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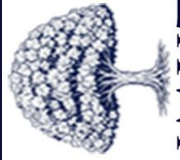
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Mevlana

“Umudumuz bu denizde küçük bir kum tanesi olabilmektir.”

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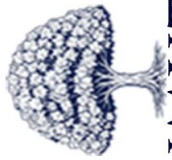
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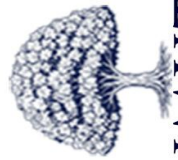
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Kulash Mamirova

GEOGRAPHY TEXTBOOK AND GEOGRAPHICAL EDUCATION IN SECONDARY SCHOOLS OF KAZAKHSTAN

Abstract: Currently, the main factors determining the development of geographic education are humanization, ecologization, globalization and informatization of the content of education. Among the areas of geographical science, research on the problems of nature management and geocology, the sustainable development of society and nature, problems of socio-demographic and political-geographical character are topical. In this connection, the purpose of the geography textbook in the educational process is that it should be a "strategic model" of the learning process, as it reflects the aims of education, the content of education, teaching methods and organizational forms. Simultaneously, the textbook is a "tactical model" of the learning process, as it reveals the sequence of presentation of the teaching material and sets the scenario for the learning process. The structure and content of the geography textbook, oriented to personal development activity, presupposes the corresponding types of this activity as clarification of the purpose and objectives of education, the organization of the educational situation, the presentation of the necessary information, the disclosure of ways to solve problems, generalization and systematization, consolidation and control, independent work, reflexive awareness of educational activities and their results. The activity function of the textbook implements the creative educational activity of students and their evaluation position about the material being studied. This approach guarantees the learner increased motivation and effectiveness of training.

Keywords: Geographical Education, School Textbook of Geography, Content and Structure of the School Textbook of Geography, Strategic and Tactical Model of the Textbook.

Kazakistan'daki Ortaokullarda Coğrafya Ders Kitabı ve Coğrafya Eğitimi

Özet: Günümüzde coğrafya eğitiminin gelişimini belirleyen temel faktörler, eğitim içeriğinin insanileştirilmesi, ekolojileştirilmesi, küreselleştirilmesi ve bilişimleştirilmesidir. Coğrafya biliminin alanları içerisinde, doğa yönetimi ve jeoekoloji sorunları, toplum ve doğanın sürdürülebilir gelişimi, sosyo-demografik ve politik-coğrafi nitelikteki sorunlara ilişkin araştırmalar güncelliğini korumaktadır. Bu bağlamda, coğrafya ders kitabının eğitim sürecindeki amacı, eğitimin hedeflerini, eğitim içeriğini, öğretim yöntemlerini ve organizasyonel biçimlerini yansıtması nedeniyle, öğrenme sürecinin "*stratejik bir modeli*" olarak işlev görmesidir. Eş zamanlı olarak, ders kitabı, öğretim materyalinin sunum sırasını ortaya koyması ve öğrenme sürecinin senaryosunu şekillendirmesi nedeniyle, öğrenme sürecinin "*taktik bir modelini*" teşkil eder. Kişisel gelişim etkinliğine odaklanan coğrafya ders kitabının yapısı ve içeriği, eğitimin amaç ve hedeflerinin netleştirilmesi, eğitim durumunun düzenlenmesi, gerekli bilgilerin sunulması, problem çözme yöntemlerinin açığa çıkarılması, genelleme ve sistematikleştirme, pekiştirme ve denetim, bağımsız çalışma, eğitim faaliyetlerinin ve sonuçlarının yansıtıcı farkındalığı gibi bu etkinliğin özgün türlerini varsayar. Ders kitabının etkinlik işlevi, öğrencilerin yaratıcı eğitim faaliyetlerini ve incelenen materyale dair değerlendirme pozisyonlarını hayata geçirir. Bu yaklaşım, öğrencinin motivasyonunu ve eğitim etkinliğini artırmayı garanti eder.

Anahtar Kelimeler: Coğrafya Eğitimi, Okul Coğrafya Ders Kitabı, Okul Coğrafya Ders Kitabının İçeriği ve Yapısı, Ders Kitabının Stratejik ve Taktiksel Modeli.



