

<b>Level:</b> master				
<b>Course title:</b> Application of didactic principles in teaching Geography				
<b>Status:</b> obligatory				
<b>ECTS:</b> 8				
<b>Requirements:</b> none				
<b>Learning objectives:</b> To provide students with the knowledge in pedagogy of teaching and a set of principles that should be used in teaching to enable teachers to achieve the best results. Didactic principles governing the policy of teaching are the principles that do not deviate in the classroom. The number of didactic principles is not finally determined. It changes with the times and it is natural to implement some principles that are specific, mostly for individual teaching and scientific disciplines. Identification of didactic principles depends on whether they apply independently of one another or summarized in a single unit.				
<b>Learning outcomes</b> Didactic principles are subject to change. If a principle becomes accepted, given the level of scientific development and the corresponding socio-economic circumstances, it turns into the norm which must apply and which cannot be waived. All didactic approaches, depending on certain classes of cases, have equal value and there is no need for ranking them by value. They are interrelated and hence the changes that occur within a single principle reflect the nature and content of other principles.				
<b>Syllabus</b> <i>Theoretical instruction</i> Summary of literature sources dealing with didactical principles. Didactic principles and rules. The principle of science. The principle of adaptation of teaching to students' age. The principle of conscious activities of students. The principle of gradual and systematic approach in teaching. The principle of intuition in teaching. The principle of correlation of the theory with practice. The principle of rationalization and cost-effectiveness in the classroom. The principle of individualized teaching. The principle of permanence of knowledge. The principle of spatial content and the relationship. The principle of spatial separateness and connectedness. The principle of isolation and integrity. The principle of direct and indirect observations. Principle of being interesting. The principle of conditionality. Criticism of traditional didactic principles of the theory of evolution by the founders.  <i>Practical instruction</i> Introduction to basic methodological approaches to the study of the implementation of appropriate didactic principles in specific teaching situations. Diversity as a method in the way of fulfilling the didactic principles. Creation of a specific method especially for the realization of the didactic principles. Analysis of textbooks from the point of application of appropriate scientific principles. Adaptation of the principles to geographic subjects.				
<b>Weekly teaching load</b>				Other: -
Lectures: 5	Exercises: 3	Other forms of teaching: -	Student research: -	