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**FEATURES OF TEACHING SCHOOL GEOGRAPHY
IN KAZAKHSTAN (FROM 2000 TO 2022)**

The article compares the characteristics of changes in the teaching of school geography courses in the Republic of Kazakhstan, the similarities and differences between traditional programs and modernized programs, focusing on changes in the state of modernization in all spheres of society's life today.

The direction of the chronological development process of the textbooks of the school geography courses that have switched to the updated system and changed in the new format, is provided. A comparative analysis was made between the components of the content of school geography textbooks of the new model and the features of the geography courses of the world countries.

The content and structure of modern geographical education has expanded from the perspective of individual-oriented training and features of geography classes, and looking at the world from an emotional-value attitude, we can clearly see that school geography and academic geography are completely and uninterruptedly connected in the teaching of geography. In this regard, the article shows the essential importance of school geography courses in the formation of new directions and new views among students.

Keywords: geography, educational content of geography, school geography textbooks, teaching methodology, updated program, foreign experience.

Introduction

It is known that geography is a vital subject necessary for the development of conscientious citizens all over the world. People of the 21st century, living in an interconnected world, need geographic literacy to be able to make serious and

responsible decisions. A geographically literate person can take care of our planet, appreciate it, and live in harmony with the whole creation. Therefore, geography is one of the most important school subjects for the development of students' worldview. In the modern world, the science of geography faces new tasks related to the assessment and prediction of changes in individual components of nature in order to choose rational ways of organizing society. In this regard, it became clear that school geography should also change its content, and such changes have already been implemented and put into practice. And in foreign countries, changes were made during the teaching of geography in school courses. For example, the «Earth and Environment» course appeared in Hungarian curricula instead of geography. Also, the subject «Geography and Economics» was taught in Austria; geography was integrated into the content of the subject «Natural Science», and teaching methods and technologies were improved in Norway [1].

Currently, the entire field of didactics, as well as the teaching methodology of geography, is undergoing a period of complex reform. The goals of education have changed, new curricula are being created, and the content of knowledge is being mastered through new ways of presenting integrated educational directions rather than through individual isolated subjects. New concepts of education, standards describing not only the content, but also the requirements for learning outcomes, directions based on learning activities, were created [2].

The emergence of new areas of geography science, areas that have undergone serious changes and transformed, prompted us to introduce the updated educational content of our country. At the same time, there were questions about what exactly the changes were and what results they would bring. In this regard, it is clearly stated that the main task of the education system at present is to inculcate national and universal values into content, to form a personality based on the achievements of science and technology, to provide students with competence-oriented knowledge and to create the necessary conditions for it [3].

The relevance of the research is the formulation of the practical needs of teaching geography courses at school and the theoretical and practical justification of textbooks in a new format. Also, revealing the important aspects of the teaching methodology of the subject of geography, the goal was set to compare and describe the features of the changing stages of the teaching process in school geography courses.

To achieve the research goal, the following tasks were defined:

– review of didactic and methodical literature of geography textbooks in school courses on the compatibility of changes over the years;

– to reveal the essence and describe the features of the components of the Kazakhstan's school geography textbooks of the new model, comparing them with the textbooks of the world countries.

During the research, the following results were obtained:

– changes and scientific-didactic features of geography courses in schools of Kazakhstan between classic, traditional and new models of teaching were studied and a concept was created based on them.

Materials and methods

According to the Law of the Republic of Kazakhstan «On Education», and based on the state general standard of secondary education (primary, basic secondary education) with basic rules, from 2017, elementary, general secondary, and secondary education have been gradually introduced to the standard of traditional education. In today's information era, the reconstruction of knowledge and compliance with the world standard for the future generation, the creation of «spiral education» in educational organizations, the understanding of the generation of modern society as a «knowledge network» armed with information, the transition of time to a new one reflected in the need to update assimilated (lat. -assimilatio-similarity, adaptation, absorption, etc.) educational issues created the «alpha» period.

The needs of modern society, the dynamics of economic development determine the orientation of modern education to a new cultural type of person – an active, independent, flexible, mobile person who can work with the flow of information and is capable of creative action. As a result, there is a need to educate the modern new generation in connection with the concepts of «personal education», «personally important education», «living education», «holistic education», «integration», «interdisciplinary education» [4].

From the beginning of the 2000s to the present day, school education has been working on the implementation of new ways of developing state education standards of the new generation. The update of the content is based on the orientation to the final result of the education and the shift of emphasis on mastering the competence reflected in the new state standards of secondary general education [5].

In 2002, the basic educational content of the subject «Geography» was presented in the form of courses in the State standard of compulsory education.

