

K.A. Akylbekov
K.D. Kaimuldionova
N.G. Bakanov

Abai Kazakh National Pedagogical University, Almaty, Kazakhstan
(E-mail: Yes171@bk.ru, kulash_kaymuldin@mail.ru, nursultan.bakanov@gmail.com)

Theoretical aspects of geographic education in Kazakhstan

Abstract. *In Kazakhstan, geography education in elementary school includes geography education in teacher training, regardless of whether the subject is part of a program devoted to geography or is integrated into another course such as social studies. The curriculum provides teaching skills, cultural understanding, and subject-specific expertise, all of which are valuable in today's world. A critical component of effective geography instruction is the identification of issues and the development of solutions for those problems. A total of 16 volunteers who worked as professors at eleven different institutions participated in the semi-structured interviews that formed the basis of the subsequent research project. The descriptive analysis methods were used to begin the process of analyzing the content. It has been found that there are problems with geography teaching, and it would be good to think about potential solutions to these difficulties. The most concerning of these issues is that geography instructors are ill-prepared for their positions, and a lack of teacher preparation is detrimental to geography teaching. According to the researchers, they are optimistic that their study will provide light on the current scenario in terms of creating better geographic educators in the near future, on the subject of training more qualified geography instructors in the foreseeable future.*

Keywords: *Geography; geographical education; geographical issues; teacher educating.*

DOI: <https://doi.org/10.32523/2616-6895-2022-139-2-26-34>

Introduction

University-based teacher education programs have been offered in Kazakhstan since the 1990s. Education programs have educated teachers via undergraduate and master's degrees, with the former requiring four years of study and the latter requiring one and a half years. Furthermore, we discovered that geography courses are given to students who are preparing for careers in areas such as elementary education, social studies, and geography, especially those that are geared at lower levels of education. In addition to providing students with cultural understanding, these courses provide them with comprehensive

instruction in certain areas. Courses in geography are included in the curriculum, and trainees get significant field experience as a result of these courses. Teacher candidates must have a strong grasp of global issues that affect all individuals and the whole globe, such as poverty, pollution, and deforestation before they can begin their teaching careers. These teaching candidates are also expected to evaluate current events and issues with the greatest amount of attention given to their many aspects [1]. However, it is important to note that this is not always the case.

Increasing interest in outdoor education courses and school practicums has been seen in teacher preparation programs in recent years,

after the implementation of restructuring studies that began during the 1998-1999 academic year and have continued to this day at colleges of education. In Kazakhstan, teacher training is governed by the Ministry of Education and science of the Republic of Kazakhstan, which develops regulations to guarantee that teacher training programs contain all the required components. The Ministry of Education and science is responsible for overseeing teacher training. Classrooms, libraries, computers, and other technical equipment, among other things, are among the qualities that distinguish a good educational institution. Quality management, technical equipment, and a dedication to continuous development in teacher training should all be included on this short list of requirements [1]. As a result, the research examines a variety of perspectives on geography education, including those of the teaching assistants, source system, the education method and surroundings, publications, teacher trainees' preparedness, and the perspectives of managers.

Several issues in geography education have been recognized lately, as well as potential solutions to those issues.[2] The purpose of this study is to learn more about the challenges and potential solutions to the issues of geography education in teacher training by taking the instructors' perspectives into consideration. It is anticipated that the issues and solutions that have been identified will assist in ensuring improved geography education and teacher training.

Research methods

Empirical research approaches are used to investigate a current instructional experience or to create a new one. The following strategies are used to determine what exists in educational practice. [5]

1. Observation of the learning process is the first step. The aim of the observation was identified, a program was formed, and facts were recorded throughout the observation process. They were processed, and conclusions were drawn based on the analysis of the data collected, all in accordance with the program.

2. Teachers and students were interrogated. The survey's goal was identified, and the questionnaire was created. The survey has been done, and the results were analyzed.

3. The examination of records (magazines, thematic and lesson plans, circle work plans, etc.). Certain findings concerning the structure of instructional work at school were formed as a result of the study.

