The concept of landscape in geography: from its genesis to the classroom

O conceito de paisagem na geografia: de sua gênese a sala de aula

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ABSTRACT
The landscape is configured as a present and essential object for the human being in its geographical location, however this concept is not explored in its entirety, including in the spaces of learning. Thus, in general, the landscape is attributed only the synonym of visual appeal with superficial characteristics associated with structures that pleases the patterns of natural beauty. In this work we highlight the landscape as a visual representation of the structure of the socio-environmental space. As methodology, we applied a theoretical-qualitative analysis of bibliographic and documentary nature, investigating articles, books and normative documents, from the perspective of authors such as Ab’Sáber (2003), Freire (2021), Santos (2008), Serpa (2021), probing the epistemological aspects and the process of formation of the concept of landscape, as well as analyzing how the operationalization of this concept in basic education takes place, which developed tied to human actions until it was systematized together with geographic science. We investigated some teaching materials in order to verify how the concept of landscape is approached in school books and how the contents are distribution. We analyze the documents that govern basic education and its guidelines, pointing out possible negligence regarding landscape and geography teaching, as well as the positive aspects. We formulated critical analysis linked to orientations, suggestions and clarifications about the concept in question, focusing on pedagogical didactic practices, on the dynamics of the classroom with the use of the landscape in the methodological theoretical contribution in geography classes, seeking to contribute to the expansion and development of geographic knowledge.

Keywords: epistemology, visual representation, landscape, primary education.
RESUMO
A paisagem se configura como um objeto presente e essencial para o ser humano na sua localização geográfica, todavia esse conceito não é explorado em sua totalidade, inclusive nos espaços de aprendizagem. Assim, de forma geral, é atribuído à paisagem apenas o sinônimo de apelo visual com características superficiais associada a estruturas que agrada os padrões de beleza natural. Nesse trabalho destacamos a paisagem como uma representação visual da conformagem do espaço socioambiental. Como metodologia, aplicamos uma análise teórico-qualitativa de cunho bibliográfica e documental, investigando artigos, livros e documentos normativos, sob a perspectiva de autores como Ab'Sáber (2003), Freire (2021), Santos (2008), Serpa (2021), sondando os aspectos epistemológicos e o processo de formação do conceito de paisagem, bem como analisar como se dá a operacionalização desse conceito no ensino básico, o qual se desenvolveu atado às ações humanas até ser sistematizado juntamente com a ciência geográfica. Investigamos alguns materiais didáticos no intuito de verificar como o conceito de paisagem é abordado nos livros escolares e como se dá a distribuição dos conteúdos. Analisamos os documentos que regem o ensino básico e as suas diretrizes, apontando possíveis negligências quanto ao ensino da paisagem e de geografia, bem como os aspectos positivos. Formulamos análise crítica vinculada a orientações, sugestões e esclarecimentos a respeito do conceito em questão, focando nas práticas didáticas pedagógicas, na dinâmica da sala de aula com o uso da paisagem no aporte teórico metodológico nas aulas de geografia, buscando contribuir com expansão e o desenvolvimento dos conhecimentos geográficos.

Palavras-chave: epistemologia, representação visual, paisagem, ensino básico.

1 INTRODUCTION
Since geography teaching should happen by applying concepts of its basis, this manuscript highlights the landscape definition, its theoretical basis, and its application in elementary school due to the visual appeal of tangible objects, which makes teaching less abstract, thus aiming at scientific, critical, and reflective geography that is accessible in elementary school.

In this sense, teachers can deliver classes using landscapes as a starting point in geography teaching to raise reflections on the components and socio-environmental dynamics represented in the concept highlighted here, including the individual and local experiences of the students. Since these experiences are memories and records making up the environment construction and landscape structures, they should count for the regionalization of addressed themes.

To this end, the manuscript went over a) the concept of landscape – the scientific development linked to geography – as an analysis category of physical environmental aspects from a critical and geographical viewpoint; b) the landscape meanings and expressions in different social and environmental contexts, checking how transposing purely academic concepts
to primary education takes place; and c) how teachers analyze, interpret, and apply such concepts inside classrooms.