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INTRODUCTION

Modern realities pose new challenges to society, which cannot be solved in the absence of modern geographical thinking among millions of managers, managers, entrepreneurs, journalists, politicians, etc. Therefore, modern integrated socially-oriented geographical science faces new goals and objectives that need to be consistently implemented. In this regard, at present, the main task of the modern education system is to create the necessary conditions for education aimed at the formation, development, and formation of a personality based on national and universal values and achievements of science and technology. To understand the structure and content of geographical science, it is necessary, firstly, to emphasize its multiple nature: the unity of nature, economy, and population; secondly, its complexity: the combined consideration of the complex structure of various objects; thirdly, its territoriality. Based on this, the main factors determining the development of geographical science and education in the 21st century are humanization, environmentalization, globalization, and the informatization of education. They, in turn, have intensified the development of some previously existing geographical areas and contributed to the emergence of new ones. Among them, it is necessary to single out research on environmental management and geoecology, sustainable development of society and nature, and problems of a socio-demographic and political-geographical nature (Tokayev, 2024).

In our opinion, it is necessary to fundamentally change the structure, content, and form of the school geography textbook. The activity function of the textbook can be realized based on the following types of educational activities: research, creative activity of the student, comparison of different points of view and approaches, inclusion of an evaluative position about the material, and reflexive comprehension of what has been read. The result should be educational products created by the student. Students' awareness and appropriation of the achieved results occurs through reflective tasks. This approach guarantees increased motivation and effectiveness of training (Zuev, 1983, pp. 11-14).

Materials and methods

The introduction of new information technologies, the priority of students' independent work, and the emphasis on self-development, self-control, and self-assessment of achieved results are due to a change in the ideology of world education, and the implementation of a competence-based approach in the design of educational content. In the mid-90s, Kazakhstan began to develop state education standards, model plans and new programs of which new textbooks were developed. In the secondary education system, this process was based on the state program and government Decree No. 1173 dated September 26, 1996. "*On the target program for the preparation and distribution of textbooks and teaching materials for secondary schools of the Republic of Kazakhstan*" (Khutorsky, 2004, pp. 236-240).

Since the early 2000s and up to the present, work has been underway in school education to implement new approaches to the development of state education standards for a new generation. The content update is based on a focus on the result of learning and a shift in emphasis to the acquisition of competencies, which is reflected in the new state standards of secondary general education. In addition, the NAO named after Y. Altynsarina conducted a comparative analysis of foreign and domestic experience in modeling geography textbooks, which showed that domestic and foreign authors use integrated and system-based approaches in their design. Western authors, on the other hand, have a debatable and polemical presentation in textbooks. The conducted research has made it possible to identify common and special features in the design of domestic and foreign geography textbooks.

The analysis showed that the most common thing in geography textbooks was the following:

- The content of most textbooks is divided into two modules. The first is the fundamental part, which contains stable and stable theoretical knowledge. The other is the invariant part of the textbook, which is presented in the form of separate sections and chapters and is easily updated following the current level of geographical knowledge;
- The creation of geography textbooks is based on the general pedagogical theory of the textbook. The development of textbooks is conceptual in nature.

Special attention is paid to the implementation of pedagogical principles of textbook design, selection of their content and technology of organization; - the introduction of an epistemological learning model, where the "*objective*" truth that meets the criteria of scientific validity is accepted as a value guideline.

What is special about geography textbooks by foreign and domestic authors is the following:

- In the content of textbooks, the variable part is becoming more and more important, designed to ensure that socially and personally significant personality qualities are transmitted by previous generations to subsequent generations;
- The language of presentation of the textbook material is clear, expressive, imaginative, and popular science, which increases its accessibility and interest of students.

However, textbooks still pay little attention to the development of specific algorithms for possible actions in certain situations, and competence-based cognitive tasks are not sufficient. There is no emphasis on independent study of educational material. Analyzing the experience of designing textbooks in Kazakhstan, we have noticed that in recent years various types of textbooks, such as variable, author, and alternative, have become widespread (Gorbanyov & Barinova, 2006. pp. 34-38).