- Natural science (5th grade).
- Physical geography. Primary course (6th grade).
- Geography of continents and oceans (7th grade).
- Geography of Kazakhstan (8th-9th grades).

– Geography (10th, 11th grades in the direction of natural science and mathematics).

– Modern geography (10th, 11th grades in the direction of social and humanitarian sciences).

In the schools of our country, updated educational content was gradually introduced as following: in 2016 – 1st grade, in 2017 – 2nd, 5th, 7th grades, in 2018 – 3rd, 6th, 8th, 10th grades, in 2019 – 4th, 9th, 11th, 12th grades. By 2020, the transition to the updated educational content with the 12-year structure will be completed in all grades. Now, according to the updated educational content, we will focus on a set of main changes in school geography courses, because the content of the textbooks has changed to the scroll content according to the structure. And we can see how the textbooks of the «Geography» subject published between 2000 and 2019 have changed in general from the table [6].

Table 1 – the textbooks of the «Geography» subject published from 2000 to 2019

Grade	Titles of the textbook	Authors	Publishing house, the year it was published
5	Natural sciences	B. Sh. Abdimanapov, V. Prishchepina, L.M. Fokina	Atamura, 2005
		B. Sh. Abdimanapov, E. Nurkenova, A. U. Abilgaziev, G. U. Auezova	Atamura, 2017
		U. A. Esnazarova, N. K. Bekalai	RNSG, 2005
			Republican named school in Geography, 2012, 2014, 2015
		L. A. Verkhovtseva, A. Kostyuchenko, M.V. Ushakova, K.S. Kartbaeva	Almatykitap, 2019
6	Physical geography	A. B. Birmagamбетov, K.N.Mamirova	Mektep., 2000
		O.B. Mazbaev, O. B. Zhanadil, S. B. Kobenkulova, Sh. Aitakynova	ArmanPV, 2015
		R. Karatabanov, L. Verkhovtseva, O. Kostyuchenko, V. Prakhnau, G. Boyko, S. Matveeva, M. Musabaeva	Almatykitap, 2019
		B. Sh. Abdimanapov, E. Nurkenova, A. U. Abilgaziev, G. U. Auezova	Atamura, 2018

7	География. Continents and oceans	A. Beisenova, S. Abilmazhinova, K. D. Kaimuldinova	Atamura, 2003, 2007, 2012, 2016
7		A. Yegorina, S. Nurkenova, E. Shimina	Atamura, 2017
		R. Karatabanov, G. Kuanysheva, Zh. Baimetova, K. Dzhanaleeva.	Almatykitap, 2019
8	Physical geography of Kazakhstan	K. Karpekov, A. Beisenova	«Atamura» publishing house) was reprinted in 2000, 2004, 2008, 2012, 2016;
		U.Esnazarova	«Atauli Mertep» publishing house) was published in 2004. It was reprinted in 2013.
		O.B. Mazbaev, O. B. Zhanadil, Sh. Aitakynova	ArmanPV, 2016
		R. Karatabanov, G. Kuanysheva, Zh. Baimetova, K. Dzhanaleeva.	Almatykitap, 2019
		S. A. Abilmazhinova, K. Kaimuldinova	Mektep 2018
9	Economic and social geography of Kazakhstan	Sh. Tolybekova, G. Golovina, S. Kozina, E. Akhmetov	Mektep, 2019
		V. Usikov, A. Usikova, B. Zabenova, E. Koroleva	Atamura, 2019
		R. Karatabanov, A. Saipov, B. Balgabayeva, K. Saparov	Almatykitap, 2019
10	География. Economic and social geography of the world	V. P. Maksakovsky	Prosveshenie - Kazakhstan, 2003, 2004
	Geography: A general overview of the world.	A.S. Beisenova, K.D. Kaimuldinova, S.A. Abilmazhinova,	Mektep, 2014
		K. D. Kaimuldinova, S. A. Abilmazhinova,	Mektep, 2019

10	Geography: A general overview of the world. CIS countries (in the direction of natural sciences and mathematics)	B. N. Nesipkulova, E. A. Tokpanov, L. N. Aliev	ArmanPV, 2014
		S. K. Telepbekova, A. I. Amanzholov, A. M. Zhylkaidarova	Almatykitap, 2019
		K. D. Kaimuldinova, B. Abdimanapov, S. A. Abilmazhinova,	Mektep, 2020
	Economic and social geography of the world (in the direction of social and humanitarian sciences)	K. Kaimuldinova, S. Abilmazhinova, A. Saipov	Mektep, 2019
		S. K. Telepbekova, A. I. Amanzholov, A. M. Zhylkaidarova	Almatykitap, 2019
		L. N. Aliyeva, E. A. Tokpanov, O. B. Mazbaev	ArmanPV
11	Geography: Regional Overview of the World (in the direction of natural sciences and mathematics, 11th grade)	A. S. Beisenova, S. A. Abilmazhinova, K. D. Kaimuldinova	Mektep, 2020
		K. D. Kaimuldinova, B. Abdimanapov, S. A. Abilmazhinova,	Mektep, 2019
	Geography of the modern world (in the direction of social and humanitarian sciences, 11th grade)	K. Kaimuldinova, B. Abdimanapov, S. Abilmazhinova, A. Saipov	Mektep, 2020
		K. Kaimuldinova	Mektep, 2019