4. Personal interviews. The interview's aim was identified, and an interview was performed from which findings and generalizations were made.

5. Papers for written tests. They were used to determine a student's level of training and, based on the findings, to assess the condition of the educational process.

The educational experience of schools is usually studied using a variety of methodologies.

The goal of the pedagogical experiment technique is to develop a new teaching experience. Simultaneously, something new is brought into the classroom - a new instructional material, a new teaching approach, a new teaching method, etc. It is disclosed how this innovation affects the quality of information, as well as student growth and education. Control and experimental classes are assigned for the experiment, and their training levels must be the same. In the experimental class, a novel learning aspect is added, but learning in the control class is traditional. The pupils' knowledge quality is then compared in the classes.

A scientific premise, a hypothesis, and the appropriate educational and methodological material are produced to execute a pedagogical experiment (new educational text, new visual aids, test papers, etc.). It is suggested for implementation in a mass school if the introduction of a new one adds to the deepening of knowledge and the development of independence of children and validates the previously stated premise.[9]

It was made up of 16 volunteer geography teachers who worked in a variety of settings and taught geography courses to students. One teacher works for the Ministry of National Education, while the other is affiliated with a faculty of science and letters at a local university.

When viewed in the context of the available demographic data, these are some noteworthy characteristics of these academics. Others work in attendance work in elementary and secondary teacher preparation programs as well as in educational administration. Ten of the candidates are male. Most of these educators have between seven and twenty years of classroom experience, with the majority having between seven and twenty years of experience.

Data collection and analysis

The following steps involved in doing methodological research:

- 1) the identification and framing of the key research topic (based on literature review and familiarity with the school's experience);
- 2) formulating a theory;
- 3) establishing research objectives in order to solve the fundamental problem and test the hypothesis;
- 4) Methods of research selection;
- 5) Obtaining the experimental materials required to solve each challenge;
- 6) carrying out an experiment;
- 7) formulation of the study's results;
- 8) demonstrating the practical importance of the findings

Theoretical and empirical methodologies are used in tandem to investigate the learning process. Empirical approaches enable the collection of factual data, which is then analyzed using theoretical methods. Analysis, synthesis, induction, deduction, abstraction, comparison, and generalization are all applied in this situation.

The survey technique was used in this investigation. Using a semi-structured interview, which is a popular method of qualitative research [3], we were able to get the information I needed. A different piece of every component may be found in it. During the first part of the survey, respondents were asked for personal information, while the second half consisted of interview questions. The interview questions were developed with the assistance of a panel of specialists, whose views were solicited for the questions. The interviews were placed during the

2019 summer vacation. The conversation with a single instructor served as the basis for the test run. Following the completion of the pilot study, the interview procedure was revised as necessary, and the interviews were carried out in the order in which they were planned. Approximately 20 minutes were spent in each interview on average. Interviews were taped in case you wish to go back and listen to them later. Data collected during the study were analyzed using the descriptive analysis technique.

Discussion and results

By interviewing many geography instructors from different Kazakh universities and other organizations, this research on geography education in Kazakhstan discovered a slew of issues and proposed some remedies.

Additionally, the researchers discovered that geography teachers in Kazakhstan are experiencing difficulties in their teacher training programs, among other findings from the study. The findings of the study that you have just read support the findings of previous research in the literature as well. A number of studies have shown that teachers in the region lack sufficient knowledge and training[4], and this is supported by the literature. Considering that there was previously no such degree of teaching, their importance is critical. This assertion is supported by the research that has been done in the literature. Clearly, teachers' qualifications must be enhanced, and this will require more research and development. All instructors must be equipped with pedagogical training, and they should have access to continuing teacher training opportunities as part of their job duties. In part, this is because it will allow for consistent faculty teaching[5]

The quality of teaching is essential, and as a result, the instructors who are training and educating future teachers are the most important factor in teacher training. According to our findings, the recommendations for the professors were critical to achieving progress in geography teaching and allowing for the training of more highly qualified geography instructors in the future.[6]