Therefore, this work is justified by bringing an approach to the concept of landscape, discussing its genesis, accompanied by the geography expansion with scientific thought, to the different dialogues with the geographic currents and the changes that have occurred. It also seeks to discuss and analyze classroom experiences and readings about geography and landscape teaching. Therefore, it verifies the development, scientific training, and how transposing academic geography to primary education takes place according to what the normative guidelines say.

2 METHODOLOGY

Preparing this work required a qualitative theoretical analysis of the landscape concept, its genesis, and applicability in geographic debates, as well as its approach to teaching, especially in primary education, bearing in mind that the landscape can provide students with the ability to interpret the environment in which they live, whether physical-natural or social.

The work counted on bibliographic and documentary research along with the reading of literature and normative documents regarding the educational guidelines towards the theme. Thus, it aims to interpret in the literature of Santos (2021), Ab'Sáber (2003), and Serpa (2021), the concept of landscape and how it has contributed to geographic research (CARLOS et al., 2018), especially in physical geography.

The work also discusses the teaching and learning aspects using Freire's (2021) argumentation, thus formulating ideas inspired by these works and seeking to present paths through the landscape concept for active, participatory, and horizontal teaching.

3 LANDSCAPE: A BRIEF HISTORICAL CONTEXT

Out of the geographic concepts, the ones concerning region and landscape (CORRÊA, 2007, p.17) stand out since they show up in most investigations, the latter having great notoriety in the analysis of natural-geographic physical space.

Historically, various accounts and cultures have already had the perception and use of landscape from artistic conceptions dating from 10 to 30 thousand years a.C and with the biblical reference to natural landscape aspects when referring to Mount Zion quoted in Psalm 48:2, which
says: beautiful in its loftiness, the joy of the whole earth, is Mount Zion (SILVA and LEITE, 2020, p. 23).

Just as landscape, there are narratives from ancient times about geography, which served as a tool for location and military strategy through the centuries linked to the logic of human knowledge, although not in a systematized way. Strabo (63 BC – 23 AD), in the first century, had in geography the search for solutions to life and happiness problems with a focus on statistical and political geography (MOREIRA, 2012).

After the scientific blackout given by the creationist culture in the Middle Ages along with the scientific and cultural renaissance current from the sixteenth century, Immanuel Kant contributed to the modernization and a new perspective of geography teaching at the University of Kongsberg, the so-called physical geography. Examining a new philosophy systematization, he sought to form a critical concept of nature.

Influenced by the geographic thought of the Greek philosophers, modern geography has sprung with strong philosophical bias, particularly of perception and space in the knowledge process (MOREIRA, 2012). The formation process of geography scientific thought followed a path until the nineteenth century and early twentieth century, when the first scientific foundations of this science were established, with the landscape being an essential element in the reading and geographical conception of space.

With Kant's contributions, German geography starts on the path to its systematization. In this period, there is geographic knowledge in development in universities, another that stands out with the traveling societies and naturalists, especially with the contribution of Humboldt, gaining scientific aspects from the nineteenth century also counting on Carl Ritter (1779 - 1859).

In the following century, French geography stands out with the works of Elisée Reclus (1830 - 1905) and Vidal de La Blache (1845 - 1918), the latter being the founder of the university phase in France and a great representative of regional geography.

Moreira (2012) highlights maps and landscapes as signs of the current language. Indeed, the landscape comes up mainly when it refers to the fascination caused by nature. The deep relationship nature has with society hides aspects and a dynamic only revealed through the geographic look.

The landscape concept becomes intelligible in the light of analysis/approaches with a scientific character from the seventeenth and eighteenth centuries. Paul Claval (2015) writes that:
Descriptions previously made disappointed, although the simple fact of listing the toponyms, their relative situation, some features of the relief, and the peoples or groups encountered, this is already precious: it conveys, in a simple form, a great deal of information (CLAVAL, 2015, p. 20).

