

## **CRITICAL ANALYSIS OF THE PROBLEMATIC SITUATIONS OF SCHOOL MANUALS IN RELATION TO ECOLOGY AND ENVIRONMENTAL EDUCATION IN THE MOROCCAN SCHOOL CURRICULUM**

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### **ABSTRACT**

*From now on, societies will face development, overpopulation and environmental problems that imply on the part of the citizen competences and predispositions able to allow a critical approach of these problems. School and educational actions would be the only guarantors of an environmental education likely to develop values and skills allowing the development of favourable behaviours to the protection and the preservation of the natural environments. However, the general observation shows an important difference between the objectives and the quality of the educational actions deployed. For the previous actions, the work carried out relates to the nature and the didactic relevance of the introductory texts or problematic situations proposed by different textbooks related to the ecological and the environmental themes. It aims to a critical analysis of these texts, and this to dissect their content and their didactic relevance to the objectives of teaching. Therefore, the methodology adopted is based mainly on content analysis. The results obtained lead to the conclusion that such situations and introductory texts cannot constitute relevant didactic documents to motivate and implement effective educational actions related to the objectives of environmental education.*

**KEYWORDS:** *Environmental Education, Educational Action, Evaluation, Problematic Situations, Didactics*

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