Narratively, the presented material promotes personal development and is focused on the formation of his creative personality. -the author's textbook meets the requirements of the State Educational Standard and, at the same time, is not devoid of originality and conceptual independence; - the author's interpretation of the educational material is reflected in the alternative textbook, which differs in originality from the traditional presentation. In such textbooks, the alternating dominance of analytical and synthesizing activities of students is observed as an expression of an individual style of educational and cognitive activity. In non-CIS countries, which are among the developed countries, the purpose of education is formulated as a system of expected results in the form of life skills and competencies. The system of expected results, in turn, influences the selection of educational content and process, assessment, management, and other components of the system. Thus, the goal, being a dynamic type of system, is subject to renewal, expansion, development, movement, and fusion, taking into account socio-historical realities, taking into account changes in internal and external conditions. At the current stage of development of the national school system, the expected educational outcomes are given in the form of competencies, they determine the mechanism and logic of selecting the educational content (Mamirova, 2010, pp. 43-47).

Since the textbook is one of the leading and organizing elements of the learning system, it is designed to systematize and integrate information received by students from various sources of information (Lerner & Shakhmaev, 1992, pp. 25-27).

Based on the above, the following studies were identified and conducted in this context:

- The existing literature on the identification of scientific, didactic, and methodological requirements for the design of the content of geography textbooks in secondary schools is analyzed;
- The features of scientific and didactic requirements for designing the content of geography textbooks based on Kazakh and foreign approaches to construction are revealed;
- Scientific, didactic, and methodological conditions for designing the content of secondary school geography textbooks are substantiated. Scientific, didactic, and methodological requirements for the design of textbooks for secondary schools focused on competence-based learning have been developed (Komarova, 2005. pp. 53-58).

RESULTS AND DISCUSSION

Consequently, in the new conditions, the humanization of the content of geographical education in higher education institutions is becoming the most characteristic feature of teaching. Reflecting the issues of interrelationship and priority of people's interests is the main thing, i.e. not the population for production, but production for the population – as one of the cornerstones of humanizing the content of geography. Awareness of the onset of environmental danger quickly transformed into the greening of the economic and social life of society and, as a result, into the greening of science. Geographers believe that geographical science can and is already becoming the only science that can claim to integrate such a wide range of natural and social phenomena about territories of various scales (Kish, 2002, pp. 14-17).

The current global crisis has largely been the result of a new phenomenon, globalization. Geographical science is also "globalizing" accordingly since most of the physical, geographical, and socio-economic processes and phenomena can only be viewed from a global perspective. At the same time, geography is being actively politicized. This is due to the need for a constructive analysis of the theoretical legacy of traditional geopolitics and political geography, and hence the expediency of creating a new methodology for explaining territorial and political processes in the world. Concerning all areas of geographical science, the demand for the active use of information and innovative technologies in research is sharply increasing. Special attention is paid to new technologies in mapping, computer cartography, the use of geographic information systems, and global information networks. Based on the above, the main goal of the educational content being formed at the Department of Geography of the Kazakh National Women's Pedagogical University was to develop an integrated, socially oriented system of geographical education that promotes the formation of a scientific worldview, civic consciousness, with an environmental and cultural orientation in the context of global development. They are reflected in the specifications of educational programs, in work curricula, catalogs, and curricula of academic disciplines (Mamirova, 2010, pp. 43-47).

Thus, the following principles were laid down as the basis for the formation of the content of geographical education at the Kazakh National Women's Pedagogical University:

1. Scientific approach. Geographical education should be focused on the key problems of modern life, and reflect the latest trends in the development of world and Kazakh geographical science.
2. Globality. This principle is becoming the cornerstone of geographical education at the university. Kazakhstan is a part of the world community and at the same time preserves its national interests.

3. Greening. Only geographical science, from the perspective of sustainable development of society, is able to cover all problems and comprehensively contribute to solving environmental issues.

4. Humanization of education. The principle of humanization provides for the renewal and reassessment of the content of geographical science itself, placing man at the center of all phenomena and processes.

5. Interdisciplinarity. Geography is an integrated program that provides generalization and reinterpretation of the results obtained by other sciences. Consequently, it has an innate interdisciplinarity.

6. Problematic. All problems both in nature and in society have their own past, present, and future, and they all contribute to the development of thinking and problem-solving.

7. Consistency and integrity. The emphasis in education is on integrated geography, which has a social orientation. The entire structure of geographical education is presented as a single inseparable system with a gradual complication of the material (Nurahmetov, 2004, pp. 11-15).