The same was true for the Germans Alexander Von Humboldt and Carl Ritter, who were natural scientists. J.W. Goethe (1749 – 1832), a German writer and polymath, also stands out by devoting part of his work and life to studying natural sciences and describing landscapes. These studies inspired Humboldt, of whom he was a great friend, thus, to articulate steps for the formation of the conceptual basis of geographic science, leaving marked the relationship of landscape with the arts, which is noticeable in Costa Falcão and Falcão Sobrinho (2019) and Falcão Sobrinho and Costa Falcão (2023).

Naturalists used aspects of space, such as landscape, to characterize the environments they have explored, describing the natural picture. In this context, the landscape is the resulting and visible element of the dynamics of geoenvironmental components and the interpretation of the elements that compose the natural physical spaces.

In this vein, in classical geography, the first analyses and formulations of space became understandable in the interpretative light of the elements that composed the landscapes. Therefore, the biotic and abiotic components (soil, relief, vegetation, hydrography) in their totality initially had interpretations by their appearance through the interface of nature represented in and by the landscape.

Given the landscape substantial relevance in the formation of thought and the geographic context, the development and geographic understanding that happens through this tool seek its applicability analytically, contributing to the comprehension of global and local reality. According to Max Sorre (apud DAMIANI, 2018, p. 55), the reading of the landscape must transcend the purely descriptive and animated by a vibrant life and the capture of its daily rhythms.

4 SCIENTIFIC FOUNDATIONS OF LANDSCAPE

The systematization of the concept of landscape was concomitantly associated with the first physical environmental studies carried out by naturalists of the eighteenth and nineteenth centuries because it was in and through landscapes that scholars of the time interpreted the complex involving soils, rock, climate, and vegetation. These initial researches later formed the
geography basis, as well as the applied methods called geographic research methodology and, thus, the landscape concept emerged linked to the systematization of geography between the 18th and 19th centuries (SOBRINHO, 2007).

Humboldt, Dokuchaev, and others represented through the landscape the components that integrated and resulted in the appearance of the conformation of the elements, starting from a natural compound. Humboldt began his studies from the flora.

Thus, he is a pioneer in aggregating multiple situated factors and not considering the plants only in isolation. In one of his most relevant studies, Humboldt synthesizes several aspects of nature in a map or table, highlighting the Chimborazo Mountain in Ecuador, one of the highest ones in the world, the soils, climate, altitude, and vegetation. All of them are in the so-called Natürgemalde. Thus, Humboldt builds his information system (GOMES, 2017).

The Russian Dokuchaev, on the other hand, revealed through his research with soils an innovative manner to understand the natural picture, identifying the soil layers, which he named horizons, then understanding the interaction among the various elements, making in sequence analysis of the components under the view of landscape interpretation, enabling a new way of seeing it systemically, adding all the natural constituents in its composition.

The concept of landscape goes through different geography and currents of geographic thought, gaining conceptual perspectives and applications, whether in critical, humanist, or traditional geography. Thus, holistic thinking, evidenced in physical geography, highlights the landscape and its function in nature, being marked by the General Systems Theory that guides landscape studies under the systemic view and the dynamics between society and nature (MACIEL and LIMA, 2011, p. 164).

In the view of Santos (2021), the landscape is everything that the view encompasses. It is the dimension of perception that reaches the senses.

The landscape is beyond the visible, also comprising elements interpreted by smell, touch, and hearing, such as images, smells, sounds, tones, and flavors. These characteristics are, above all, in the humanistic or perceptual geographic current. Thus, the landscape is constituted and offered as a singular and unitary appearance, in the situation, through all the human senses, not only sight (SERPA, 2021, p. 28).

The landscape is not a product of the now, as Ab'Sáber (2003) argues, but it is always an inheritance. Inheritance of physiographic and biological processes and collective heritage of the
people who historically inherited it as a territory of action for their communities. It is the reflection of temporal transformations that preserve testimonies of the past (Troll, 1982 apud Puntel, 2007), considered according to Serpa (2021) as:

 [...] a human production, characterized as a set of interconnected elements/objects, always expressing and conditioning beliefs and ideas and crystallizing historical periods in their (trans) formation processes (SERPA, 2021, p. 22-23).

In French geography, especially in La Blache's regional one, landscapes are the result of the superposition throughout history, human influence, and natural data (LACOSTE, 2012, p. 58).