Let us focus on the features of the updated educational program of the Republic of Kazakhstan in the implementation of the updated educational content:

- spiral principle of subject content design, i.e. gradual expansion of educational material vertically and horizontally in increasing knowledge and skills (to complicate knowledge by topics and by classes);

- hierarchy of learning objectives according to Bloom’s taxonomy, based on the levels of thinking skills in terms of cognitive regularity and more important types of subject operations;

- to allow maximum consideration of intra-disciplinary connections of pedagogical goals across educational levels and the whole training course;

- presence of «common topics» between subjects of the same field of education, as well as in the course of implementation of interdisciplinary connections;

- compliance of the content of sections and proposed topics with the requirements of the time, paying attention to the formation of social skills;

- technologicalization of the educational process in the form of long-term, medium-term, and short-term plans (National Academy of Education, 2020);
- systematic-action position in teaching (active participation in the student's learning process) [4].

We cannot say that almost all educational materials with updated content have changed the content of educational materials, because the basis of the «Physical Geography» textbook of the 6th grade is included in the «Natural Science» textbook of the current 5-6th grade, that is, the initial knowledge of «Geography» begins to form in the 5-6th grade, and the learning goals here are clearly set. For example, the 5th grade textbook in the subject «Natural Science» considers the earth as a planet and introduces the parts of its natural composition (air, water, rocks, the world of plants and animals). Here, students study in 2 directions, firstly, they study the external composition of objects and bodies, and secondly, they conduct an experiment and observe its results [8].

And the purpose of the «Geography» subject in higher courses is to create conditions for students to use their geographical knowledge, skills and abilities aimed at solving geoecological, geoeconomic, social, geopolitical and global problems arising at all levels of society and geographical space. In accordance with this goal, the curriculum has been improved based on current trends in geography. Their importance includes the following areas:

- combining two branches of geography based on a comprehensive approach. An example of this is the geography of Kazakhstan, in which physical and economic geography is taught as one subject, combined with comprehensive country studies, which was introduced in experimental classes in accordance with the transition of our country's secondary schools to a 12-year education system from 2015;

- **ecologicalization** of all courses at the expense of strengthening the content and issues of resource science, preservation of living and dead nature, environmental protection;

- **humanizing** the content of the subject of geography by drawing attention to human, individual factors and the social background of society's development. This position is reflected in the data on the history of geographical discoveries and researches in the curriculum, which has expanded the volume of educational materials compared to before; peoples and countries, the population of individual countries, as well as non-industrial fields, data on other sciences that study people (history, ethnography, sociology);

- the **politicization** of school geography courses has been intensified by emphasizing the political map and its variation in different regions, and increasing the number of countries taught;

– the direction of **economization** in the curriculum of geography is considered in topics that teach people's labor activity, the scope, structure, pace of social production, and ways to increase its efficiency, which are reflected in economic geography and in the form of the relationship between society and nature in the economy, and also introduce students to the work skills of residents of different territories.

– the orientation of school geography content to practice is determined by the emphasis on the formation of a special business-skills system of applied, creative nature of modern geography science unique to this discipline, which is closely related to the taught theoretical and empirical knowledge [9].

Results and discussion

What is the position of world geographic education regarding education for the future? Does the updated educational program of the Republic of Kazakhstan correspond to the world standard system? From this point of view, let's make a comparison of the goals of updated education, including teaching world geography, with the changes in the methodology of teaching geography. More recently, Organization for Economic Cooperation and Development, Al Gore (2013) has identified a number of drivers of change that are making the world radically different from what it was a few decades ago: economic globalization, global change, revolutionary changes in communication technologies and robotics, unsustainable (population) growth and depletion of resources, rapid development in life sciences and materials science that enable the re-engineering of life. Many of these issues and challenges are the object of geographical study and one could expect to find them in geography school curricula. It should be noted that high schools recognize concepts as truly globalization and global warming (Beneker, Tani, Upheus, & Van Der Vaart, 2013).