In addition to information on geography-related courses, the interviews yielded other useful information. In accordance with Vikulov V.E. studies have shown that pupils in all grade levels, from elementary to secondary, get insufficient geography education. Because of this incompatibility, MEB programs are incompatible with university programs. They do not transfer smoothly from one to the other. Also of note is that the selection of lesson topics for teaching programs was based on the preferences of instructors rather than on what the courses were intended to cover [7]. Furthermore, several studies have found that course material is too rich and that time constraints make it impossible to educate students in the manner that contemporary society requires [8]. The research produced several results and conclusions, all of which have something to do with geography education programs. Based on the results from the study, several investigations in the literature were conducted and published. Develop a program in cooperation with designers and practitioners since this will ensure its success. Researchers recommend doing exactly that because professional programs work better [8]. Any program that is tailored to suit the needs of children, regardless of their age or where they live, should be sought after by educational institutions. Schools should choose programs that offer courses that are relevant to their students. Additionally, according to Sanina S.P, geography courses should be made a requirement for all teacher training programs in all subjects [9].

Instructors have plans, and their plans have plans that are part of their plans. The more prepared teachers are at the beginning of their careers, the more likely they are to be successful in the classroom. Keep in mind to personalize your ideas by making them relevant to the location and the period in which you will be working, particularly if you will be dealing with youngsters or younger individuals. When students and instructors in Kazakhstan are forced to exchange course materials at the last minute, the situation is difficult. It is important to consider the passage of time and the scientific process and to avoid making drastic adjustments. In addition, plans should be made available to

everyone, and it should be clear how long the projects would take in terms of details.

As previously stated, another of the study's findings was made possible via the participation of teacher trainees. According to the instructors who took part in the study, the difficulties that teacher trainees experienced during the research were mentioned by the trainees who participated in the study. The findings of other researchers' research were in accord with the findings of the research reported in this paper, which was performed by the same team. Many students find geography classes tedious because they are unable to draw a link between what they have learned in class and their everyday lives [10]. Also, scientists conducted research that revealed that teacher trainees were underprepared, as shown by their outcomes. According to research, graduates are concerned about being out of work on a regular basis [10].

One particularly interesting finding is that rookie instructors' concerns about getting employment may be contributing to their lack of excitement in their classrooms. For example, even though Kazakhstan's population is mostly composed of young people, human resource issues will continue to exist in the country. Therefore, everyone under the age of thirty (even educators) is concerned about what will happen to their employment chances in the future because of this. This issue may be addressed by developing long-term plans that are tailored to each country's needs. Even though there is no clear treatment for this sense of inadequacy, teacher trainees may build their confidence by participating in projects and other activities that enable them to experiment with new ideas. Teacher candidates have a responsibility to encourage and inspire their pupils to choose geography as a potential career option. Geography teacher trainees should be passionate about their subject to be a good role model for their students. This is particularly essential for teacher trainees who will act as career advisors for their student's career interests. A lot of studies have concluded that students who are enthusiastic about a topic retain the information they learn during the course for a longer period [11]. Students will be

more interested in geography if they participate in geography activities.

In addition to identifying hurdles that educators encounter while teaching and studying geography, the research has identified problems with teacher preparation and, as a result, has developed solutions for overcoming these difficulties. The findings of this study, which examines the difficulties of teaching and learning in geography education, are supported by research in the literature. The following research may be used to support this claim: The requirements of teacher trainees are not taken into consideration, teaching techniques are ineffective, and students are pushed to remember. Yakovenko N. found no evidence of student-centered methods or equipment, and there were few fieldwork or field excursions [12].

To take into consideration, the teaching-learning process, several different ideas have been collected. These hypotheses are further reinforced by the scientific evidence that has been gathered. The use of innovative teaching techniques such as theatre and problem-based learning is recommended by experts [12]. Fieldwork may be very beneficial to kids, but it must be done in a safe manner. Learning and teaching are essential components of a successful and good education. As a result of changes in the way geography is taught and studied, new solutions to real-world issues will emerge.