Santos (2021) thinks like Ab'Sáber (2003) when he states that landscapes have a historical process and that the only exception would be a city founded yesterday. In this example, the model would be devoid of the junctions of times that form the framework of the visible.

In this sense, the landscape is a tool for study and analysis in all types of geography, and it is intrinsic to research in physical one, gaining remarkable importance by conditioning a systemic approach involving the socio-natural dynamics.

5 THE CONCEPT OF LANDSCAPE IN BASIC EDUCATION

From these assumptions, this manuscript highlights the importance of landscape studies in the context of research in geography and the understanding of socio-spatial dynamics. What about primary education? How does the landscape concept contribute to this area? Puntel (2007) reports that the construction of the landscape concept in geography teaching is significant because it has a close relationship with the place common to the students.

For the student to understand, apply, and be able to perform readings of geographic concepts, specifically landscape, a project of continuity of content in different grades will be more appropriate. The reason is that natural resources, environmental notions, and other content with environmental themes that are part of physical geography, in which landscape is elementary, are only on a few pages in the 6th-grade books. In the 7th, 8th, and 9th grades, and high school, other topics sporadically appear in debate but are not the norm.

For the National Curricular Parameters (PCNs), geography should offer to students of elementary school essential tools for intervention in social reality, aiming at the observation
capacity of these students to observe, explain, know, compare, and represent the characteristics of the place where they live, different landscapes, and geographic spaces (PCNs, 1998).

In high school, several other themes direct the studies to global, economic, and social processes, labor relations, politics, and power. In this sense, the concepts worked on are that of the region and, above all, territory, the concept embedded in the explanations. Therefore, classes do not distinguish differences among concepts because high schools aim at ENEM, which makes teaching superficial, and often aims at numerical data and not the guarantee of participatory and constructive, critical, and reflective teaching. Thus, contrary to the reflective model, most schools use memorization approaches seeking assessments, which are performed traditionally and generate a process of exclusion.

Thus, the understanding and ability to apply knowledge in everyday life becomes very limited. This outdated assessment model generates competition and distinguishes students only by a number, while the assessment process should be part of the learning development.

Table 1 lists some of the competencies and skills for high schools given by the BNCC, which theoretically are a continuity of themes and concepts that evolve according to the development of the student's ability to understand the levels of complexity.

In the normative document, these competencies rule over human sciences. In the general context, this work aimed at separating contents relating to geography.

These new configurations for high school minimize the importance of geography as well as history. By relating everything in a single set, the human sciences confuse and exclude content, making succinct the elaboration of competencies and compacting a range of knowledge in a simplistic approach.
### Table 1: BNCC competencies and skills for human sciences in high school.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Analyze the formation of territories and borders in different times and spaces by understanding the social, political, economic, and cultural processes that generate conflict and negotiation, inequality and equality, exclusion and inclusion, and situations involving arbitrary exercises of power.</td>
<td>(EM13CHS102) Identify, analyze, and discuss the historical, geographical, political, economic, social, environmental, and cultural circumstances of the emergence of hegemonic conceptual matrices (ethnocentrism, evolution, and modernity), comparing them to narratives that contemplate other agents and discourses.</td>
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<tr>
<td>Contextualize, analyze, and critically evaluate the relations between society and nature and their economic and socio-environmental impacts, to propose solutions that respect and promote socio-environmental awareness and ethical and responsible consumption locally, regionally, nationally, and globally.</td>
<td>(EM13CHS103) Develop hypotheses, select evidence, and compose arguments related to political, economic, social, environmental, cultural, and epistemological processes based on the systematization of data and information of qualitative and quantitative nature (artistic expressions, philosophical and sociological texts, historical documents, graphs, maps, and tables).</td>
</tr>
<tr>
<td>Analyze the relations of production, capital, and labor in different territories, contexts, and cultures, discussing the role of these relations in the construction, consolidation, and transformation of societies.</td>
<td>(EM13CHS106) Use cartographic, graphic, and iconographic languages and different textual genres and digital information and communication technology in a critical, meaningful, reflective, and ethical manner in various social practices (including school) to communicate, access and disseminate information, produce knowledge, solve problems, and exercise protagonism and authorship in personal and collective life.</td>
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In previous works, there has been reading and analysis of the disposition of topics such as soil and the concept of landscape in textbooks. The results indicate that such topics have little content in the books, being insufficient for the student to know the studied object. Thus, there is no development in the contents but a sudden change of topics between grades. For instance, geography topics in 6th grade differ a lot from those in 7th grade. These characteristics and insignificant workloads are detrimental to learning.