The functions of educational programs at a pedagogical university are implemented through three areas: a systematic approach, a problem-based approach, and a practical approach. The systematic approach includes the study of the fundamentals of geographical science: general earth sciences, general socio-economic geography, regional studies, and other special geographical areas such as climatology, natural resources, geotectonics, political geography, geodemography, geo-urban studies, etc. The problem-based approach involves the study of a number of modern problems: global problems of humanity, post-industrial development of society, sustainable development, geopolitical, interethnic, and interstate relations, etc.

Finally, the practical approach is aimed at mastering practical research skills: working on the ground, working with maps, statistical materials, sociological research data, geoinformation technologies, etc. The role of the International Geographical Union (Commission on Geographical Education) should be emphasized in the selection and structuring of the content. Its program document, the International Charter of Geographical Education, presents the state, principles, and main directions of the future development of world geographical education. The International Geographical Union, studying the state of geographical education in the world, unreasonably concluded that with the transition of developed countries to the post-industrial phase of development, the role of geography began to decline under the onslaught of studying computer science, programming, and foreign languages.

The Charter emphasizes that geography is indispensable for understanding the present and future world, and expresses concern that geographical education is not being given due attention, resulting in geographic illiteracy in many parts of the world. The Charter specifically states that geography teaching should begin in elementary school and continue in primary, secondary, and higher education as an independent subject, regardless of a person's future specialty (Karaev, 2003, pp. 13-17).

The content of education should be based on the study of spatial and temporal patterns, processes, and phenomena. That is why we have discussed above the main changes in geographical science that have occurred over the past few decades. One of the most important tasks of transformations in geography at the university is the principles of scientific and logical thinking should be the basis of geographical education; at the same time, it should be "turned"

towards studying modern challenges of global development, including the most pressing issues of geographical science in the program.

Geography is one of the fundamental disciplines that serve to form a person's national identity. For a citizen of Kazakhstan, geographical knowledge plays a special role, due to the long history of the formation and formation of the territory of Kazakhstan, the Kazakh state, the size and geographical location of its territory, natural, ethnic, historical, and cultural diversity, as well as the traditionally developed resource orientation of the economy. Geographical information is a necessary basis for identifying and solving problems that arise in the process of human interaction with the environment (deterioration of human health; insufficient provision of food and water to the population; negative effects of climate change; environmental pollution, limited natural resources, and others).

A high-quality system of geographical education and enlightenment is necessary for any state striving for the intensive development of national science, culture, and economy and a worthy role in world politics and economics.

Such a system is designed to provide:

- training of competent specialists not only in the field of geographical sciences, but also in the fields of economics, public administration, defense and security, territorial planning, environmental management, engineering, international relations, journalism, tourism, ecology, etc.
- the proper level of education and upbringing of young people, the formation of their concepts of citizenship, patriotism, attention to national origins, social responsibility, geographical literacy, and environmental culture (Kusainov, 2015, pp. 45-49).

Therefore, the conceptual basis of the strategy for reforming geographical education at our university is based on new ideas about its content and structure, based on the achievements of modern geographical science, which can and should play a decisive role in improving geographical education. Along with the above, the development of modern society has led to global changes in the social, information, and technological spheres. These changes in society have led to the emergence of a strategy for the modernization of general education and have led to the urgency of the problems of competence and competence. Traditional knowledge education is losing its effectiveness and expediency. In this regard, society urgently needs the development of such personal qualities that the traditional education system has neglected, namely, the ability to lead, initiative, desire for new things, freedom of choice, and the ability to work together with other people (Khutorsky, 2004, pp. 236-240).

It is well known that the structure and content of a textbook focused on personal development activities "sets" the appropriate types of these activities. It reflects such learning procedures as clarifying the meaning of the studied subject, setting tasks, organizing the educational situation, presenting the necessary information, revealing ways to solve problems, generalizing and systematizing, consolidating and controlling, independent research, homework, reflexive awareness of educational activities and their results (Lerner & Shakhmaev, 1992, p. 75).

At the same time, we assume that a textbook is the content of a discipline, as well as a specially designed system of learning situations. By creating a textbook, the author creates a chain of learning situations focused on certain educational activities of schoolchildren. Educational texts

contain the subject of these actions, and questions, assignments, tasks, and exercises are the means of organizing planned educational actions.