The findings of the research include discussions and recommendations for improving teaching and learning settings. There are a lot of aspects in the literature that are noteworthy: some of them are noteworthy because classrooms are awful locations to teach kids about geography, which is something that the literature does exceptionally well. In this building, there are no courses that cover the subject of geography. The department does not have the necessary equipment to teach geography. Classes are overcrowded, which diminishes their efficacy in a manner that has a detrimental influence on learning outcomes. Several studies, including ones by [11] think that a good teaching-learning environment should include a diverse collection of resources, including equipment, technical

facilities, map rooms, geography courses, and laboratories, according to the findings of a study on the learning environment. In this regard, the role played by instructors is very essential to note. The responsibilities of a teacher trainer should include giving significant assistance in the creation of outstanding, student-centered educational environments for their students.

Some previous research on textbooks has been conducted, and the findings of this study have been corroborated by that research. The findings of many studies conducted in Kazakhstan, including those completed by researchers [11, 9], have said that data collection has grown more difficult, and that involvement of youngsters in studies has decreased. For textbooks to be effective, they must be both scientifically accurate and relevant in terms of format and content. They must also be compatible with geographic education initiatives and should assist students in developing research skills and critical thinking abilities. Textbooks should also include supplementary materials such as workbooks, guidebooks, and CD-ROMs, among other things [13]. To improve the quality of general education textbooks and offer readers accurate knowledge about the world, it is essential to rectify inconsistencies in textbook content and structure, as well as to repair their errors.

More than a few valuable findings have been made because of the research, including new insights into how difficult it is for instructors to collaborate with administrators and how difficult it is for instructors to comprehend the administration's views on geography education. The recommendations made by the teachers are likely to be beneficial in resolving the issues. Geographical apps have been created by national geography organizations in most industrialized nations to aid in the education of college and university students about geography [14]. As a result of the app's assistance, teachers may enhance the learning environment for geography while also improving their own professional development. Kazakhstan should put in place support mechanisms for campus geographical labs, as well as the training courses that will be required to improve the efficiency of these

resources. The Kazakh Geography Association and its member organizations should research and offer educational materials to aid in the improvement of geography education in Kazakhstan.

Through research, it has been shown that there are issues in geography education, such as in the systems of teacher training and national policy. Teachers are being replaced with little concern for the long-term consequences, and the system's flaws are well-documented. They are essential, though, since policies that are put in place to overcome a problem are very important [15]. It is necessary to investigate teacher preparation institutes and address any issues that are discovered. With each passing day, it becomes more important that YK and the World Bank execute the «Pre-Service Teacher Training Program» as soon as possible in the colleges of education as part of the reform study. This demonstrates that instructors at training institutions must avoid putting their students under stress because of their grades rather than their job training. Teacher training programs must be assessed in terms of academic performance standards, and higher levels of teacher certification should be rewarded to encourage more effective teaching. Gatherings, symposia, and seminars devoted to the problems encountered in Kazakh geography education and the steps that should be taken to address them may aid in both educating Kazakh students about the subject and improve their capacity to achieve the desired results.

The findings of this research have shown the perspectives of instructors, as well as the challenges and solutions associated with geographical education. All the following have been implicated in the investigation: teachers, courses, trainees, teaching, texts, and administrators. Improved geography education is dependent on the efforts of teachers; it is through their suggestions for solutions that the education system may become more competent.

Conclusion

According to the Kazakh Geographical Society, teacher training programs for geography teachers

in Kazakhstan are failing to meet expectations. Increased research and technological advances will be required to improve the credentials of teachers. There is a poor educational service being provided to students, who get little or no geography teaching at school. Programs and university offers are so dissimilar that they are unable to exist together. When they're with each other, it's difficult for them to transition between the two modes.

Teachers who are properly prepared for their first day in the classroom are more likely to succeed, since a lack of preparation may derail even the most seasoned instructor's performance. It is critical that the courses that student's study be related to the professions that they want to have after graduation. The teachers have plans that they may pursue, and these plans are controlled by plans that they have devised for themselves. As a result, an endless series of schemes are generated, which recurs indefinitely. Passion for the subject matter is essential for teachers to serve as motivating role models for their pupils in the classroom. Those who are involved in geography activities will be more likely to get interested in the topic than those who are not involved in geography activities.