Concerning geography, a high-school student takes little advantage of the contents from elementary school because there is a disparity between these educational stages. As mentioned, there is no continuity, advancement, or deepening of themes and concepts.

Even though the documents regulating education have already made changes in textbooks as to the objects of study, relocating topics previously discussed only by geography, it still is necessary to review them for a better distribution of contents.

According to the BNCC, the responsibilities of elementary-school students up to the 9th grade will be to acquire notions of the process of awareness of the I, the Other, and the Us, the
differences concerning the Other, and the various forms of organization of the family and society in different spaces and historical periods. Students must also understand the relationship between production and work (BRASIL, 2017).

In high school, there is not only a significant expansion in the cognitive capacity of young people but also their conceptual repertoire and their ability to articulate information and knowledge, according to the BNCC (BRASIL, 2017). However, the cognitive abilities of high-school students are unexplored in the understanding and comprehension of geographic phenomena and categories, in the maturation of ideas and application of concepts such as the landscape.

The research suggests that from 7th grade to high school, students could resume, review, and discuss topics with a more theoretical basis and new perspectives to mature, experience, and apply them.

To approach a whole textbook requires that each class has a new theme. Thus, classes have various content and assessments and little time for debate and knowledge absorption. Systemically thinking, interrelated contents integrate topics with emphasis on the class theme.

In this primary educational stage, the motifs associated with the relationship between society and nature are the responsibility of human sciences, in which geography is in. Thus, some topics that integrate the list of natural-physical phenomena, such as soil, relief, climate, and the study of concepts that favor the analysis of these objects and phenomena, need space and organization within the teaching guide material, the textbook. However, textbooks do not contain the necessary information and number of pages to cover the issues satisfactorily.

For the PCNs (1998), in elementary school II, students must study the interaction elements of their environment, be able to recognize, characterize and compare different landscape compounds and places, and recognize themselves as an individual as well as the elementary environmental characteristics.

In investigated teaching materials, only the 6th-grade contents approach the concept of place and landscape. Some teaching materials, such as the Convergence – geography collection by Garcia (2016) – mention it on several occasions, applying it on different occasions. The author highlights the landscape from the observer's point of view in cartography and observes the landscape in sketches, besides relating art and landscape. Such an example shows that it is
possible to work equally on elementary concepts of geography without affecting other themes, concepts, and contents.

As a comparison, in the collection Prisms Geográficos by Tamdjian and Mendes (2016) for 6th graders, the concept of landscape is only in a three-paragraph text.

The place is part of the students’ lives and experiences. It is topophilia, an inherent relationship to space and sensory and human experiences. To talk about the place is to relate the behavior of the individual with the landscape, memory, and people (CLAVAL, 2015).

Landscapes surround everyone making up every place in any portion of space. It is a horizon, wherever someone is (SANTOS, 2021), due to a lack of geographic knowledge. In the Latu senso, people tend to ignore landscapes when they do not find attractive elements. Therefore, it is necessary to review with trained eyes to capture the nuances and perceive the essence of the most expressive landscapes and those that are moderate, although possessing meanings, symbolisms, and signs that represent a cultural moment of a given society or local community and its relationship with the global.