The concept of "*subject competence*" can become the basis for achieving meaningful adequacy of education. For example, in geography, the most basic competencies include information, value-based communication, and educational, intellectual, and research competencies. This is due to the functions of the school subject geography to teach students to adequately perceive the environment, the ability to navigate it, to use geographical information and a geographical map correctly, to perceive emotions and values and rationally influence the natural complexes of our planet and its area. The competency-based approach at the level of the geography subject involves, along with the student's general geographical literacy, the development of the subject's ability to solve non-standard tasks and problems using acquired knowledge of the subject, i.e. to be functionally literate (Marie-Claire; Anne-Marie & Mechtild, 1996, pp. 23-25).

This approach requires not only knowledge of geography but also competencies, abilities, qualities, skills, emotional, and value relationships. In this case, such qualities of the student as problem-solving skills, the ability to choose the main thing, the ability to transform the necessary material, develop hypotheses, test them, the ability to work on projects, take the initiative, work in a team, show respect and tolerance, evaluate and predict, etc. come to the fore. These abilities should be the expected results of students' learning activities. The indicators of the importance of the subject content are determined by the goals of school geography education, and the meaningful disclosure of these goals is based on the analysis of geography material. The formation and development of a student's competence should be carried out through teaching methods, technologies, and techniques. Systematic structuring of the textbook content will be an important means and condition for the formation of geographical thinking. The system-forming link in the design of the learning process is the objectives of the subject, which involves the selection of the content of the educational material, the selection of forms and methods of teaching, and the preparation of methodological support for the textbook. The goals of geographical education, which ensure the formation of a system of views and norms of behavior about the environment, determine the selection of content (Dunbar, 2001, p. 36).

We consider the content of education here in the unity of three aspects: the natural and social essence, the pedagogical affiliation of the content of education and the activity-based way of considering it. Depending on the competence approach, the function of the textbook changes. Now the textbook outlines the ways students can work, but at the same time, it takes into account the teacher's activities, including such activities as managing the learning process and developing the student's personality, as well as designing and planning. The reorientation of the technology for preparing such a textbook requires a slightly different design of educational materials, textual and non-textual components since the logic of learning should be based on the expected result. For the formation of communicative competence, it is necessary to select appropriate forms, methods, techniques, and means of reflecting specific content. As practice shows, the development of communication skills is effective through the use of active training forms of classes. The presentation of special headings in the textbook "*It's interesting!*", "*Designing and substantiating projects!*", "*My opinion!*", "*My action!*", "*Non-standard view!*", etc. enables teachers to organize students' work according to the textbook, and students to communicate, choose their position, develop their speech, and work in the team. Do they contribute to the application of knowledge and skills in activities, the ability to independently distinguish, evaluate, and develop a personal value-behavioral line in life? (Zuev, 1983).

Consequently, the competence approach focuses on the ways students do activities, assumes the creation of conditions for the student's personal development, and also ensures the creation of these conditions. Let us give as an example the experience of geography teachers using the textbook "*Physical Geography*", 6th grade, A. Atamura, 2015. (authors A. Birmagambetov, K. Mamirova) in secondary school No. 16 in Almaty and secondary school No. 6 in Belagash village, Ili district, Almaty region, using elements of competency-based learning. Modular technology was chosen as the main technological tool that ensures the integrated implementation of a competency-based approach based on the textbook application. This technology has allowed us to create a relatively unified model for studying each topic, which includes the following submodules: "*Formation of concepts, ideas and terms*", "*Consolidation and reflection through the practical work of the textbook*", "*Independent work with the textbook*" and "*Generalization and conclusions*".

This approach, according to the teachers, allowed solving the tasks of forming competencies among schoolchildren, namely:

- educational and cognitive (to determine the goals and order of work, independently plan their educational activities, establish connections between individual objects, apply mastered methods in new situations, exercise self-control);
- communicative (to cooperate, to help others, to participate in the work of a team, to exchange information);
- informational (to independently search, analyze, and select information, structure, transform, save, and transmit it);

personal self-improvement (analyzing one's achievements and mistakes, detecting problems and difficulties in the messages of classmates, providing mutual help and support in difficult situations, critically evaluating and re-evaluating the results of one's activities) (Lidstone, & Williams, 2006, pp. 39).

