

# THE PROBLEMATIC OF TEACHING GEOGRAPHY WITH COMPETENCIES

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***Abstract\_** This study aimed at determining the status of geography in the Moroccan educational curriculum, for it seeks to build up the mental, social and personal aspects of the learner... In the light of this, we clarified the epistemological and pedagogical change that geography has undergone during this transition from the program stage to the curriculum stage. In the first stage, it was characterized by a dominance of the classical discourse by focusing on the cognitive side (memorizing and reciting a block of geographical information). Then, we witnessed a transition to a second stage marked by a didactic reform whether on the cognitive level (globalization, environment, national territory planning ...) or on the level of thinking skills and geographical methodology (description, explanation, generalization) or on the pedagogical level by implementing the competency approach in the teaching of geography. However, it faces difficulties in terms of implementation (concerning pedagogical methods, assessment ...). Thus, we've suggested a didactic perspective for the development of geography teaching by considering the functional dimension; that is to say, making the school subject (geography) socially useful and helping the learners to transfer what they learn from the unit to their daily life in order to tackle geographical problems that are related to the actuality ( the problem-solving pedagogy). To achieve this, we've defined various parameters and guarantees for the suggested project to realize its conception ...*

***Keywords:** The teaching of geography, The program, The curriculum, The competency pedagogy, Functionalism.*