The proposal is that, whenever appropriate, the teacher can perform fieldwork reflecting the phenomena and describing the physical and natural elements of the pre-selected environments as well as the dynamics of the socioenvironmental relationship captured by the gaze, as we suggest in the example of figure 1, as well as in the example of the PCNs (1998) that states:

\[ \text{[...]} \text{the analysis of the landscape should focus on the dynamics of its transformations and not simply the description and study of a static world. It requires understanding the dynamics between social, physical, and biological processes in specific or general contexts (PCNs, 1998, p. 26).} \]

Figure 1 reveals the presence of social and natural elements. Through the mediation of the teacher in an on-site activity, it would be possible for students to have significant interaction with the compounds and better knowledge absorption by interpreting the landscape constituents.
In their daily experiences, students begin to analyze the landscape when they see the set of elements and realize their meanings. Thus, they realize that the journey from home to school encounters different landscapes, such as buildings and graffiti on the walls. In this sense, most of them get surprised to learn that it is also a landscape part of their daily life. Therefore, from the geographical viewpoint of view, a landscape involves constituents that go beyond appearances since it hides stories and represents a moment of a place, a specific society, and its culture.

A landscape is something always associated with natural beauty, such as a splendid view of the sea, a mountain, and grassy plains, detached from criticality. A landscape is not only the beauty that attracts eyes provoking good sensations, but it is also ugliness, dirt, and unpleasant smell that provokes repulsion (CLAVAL, 2015, p.39).

These two perceptions provoke ambiguous feelings. However, different landscapes have elements that provoke one of these sensations, and identifying them is at the core of geographic analysis. By analyzing the impacts caused in the landscape, whether positive or negative, the research seeks solutions to mitigate problems and contribute positively to a humanly supportive, environmentally, and economically sustainable society.
6 DIDACTIC AND GEOGRAPHY: TEACHING OF LANDSCAPE IN CLASSROOMS

Considering landscapes as essential for orientation, Claval (2015, p.17) cites an example of Collingnon (1996, p.76) by stating that travelers memorize the image of a landscape layout to find the way back in unknown regions. Therefore, a landscape is an appearance manifested in the visible, the result of social-spatial dynamics of interventions in the natural framework that aims to maintain the rhythm and the production system.

Milton Santos (2021) states that both landscape and space have a presence or influence on society. Such concepts result from these surface movements, causing impacts on the geoenvironmental framework, a human intervention that may occur directly or indirectly. Therefore, space is a social construction realized through historically constructed functions and forms (SANTOS, 2021, p. 676).

Therefore, let it turn to the importance of landscape studies in the context of research in geography and the understanding of socio-spatial dynamics. Landscape and space have conceptual similarities, which are contemporary constructions of yesteryear.

Landscapes preserve biotic and abiotic testimonies (AB'SÁBER, 2003), whose constructions are dynamic and not immutable since they constantly eliminate and add elements. They can have a human character with modifications in their structures given by the production and search for new spaces. They can maintain their natural features, which value them due to the influence of the economic system in vogue with assigns or withdraws based on its appearance and location. With this, there are more and more forms to obtain profits on the argument of sustainable development or even to criminalize a space because of its landscape conditions.

In other cases, the creation of tourist routes preserves natural features in an attempt to appreciate and educate about the means of environmental conservation (Figure 2). This excerpt above shows the importance of understanding the landscape for the social formation of individuals.

The discussion about the approach and teaching of geography and its concepts, including landscape, are constantly argued in events, lectures, round tables, books, and scientific articles. Part of the debates related to research and teaching occur in academic environments, studies, and research groups.
Some of the issues raised related to the teaching of geography are:

1 – The conceptual renovations in geography;
2 – Plastered teaching methodologies and new perspectives;
3 – The partnership between academia and school.

These debates and proposals must undergo discussions to check how satisfactory they are and if they are in practice so that it does not end up in demagogy or if they are only within the walls of the universities. Luxemburg (1964, apud FREIRE, 2021) states that as long as theoretical knowledge remains the privilege of a few academics within the party, it will be in great danger of failure (ROSA LUXEMBURG, 1964 apud FREIRE, 2021, p. 37).

In the early stages of geography as a school subject, the traditional represented for decades of teaching focused on encyclopedism, memorization, exercising the practice of memorizing the content, a superficial one that omitted the local realities of the country. For Lacoste (2012), the school geography that ignores all practice had to show the homeland, being the geography of the early twentieth century, the geography of teachers, a discipline focused on the privileges of an economically dominant elite. It played a role in presenting the qualities and hiding the internal socioeconomic and political problems, denying the knowledge of geographic facts to the
population, which only had access to pre-selected content to limit the teaching and access to critical geography.