The need to change the content of school education is due to the following factors:

1. The content of education should be aimed at teaching how to know (learn), how to do (act), how to live together, and how to live (UNESCO, 2002).
2. Updating the content of education is conditioned by the need to take into account international criteria for evaluating school education, which considers the result of education not knowledge, and skills, but the level of student's ability to solve educational and life tasks (life skills and competencies).
3. The education system should perform a health-saving function. The revision of the educational content should be aimed at taking into account the age possibilities, and psychological characteristics of students, and optimizing the learning load. In general, the updating of the educational content should be carried out, on the one hand, in the direction of reducing the educational burden on the student, and on the other hand, in the direction of his enrichment through the reflection of the values of the new world (Mamirova, 2010).

According to the State Standard of Education, the overall goal of school education in Kazakhstan is to promote the harmonious development of students through the purposeful development of the following basic competencies, presented in the form of life roles: a friendly person; caring family member; creative personality; responsible citizen; healthy and improving personality. The overall goal is specified through the goal of secondary education (Taylor & Flint, 2000, pp. 18).

The purpose of secondary education is to ensure the development of student's abilities for cognition, creative use of acquired knowledge in any educational and life situation, and readiness for self-development and self-management through the development of key and subject competencies. Key competencies are the abilities that determine students' willingness to integrate cognitive and practical skills to make successful decisions that do not contradict moral and ethical standards. Key competencies create prerequisites for the formation of values and motives, as well as for the development of social and behavioral norms of human activity; they serve as the basis for determining the expected results in each educational field. Key competencies include information competence; communication competence; and problem-solving competence. Subject competencies are goals that define the meaning and purpose of educational fields; describe students' abilities as actions of a wide range; and serve as a guideline for determining expected results. Expected educational outcomes are a system representing the goals of short-term education, established by study cycles, this is the planned result of a specific period of study. The expected results reflect the merging of core and subject competencies into a single whole. They characterize the willingness of students to integrate subject knowledge, skills, and life experience in the context of key competencies (Mamirova, 2013, pp. 64-69).

CONCLUSIONS

As a result of the research, we came to the following conclusion:

1. A school geography textbook is a purposefully organized system and each of its elements performs certain functions.
2. A geography textbook should define the system and scope of knowledge that must be mastered by students, as well as contain a system of tasks that ensure the formation of students' necessary skills and competencies.
3. Knowledge and skills in a geography textbook should be presented in a certain logical system that meets the principles of continuity and consistency. To implement the principle of systematic learning, it is necessary to present scientific facts, hypotheses, and theories in a textbook in a certain logical system.
4. When creating and arranging the geography textbook material, the following approaches should be highlighted: - communication skills that allow students to organize a dialogue with the textbook; - complementarity, i.e. the possibility of additional textbook support by means of teaching; - modeling, i.e. building a model as a means of obtaining the necessary knowledge about the studied object, process or phenomenon.
5. Motivational function of the textbook: - the availability of material that promotes the development of interest among students; - the correspondence of the educational material to the age capabilities of schoolchildren; the availability of means of emotional impact; -the fascination of the form of presentation of the material; -the availability of material based on the life experience of students.
6. The function of teaching students to work independently with a textbook: - the presence of material or instructions in the textbook to help the student work with the book; -availability of samples of correct execution of tasks; -the availability of tasks that help to carry out self-control of knowledge and skills.
7. The educational function of the textbook: - presentation of educational material as a system that promotes the development of students' diverse abilities; - the presence of problematic issues

and assignments in the educational material and methodological apparatus; -availability of materials and tasks that promote cognitive activity and independence of students.

8. Teacher activity management function: - consistency and expediency of the educational material; - the presence of intrasubject and intersubject connections; - scientific validity of the textbook content and structure; - consistency with the real possibilities of the educational process.

Currently, the purpose of a textbook in the educational process is determined by the fact that the textbook should become a "strategic model" of the learning process since it reflects the goals of learning, the components of the educational content, teaching methods, and its organizational forms, and at the same time a "tactical model" of the learning process, since it reveals the sequence of presentation of educational material, sets the scenario of the learning process.

Thus, a geography textbook for secondary schools is a comprehensive information and activity model of the educational process that reflects the goals, principles, content, and technology of the learning process. A textbook is a model in the sense that it not only reflects the structure of a certain didactic system but also designs its implementation.