Using different technical equipment such as computers, the Internet, navigation software, photos, and drawings is critical if you want to be successful in your endeavor. In the study results, there are many suggestions that may be used to help instructors and educators in creating learning environments that are conducive to both teaching and learning. Access to learning facilities with a diverse variety of supplies and resources, such as labs, classrooms, and equipment rooms, is essential for students' success in school. In order to assist shape, the future of geography education in Kazakhstan, the Geography Association of Kazakhstan and its member organizations should review instructional materials and provide suggestions. A new set of resources for geographical labs and courses should be established on university campuses by the nation, which will both offer sufficient training for students and allow them to make better use of the materials given by the government.

References

1. Figuero, D. and Fitzpatrick, M., Education policy outlook Kazakhstan- 2018. Oecd.org. - URL: <https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Kazakhstan-2018.pdf>. (Accessed: 18.08.21).
2. Kučerová, Silvie. Special Issue: Geography of Education. Journal of Pedagogy. // Pedagogický casopis -2020. -No.11. pp. 5-9.
3. Petrova E., The implementation of didactic system by K. Dushinsky in the modern methods of teaching geography // Pedagogical Review -2018. - No.3, pp.122-134.
4. Files E. Teacher Effectiveness: The Conditions that matter most and a look to the future - 2012. - URL: <<https://files.eric.ed.gov/fulltext/ED509720.pdf>> (Accessed: 18.08.21).
5. Seidova E. Paths and opportunities for organization of environment protecting activities of teenagers in the process of geography teaching -2017 // University proceedings. - No.3, pp.12-13.
6. Tuljskaya N., Cartographic methods in recreational geography and tourism // Geodesy and Cartography-2015. - No.5, pp.19-24.
7. Викулов В. Е. Рациональное природопользование: от теории к практике -Вестник Бурятского государственного университета. // Биология, география. -2018. - № 3. - С.59-67.
8. Абрамова Н. Г., Петров О. С., Формирование исторической географии как учебной дисциплины. // Исторический журнал: научные исследования. - 2013. - № 2. - С.137-147.
9. Санина С.П. Роль проблемно задачной технологии в развитии компетенций обучающихся (на примере учебного предмета географии) // Современное образование. - 2017. -№ 3. - С.29-32.
10. Табунщик В. География публикационной активности ведущих журналов по группе научной специальности-наука о Земле. // Вестник ВГУ. Серия: География. Геоэкология. - 2019. -№ 3. - С.116-119.
11. Тихомиров О. География окружающей среды. Предмет, объект и задачи науки. // Вестник Тверского государственного университета. Серия: География и геоэкология -2021. -№ 1. - С.7-14.
12. Яковенко Н., Комов И. Межзональная комплексная учебная практика студентов направления «География», профиль «Экономическая и социальная география». // Вестник ВГУ. Серия: География. Геоэкология- 2019. - № 2. - С. 95-98.
13. Smith R. Innovating Education and Educating for Innovation-2017. - URL: <https://www.oecd.org/education/cei/GEIS2016-Background-document.pdf> (Accessed: 18.08.21).
14. Петрова Е., Теория и методика обучения географии. - Томск: Издательство ТГПУ- 2010.
15. Piotrowska, Iwona & Cichoń, Małgorzata & Abramowicz, Dawid & Sypniewski, Jakub. Challenges in Geography Education – A Review of Research Problems. // Quaestiones Geographicae-2019. -Vol.3, pp.71-84.

References

1. Figuero D. and Fitzpatrick M., Education policy outlook Kazakhstan- 2018. Oecd.org. Available at: <https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Kazakhstan-2018.pdf> (Accessed: 18.08.21).
2. Kučerová Silvie. Special Issue: Geography of Education. Journal of Pedagogy, Pedagogický casopis, 11, 5-9 (2020).
3. Petrova E., The implementation of didactic system by k. D.ushinsky in the modern methods of teaching geography, Pedagogical Review, 3, 122-134 (2018).
4. Files E., Teacher Effectiveness: The Conditions that matter most and a look to the future- 2012. Available at: <<https://files.eric.ed.gov/fulltext/ED509720.pdf>> (Accessed: 18.08.21).
5. Seidova E. Paths and opportunities for organization of environment protecting activities of teenagers in the process of geography teaching, University proceedings, 3, 12-13 (2017).
6. Tuljskaya N. Cartographic methods in recreational geography and tourism, Geodesy and Cartography, 5, 19-24 (2015).