Because of this, the classic geography, linked to power and the powerful, is taught superficially with long descriptions and memorization that do not involve the reality of the student, nor does this type of teaching qualify the student to read the space when even the reading of cartographic maps is not noticeable.

For a long time, the bourgeoisie has been responsible for disqualifying science and education in general, especially disabling geography and teachers from reflecting and teaching criticality. Society must know how to think about space to achieve a level of reflection and analysis of reality (LACOSTE, 2012).

In some cases, the legacy of this period persists in obsolete methodologies and the denial of the right to reflect and learn with freedom, hindering and reducing the ability of students to absorb and understand the content, making geography classes boring and disconnected from local realities, and putting them in a position of just receivers and uncritical transmitters of what happens in classrooms.

Therefore, the focus must be on the possibilities that democratic teaching can provide, access to knowledge, and that science can be in school environments since it is possible to do it beyond universities. Thus, scientific geography should be in schools, offering elementary school students a scientific approach to geography, especially nowadays. It is necessary to strengthen the relationship between society and science, whose path is faster through schools.

Thus, geographic knowledge must also rise from the school environment, providing an experience with scientific knowledge, geography free of ties, and science occupying schools. Therefore, effective partnerships between schools and universities are essential for students and teachers of both educational stages. Thus, it is an opportunity to exchange didactic-pedagogical and scientific experiences, reducing the dichotomous differences between school and academic geographies.

To this end, the means and materials used must go beyond the four walls of the classroom and the textbook, which is the principal source of teacher guidance and updating. Oliva (2018, p. 39) says that teachers limiting themselves to textbooks as a source is a problem-causing deformation.
The geography teaching and pedagogical practices should provide participatory and liberating teaching where each individual is a protagonist. According to the illustrious thinker Paulo Freire (2021):

 [...] from the point of view of liberating education, and not a banking one, is that, in any case, men feel themselves as subjects of their thinking, discussing their thinking and vision of the world, manifested implicitly or explicitly, in their suggestions and those of their companions (FREIRE, 2021, p. 166).

This experience of Freire (2021) carried out in adult education can be transposed to any stage or level of education, from children to young people in elementary school, considering that if the education process does not include the learner in its construction, the result will be the copy of the one who transmits the knowledge. In this perspective, this work defends a free, critical, and reflective education with the participation of the students in the elaboration and construction of knowledge, having as a final objective the formation of individuals and their roles and identities within society.

The struggle is against the repetitive models and the distance between content and reality of teaching in which students receive information and do not lead the teaching-learning process together with the teacher, a model Freire (2021) called banking education.

Thus, the proposal is a participatory, inclusive, and regionalized education in which the actors can act dialectically. The bases will have subsidies to transform the reality of the hierarchical teaching pattern, where students are passive, and teachers possess all knowledge and truth, ignoring individual knowledge and experiences.

With globalization, global issues become central themes in the classroom. However, what reaches everyone is the news and varied information. Therefore, the intermediaries of knowledge must go beyond the news and critically analyze how these issues affect and relate to students, verifying the correlation between the local and the global and how this relationship affects the daily life of the class, starting from the concept of place, its problems, and cultural and natural potentialities.

Therefore, the commitment of teachers to the core of didactics and the central objectives of science and education is required. It is necessary for teachers that are curious, researchers, critical, doubting everything, and seeking new readings and innovative experiences. They must firm educational practices focusing on students and their participation and relationship with the
object of study of geography, which is not always motivated, especially when geography happens in a mechanical, robotized way, a teaching practice that should be outdated.

The inspiring potential of geography is in archaic teaching proposals manifested in the memorization methodology, simplistic and boring (LACOSTE, 1976 apud ALVES, 2015). A science that is not challenging for students is the memorization of capitals, types of relief, and climate and vegetation. In other cases, the geography used makes clippings of space in regions, characterizing each one (LACOSTE, 2012) without co-relating the phenomena or the whys.