Kazakhstan's transition to updated education will make it possible to successfully solve the strategic task of designing a new national education model, where the main goal is the formation and development of an educated, creative, competent, and competitive personality capable of living in a dynamically developing environment, ready for self-actualization, both in their interests and in the interests of society. In this context, a school geography textbook should not only be a means of obtaining information and ready-made knowledge but also a tool for developing abilities, a means of realizing interests and forming creative thinking and life skills of students.

GENİŞLETİLMİŞ ÖZET

Coğrafya eğitimi, yeryüzünün karmaşık yapısını ve insan-mekân ilişkilerini anlamlandırmayı amaçlayan dinamik bir disiplindir. Günümüzde, bu disiplinin geçirdiği dönüşüm, küresel ölçekte yaşanan değişimlerle yakından ilişkilidir. Eğitim içeriğinin insanileştirilmesi, ekolojileştirilmesi, küreselleştirilmesi ve bilişimleştirilmesi, coğrafya eğitiminin temel dinamiklerini oluşturmaktadır. Bu dinamikler, öğrencilerin sadece coğrafi bilgileri ezberlemelerini değil, aynı zamanda eleştirel düşünme, problem çözme ve küresel farkındalık gibi becerilerini geliştirmelerini hedeflemektedir.

İnsanileştirme, coğrafya eğitiminde insan merkezli bir yaklaşımı benimsemeyi ifade eder. Bu yaklaşım, coğrafi olayların ve süreçlerin insan yaşamı üzerindeki etkilerini, insanların coğrafi çevreyle olan etkileşimlerini ve farklı kültürlerin coğrafi algılarını vurgular. İnsanların mekânı nasıl algıladıkları, mekânla nasıl etkileşimde buldukları ve mekânı nasıl şekillendirdikleri, coğrafya eğitiminin temel konuları arasında yer alır. Ekolojileştirme, coğrafya eğitiminde çevresel sürdürülebilirlik ve ekosistemlerin korunması konularına odaklanmayı gerektirir. Bu yaklaşım, öğrencilerin doğal kaynakların kullanımı, iklim değişikliği, biyolojik çeşitlilik ve çevresel sorunlar gibi konularda bilinçlenmelerini ve sorumluluk sahibi bireyler olmalarını hedefler. Ekolojik okuryazarlık, öğrencilerin çevresel sorunları anlamaları, çözüm önerileri geliştirmeleri ve sürdürülebilir bir gelecek için sorumluluk almaları açısından büyük önem taşır. Küreselleşme, coğrafya eğitiminde farklı bölgeler ve kültürler arasındaki bağlantıların ve etkileşimlerin önemini artırmıştır. Bu bağlamda, öğrenciler küresel sorunlar, uluslararası ilişkiler, kültürel çeşitlilik ve küresel vatandaşlık gibi konularda bilgi sahibi olmalıdır. Küresel ölçekte yaşanan olayların yerel ve bölgesel etkilerini anlamak, öğrencilerin küresel farkındalıklarını geliştirmelerine yardımcı olur. Bilişimleştirme, coğrafya eğitiminde teknolojinin etkin kullanımını ifade eder. Coğrafi bilgi sistemleri, uzaktan algılama, dijital haritalama ve sanal gerçeklik gibi teknolojiler, öğrencilerin coğrafi verileri analiz etme, harita oluşturma, mekânsal düşünme ve problem çözme becerilerini geliştirmelerine olanak tanır. Teknolojinin coğrafya eğitimine entegrasyonu, öğrencilerin öğrenme süreçlerini daha etkileşimli, ilgi çekici ve anlamlı hale getirir.

