foreign geographical education presents a comprehensive and comprehensive trend. First of all, students are required not only to master the basic knowledge of geography and the coordinated development of human beings, understand the living environment of human beings, but also to develop their geographical thinking ability and intelligence. For example, German geography curriculum requires students not only to master the geographical space, but also to participate

in the design and development of space. They believe that "today's students and future citizens should be able to use geographical knowledge to guide their actions". Therefore, spatial structure has become one of the important contents of geography, which is the comprehensive development of knowledge and ability. Secondly, the overall integration of educational objectives is also reflected in the overall development of knowledge, ability and ideological and moral feelings(cf. Li Hong, 2015). Therefore, "responsible ecological protection" has become another basic goal of German geography curriculum. "German scenic spots have been affected by air pollution and noise from industrial transport, and forests have been eroded by acid rain," they said. Therefore, schools should teach children as many natural protection methods as possible, which shows that their ideological education and even behavior education are also included in the purpose of geographical education.

3.3. Differences in the Structure of Geography Courses

At present, geography education abroad will still have a diversified structure of elective, compulsory and active courses. There are both comprehensive courses and separate courses in the course. For example, the geographical areas of English and French are set separately. Ten of them are core courses and basic courses, and a unified national geography course has been formulated and promulgated. However, there is a trend towards a single environment. There are also various models in the curriculum. For example, the United Kingdom has unified standards, while Germany has its own arrangements(cf. Guo Zhiyong, 2017). The common point is to emphasize the need to strengthen the teaching of basic geographical knowledge, develop students' ability and conduct teaching according to their own ability.

Under the diversified curriculum structure, the geography syllabus (Curriculum Standard) and textbook structure of various countries show a more novel development trend. For example, outlining knowledge and competency requirements is specific, and textbooks are combined with pictures and text to increase the proportion of maps. The layout of textbooks is enlightening and thoughtful, and emphasizes the cultivation of students' intelligence. For example, German geography textbooks can help students think and think positively.

3.4. Differences in Teaching Contents

First of all, with the development of modern geography, the content of modern geography will reflect many new knowledge and achievements of modern geography in time. The problems of environment, resources, population, urbanization and sustainable development will become increasingly prominent. Major geographical education. The content should reflect the characteristics of the times. Secondly, more attention should be paid to practical knowledge, that is, knowledge involving individuals, the public and future professional life will become the material category of geography textbooks to highlight the practical value of geographical knowledge. It combines many contents related to real life, such as waste treatment, industrial wastewater treatment, urban plant layout, etc. Finally, the proportion of human content in knowledge content has been enhanced. This is the common trend of the development of geography education in the world. The universal attention to human geography reflects the development direction of modern geography with physical geography as the research method and human geography as the research purpose. The renewal of the teaching contents also reflects the development trend of geography.

3.5. Differences in Geography Teaching Methods and Methods

At present, teaching methods and means are still in the period of alternation between traditional and modern. Even in developed countries, traditional teaching methods still have many uses, but with the widespread use of modern scientific and technological achievements, especially the popularization and application of computer technology, remote sensing technology and audio-visual teaching technology, it will become the mainstream of the world

today. inexorable trend. For example, computer-aided geography teaching (Caig) is developing rapidly in the UK and North America. Since the 1970s, its hardware function has fully met the teaching requirements, and the software quality has gradually improved(cf. Hu Enhua, 2015). By 1989, there were 165 pieces of software in the geographical location reserved by the UK educational information service alone. In terms of teaching methods, many modern teaching methods and ideas are more targeted and widely used in geography teaching activities, which is the development trend of foreign geography teaching methods. In teaching, we pay attention to the bilateral activities between teachers and students, pay more attention to the "independent discovery activities" of students, stimulate learning interest, carry out independent thinking, and improve the intellectual potential of students. In Germany, for example, teachers are required to use different methods of teaching activities so that students can learn how to talk to experts, scientists and even politicians and make decisions with them(cf. Chen Yueming, 2015). The purpose is to focus on the participation of students, so "discussion and debate are the" methods "of students' learning, and the learning method in this dialogue or discussion is the evolution of modern teaching methods such as discovery.

In short, with the continuous development of education in the world, geography education in the world presents many characteristics. To understand these characteristics and differences is undoubtedly of reference significance to promote the reform and practice of China's geography education.

4. Summary

First of all, training objective is the main factor of talent training mode, which is related to the quality and level of talent training. The adjustment of the training objectives of geography education must be based on virtue and education, and the career of geography teachers should be the lifelong concept. Geography teaching is the most important part of teaching and education, and ability is the most important. To improve the quality and develop in an all-round way, we must take the reform of geographical education as the subject of cultivating high-quality professional geographical talents who are good at comprehensive education and innovation. Secondly, the curriculum and training methods are the core of the talent training model, and also the important way and effective guarantee to achieve the goal of talent.

In order to optimize the master's course of geography education and innovate the training method, we must simplify the basic course, deepen the practice course, set up the individualized course, pay attention to the organic integration of the course, the combination of theory and practice and the diversified development of students. It must promote independent learning, discuss exploration and experiential action, cultivate students' active learning, active cooperation and communication, and brave behavior consciousness and habits. Promote the reform of curriculum and training methods, so that it has the diversity, openness, exploration and integration of modern information technology applications. Third, evaluation is an important part of the talent training model, and also an important feedback on training objectives, curriculum and training methods. The reform of geography education evaluation must strengthen the development evaluation, explore the advantages and potential of students as much as possible, and explore their hobbies, interests and personality traits. Strengthen process evaluation, pay attention to the whole learning process and physical and mental changes of students, and pay attention to the continuous progress and long-term development of students' schools; strengthen incentive evaluation, reflect humanistic care and teachers' care, encourage students to regard the learning and research process as a positive experience of self-confidence and success, and establish a development platform for students to gradually mature and move towards the society.

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