Thus, landscapes contain a contribution that enables an in-depth look, sub-surface and critical:

[...] because this geographic look at the landscape encompasses all the variables that are responsible for changing the environment (...) analyzes the natural elements and the social conditions of existence through its objects and actions manifested in the culture of the individual of that space-time (SUERTEGARAY, 2001 apud SILVA e LEITE, 2020, p.23).

Therefore, let's try to apply this logic in the classroom since the class, under the guidance of the teacher, can describe which geographical elements are on the way from home to school, what they represent, and whether they are social constructions in the space or natural, urban and rural aspects. Then, students reflect together on the symbols contained in landscapes, such as dominance, power relations, and dynamics between humans and natural environments.

As a teaching practice, the following tools or instruments can be articles, book chapters, and especially fieldwork, which provide on-site experiences to observe characteristics of landscapes debated through the texts in classrooms.

The direct contact with the study object contributes to a new look, critical at reality, where understanding the elements that make up each portion of space, whether physical or anthropic, enables the student the ability to provoke changes leading him to reflect beyond the imposed capitalist logic (ALVES, 2015).

The contact with landscapes after a theoretical explanation impacts students significantly, learning through theory, practicing addressed subjects, and sharing their experiences.

Thus, the fieldwork with in-depth theoretical debates can enhance the value of classes, where the concepts undergo discussions that consider the intelligibility and cognoscibility of students because they have full capacity to assimilate the abstractions of geographic concepts, which increases in the field.
Therefore, it is necessary to innovate in each class and invest in the potential of geography in practical examples, considering that this science is in everyday life, whether in debates about the issues of occupation and formation of space or in territorial and regional discussions, as well as in visible and invisible aspects of the landscape.

All these geographic concepts can undergo discussions with a local point of view covering the global ones. Such conceptual tools, learning and study objects of geography, such as soil, relief, climate, and vegetation, as well as regionalization processes and spatial distribution, economy, industrialization, modernity, post-modernity, and technical-scientific informational processes, can happen in an integrated manner, with commitment and dynamics among the involved people.

With the practice of a horizontal and dialectical approach with a transformative intent, the quality of geography teaching and learning will be better, generating social results and forming more critical and active individuals.

7 FINAL CONSIDERATION

Therefore, this paper aims to discuss and analyze the concept of landscape, and its foundations and formation as a basis for geographic research through contextualization, pointing out how the formation process of the set of thoughts that form geography and the concept of landscape that emerges linked to this science took place, and highlighting its importance for research and teaching in geography.

The historical context always shows the concept of the landscape related to man. Although it is not a systematized thought, it went on to characterize the fundamentals of geography and landscape, going through different currents of geographic thought. Among the principal objectives, it is a reflection on how geography classes and the conceptual application of landscape in elementary school take place. In the school context, following textbooks as the only guide, some categories and concepts, such as the example discussed in this article, show a lack of content.

From this angle, it exposes the principal problems and proposals based on the possibilities of offering students participatory teaching, which includes individual knowledge in the construction of knowledge and reflection on the concept of landscape and its ability to represent a spatial configuration, a section of society.
It discusses geography and the landscape concept in classrooms, reflecting on the current teaching model, which often has a retrograde and outdated methodology that, in truth, has not provided satisfactory learning results due to its method based on memorization and uncritical description of places and landscape elements.

Finally, it denotes that dichotomous aspects persist in geography, revealing two types of geography and two categories of landscape study, such as academic and school geographies. In the first one, the landscape is part of the discussion in several geographic streams and themes, while in school, the concept of landscape, little applied or debated, occupies vaguely a few pages or even a paragraph of textbooks.

Thus, the work infers that the geographic categories, especially landscape, require deep consideration in textbooks, as well as occupying classrooms. From this point of view, some geographic debates and discussions in primary education can happen along with the concept of landscape.

Finally, this work is a reflection of specific readings that discuss the scientific concept of landscape and its application. It is also the result of my experiences as a teacher and the analytical use of teaching materials used in the classroom. In conclusion, this work does not intend to surpass or exhaust the subject but to open spaces for dialogue and further studies.

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