

ACTIVE METHODS IN TEACHING GEOGRAPHY: AN ANALYSIS STUDY OF FORMAL EDUCATIONAL DOCUMENTS THAT FRAME SCHOOL GEOGRAPHY IN THE MOROCCAN EDUCATIONAL SYSTEM

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Abstract_ *This study aims at investigating the situation of teaching methods of geography in Moroccan educational system, through studying various official educational documents that frame the teaching of geography as a school subject.*

To achieve the goal of this study, we adopted an analytical study through reading the contents of five educational official documents: The National Charter for Education and Training, the Framework document to review the educational curricula and training programs, the White Book, social studies curriculum, the annual report of the SEC (The Supreme Council of teaching) in 2008, and the emergency education plan (2009-2012).

We have used content analysis method to know whether or not active methods are adopted in teaching geography as a school subject, and how these methods are presented and defined.

The study reached several conclusions, which are summarized below: The consensus of various educational literature and official documents on the need of using modern teaching methods that are based on self-learning, bypassing traditional methods which are characterized by spoon-feeding and passive learning. Even so, the report of the SEC confirm the continuation of traditional methods in Moroccan schools, under the pressure of a set of constraints associated with the absence of means (and infra-structure), lack of teaching materials, overcrowded classes and the length of the school programs...

In light of these results, the study recommended the need for continuous training of teachers, especially in using new technologies. To ensure the minimum conditions necessary for the practice of the teaching profession. There is a need for solutions to the problem of overcrowding and providing modern and updated teaching materials.

Keywords: *Active methods in teaching, official educational documents, school geography, school subject.*