Coğrafya biliminin alanları içerisinde, doğa yönetimi ve jeoekoloji sorunları, toplum ve doğanın sürdürülebilir gelişimi, sosyo-demografik ve politik-coğrafi nitelikteki sorunlara ilişkin araştırmalar güncelliğini korumaktadır. Bu sorunlar, coğrafya eğitiminin içeriğini zenginleştirmekte ve öğrencilerin gerçek dünya sorunlarına duyarlı hale gelmelerini sağlamaktadır. Öğrenciler, bu sorunları analiz ederek, çözüm önerileri geliştirerek ve eyleme geçerek, daha sürdürülebilir ve adil bir dünya için katkıda bulunabilirler. Bu bağlamda, coğrafya ders kitabının eğitim sürecindeki amacı, eğitimin hedeflerini, eğitim içeriğini, öğretim yöntemlerini ve organizasyonel biçimlerini yansıtmaya nedeniyle, öğrenme sürecinin "*stratejik bir model*" olarak işlev görmesidir. Ders kitabı, öğrencilere coğrafi kavramları, ilkeleri ve süreçleri sunarak, öğrenme hedeflerine ulaşmalarına yardımcı olur. Eş zamanlı olarak, ders kitabı, öğretim materyalinin sunum sırasını ortaya koyması ve öğrenme sürecinin senaryosunu şekillendirmesi nedeniyle, öğrenme sürecinin "*taktik bir modelini*" teşkil eder. Ders kitabı, öğrencilerin öğrenme süreçlerini planlamalarına, organize etmelerine ve değerlendirmelerine yardımcı olur.

Kişisel gelişim etkinliğine odaklanan coğrafya ders kitabının yapısı ve içeriği, eğitimin amaç ve hedeflerinin netleştirilmesi, eğitim durumunun düzenlenmesi, gerekli bilgilerin sunulması, problem çözme yöntemlerinin açığa çıkarılması, genelleme ve sistematikleştirme, pekiştirme ve denetim, bağımsız çalışma, eğitim faaliyetlerinin ve sonuçlarının yansıtıcı farkındalığı gibi bu etkinliğin özgün türlerini varsayar. Ders kitabı, öğrencilerin öğrenme süreçlerinde aktif rol almalarını, kendi öğrenmelerinin sorumluluğunu üstlenmelerini ve öğrenme sonuçlarını değerlendirmelerini teşvik eder. Ders kitabının etkinlik işlevi, öğrencilerin yaratıcı eğitim

faaliyetlerini ve incelenen materyale dair değerlendirme pozisyonlarını hayata geçirir. Öğrenciler, ders kitabındaki bilgileri kullanarak, projeler hazırlayabilir, sunumlar yapabilir, haritalar çizebilir, araştırmalar yapabilir ve tartışmalara katılabilirler. Bu tür etkinlikler, öğrencilerin yaratıcılıklarını, eleştirel düşünme becerilerini ve iletişim becerilerini geliştirmelerine yardımcı olur.

Değerlendirme, coğrafya eğitiminin önemli bir bileşenidir. Değerlendirme, öğrencilerin öğrenme süreçlerini ve sonuçlarını değerlendirmek, öğrencilere geri bildirim sağlamak ve öğretim sürecini iyileştirmek için kullanılır. Değerlendirme, öğrencilerin bilgi düzeylerini, becerilerini, tutumlarını ve değerlerini ölçmeyi amaçlar. Değerlendirme, öğrencilerin öğrenme süreçlerinde aktif rol almalarını, kendi öğrenmelerinin sorumluluğunu üstlenmelerini ve öğrenme sonuçlarını değerlendirmelerini teşvik eder. Bu yaklaşım, öğrencinin motivasyonunu ve eğitim etkinliğini artırmayı garanti eder. Öğrencilerin motivasyonu, öğrenme süreçlerine aktif katılımlarını, öğrenme hedeflerine ulaşmalarını ve öğrenme sonuçlarından memnuniyet duymalarını etkiler. Öğrencilerin eğitim etkinliği ise, öğrenme süreçlerinde ne kadar başarılı olduklarını, ne kadar bilgi ve beceri kazandıklarını ve ne kadar gelişme gösterdiklerini ifade eder.

Coğrafya eğitimi, öğrencilerin dünyayı anlamaları, dünyayla etkileşimde bulunmaları ve dünyayı değiştirmeleri için gerekli bilgi, beceri, tutum ve değerleri kazanmalarına yardımcı olur. Coğrafya eğitimi, öğrencilerin küresel vatandaşlar olarak yetişmelerine, sürdürülebilir bir gelecek için sorumluluk almalarına ve dünyayı daha iyi bir yer haline getirmelerine katkıda bulunur. Bu nedenle, coğrafya eğitimi, günümüz dünyasında her zamankinden daha önemli hale gelmiştir.

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