Global education in the 21st century specifically names the following 15 skills and competencies: «creativity/innovation, critical thinking, problem solving, decision making, communication, collaboration, information literacy, research and inquiry, media literacy, digital, citizenship, ICT operations and concepts, flexibility and adaptability, initiative and self-management, productivity, leadership and responsibility». All these competences are also found within the EU, for example: «It is shown that critical thinking, creativity, initiative, problem solving, risk assessment, decision-making consist of the skills of constructive management of emotions».

The following lines from Singapore's education system: «Globalisation, changing demographics and technological progress are among the main drivers of the future. Our learners must be prepared; face these challenges head on and

take advantage of the opportunities created by these forces» shows that geography is used in the education system (Ministry of Education, Singapore, 2014, p. 1).

The Charter of students: «Globalisation, climate change, earthquakes, floods and hurricanes, as well as population change, migration, inequalities and resource conflicts, relies to the education system that forms many aspects of our society and the earth on the planet, so it describes the importance of school geography and academic geography» [10].

Conclusions

As a result of the following works, according to the goal set during the review of the research results, we conclude the following:

A chronological overview of the basic knowledge of the subject of geography was made based on textbooks;

An overview of the peculiarities of the updated educational content of the subject of geography of the Republic of Kazakhstan was conducted.

In the process of describing and comparing of the characteristics of the changing stages of teaching in the school geography course, a critical and communicative approach to important global geographic issues in the formation of modern geographic knowledge and skills in society is aimed at creating a conceptual work based on «strong» geographic knowledge and goals, and the conformity of the standards of teaching geography in the school geography course with the goals of world education systems.

We think that such actual changes and peculiarities define the purpose, educational content, teaching methods and organizational types of geography courses, and will expand and further enliven the field of the learning process.

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ҚАЗАҚСТАНДА МЕКТЕП ГЕОГРАФИЯСЫН ОҚИТУДЫҢ ЕРЕКШЕЛІКТЕРІ (2000–2022 ЖЖ.)

Мақалада бүгінгі қоғам өмірінің барлық салаларындағы жаңарту жағдайындағы өзгерістерді басылыққа ала отырып, Қазақстан Республикасындағы мектеп географиясы курстарының оқытудағы өзгерістердің ерекшеліктері, дәстүрлі бағдарламалар мен жаңартылған бағдарламалардың ұқсастықтары мен айырмашылықтары салыстырылған.

Жаңартылған жүйеге көшкен мектеп географиясы курстарының жаңа форматта өзгерген оқулықтардың бірізді хронологиялық даму бағыты қарастырылған. Жаңа үлгідегі мектеп географиясы оқулықтарының мазмұнының құрамдас бөліктерімен әлем елдерінің

география курстарының ерекшеліктеріне салыстырмалы талдау жасалынған.

Қазіргі географиялық білім мазмұны, құрылымы жеке тұлғаға бағдарлап оқыту, географияны оқыту тұрпаттау тұрғысынан кеңейіп, әлемге эмоциялық-құндылық тұрғысынан қарау, географияны оқытуда мектеп географиясы мен академиялық географияның толықтай, үзіліссіз байланысты екенін айқын көре аламыз. Осыған орай, мақалада мектеп географиясы курстарының білім алушыларда жаңа бағыттар мен жаңа көзқарастарды қалыптастыру айтарлықтай маңызға ие екендігін көрсетілген.

Кілтті сөздер: география, географияның білім мазмұны, мектеп географиясы оқулықтары, оқыту әдістемесі, жаңартылған бағдарлама, шетелдік тәжірибе.

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ОСОБЕННОСТИ ОБУЧЕНИЯ ШКОЛЬНОЙ ГЕОГРАФИИ В КАЗАХСТАНЕ (2000–2022 ГГ.)

В статье осуществлено сравнение особенностей обучения школьных курсов географии в Республике Казахстан, выявлено сходства и различия между традиционными и модернизированными программами с опорой на состояние реформирования во всех сферах жизни общества в настоящее время.

На основе хронологического подхода характеризуется состояние учебников школьных курсов географии нового формата, измененных в соответствии с обновленной программой. Вместе с тем, в статье проведен сравнительный анализ особенностей курсов географии и компонентов содержания новых школьных учебников географии на основе отечественного и зарубежного опыта.

Содержание и структура современного географического образования расширилась с точки зрения лично-ориентированного обучения, особенностей обучения географии, сложившегося взгляда на мир с эмоционально-ценностной точки зрения; поэтому школьная география и академическая география полностью и непрерывно взаимодействуют в образовательном процессе. В связи с этим, в

статье показано существенное значение курсов школьной географии в формировании у обучающихся новых направлений и новых взглядов.

Ключевые слова: география, образовательное содержание географии, школьные учебники географии, методика преподавания, актуализированная программа, зарубежный опыт.

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