7. Vikulov V. E., Racional'noe prirodopol'zovanie: ot teorii k praktike [Rational nature management: from theory to practice], Vestnik Burjatskogo gosudarstvennogo universiteta. Biologiya, geografija [Bulletin of the Buryat State University. Biology, geography], 3, 59-67 (2018).
8. Abramova, N. G., Petrov O. S. Formirovanie istoricheskoy geografii kak uchebnoy discipliny [Formation of historical geography as an academic discipline], Istoricheskij zhurnal: nauchnye issledovaniya [Historical Journal: Scientific Research], 2, 137-147 (2013).
9. Sanina S.P. Rol' problemno zadachnoj tehnologii v razvitii kompetencij obuchajushhihsja (na primere uchebnogo predmeta geografii) [The Role of Problem-Based Technology in the Development of Students' Competences (on the Example of the Subject of Geography)], Sovremennoe obrazovanie [Modern Education], 3, 29-32 (2017).
10. Tabunshhik V. Geografija publikacionnoj aktivnosti vedushhih zhurnalov po grupe nauchnoj special'nosti - nauka o Zemle [Geography of publication activity of leading journals in the group of scientific specialty - Earth science], Vestnik VGU. Seriya: Geografija. Geojekologija [Bulletin of Voronezh State University. Series: Geography. Geoecology], 3, 116-119 (2019).
11. Tihomirov O. Geografiya okruzhayushchej sredy. Predmet, ob'ekt i zadachi nauki [Environmental geography. Subject, object and tasks of science], Vestnik Tverskogo gosudarstvennogo universiteta. Seriya: Geografija i geojekologija [Bulletin of the Tver State University. Series: Geography and geoecology], 1, 7-14 (2021).
12. Jakovenko N., Komov, I., Mezhhzonal'naja kompleksnaja uchebnaja praktika studentov napravleniya «Geografija», profil' «Jekonomicheskaja i social'naja geografija» [Interzonal integrated educational practice of students of the direction «Geography», profile «Economic and social geography»], Vestnik VGU. Seriya: Geografija. Geojekologija [Bulletin of VSU. Series: Geography. Geoecology], 2, 95-98 (2019).
13. Smith R. Innovating Education and Educating for Innovation-2017. Available at: <<https://www.oecd.org/education/cei/GEIS2016-Background-document.pdf> (Accessed: 18.08.21).
14. Petrova E. Teoriya i metodika obuchenija geografii [Theory and methods of teaching geography] (TSPU Publishing House Tomsk, 2010).
15. Piotrowska, Iwona & Cichoń, Małgorzata & Abramowicz, Dawid & Sypniewski, Jakub. Challenges in Geography Education – A Review of Research Problems, Quaestiones Geographicae, 3, 71-84 (2019).

Қ.А. Ақылбеков, К.Д. Каймулдинова, Н.Г. Баканов

Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

Қазақстан Республикасындағы географиялық білімнің теоретикалық аспектілері

Аңдатпа. Қазақстанда бастауыш мектепте география пәнінен білім беру үшін, ұстаздың география пәнінен дайындықты қамтамасыз етеді. Бұл шара география оқу бағдарламасының бөлігі болып табылатынына немесе әлеуметтік зерттеулер сияқты басқа курсқа кіретіндігіне қарамастан қолданылады. Оқу бағдарламасы оқыту дағдыларын, мәдени түсінікті және пәнге қатысты тәжірибені қамтамасыз етеді, олардың барлығы қазіргі әлемде құнды болып табылады. Географияның тиімді нұсқауының маңызды компоненті – бұл мәселелерді анықтау және сол мәселелерді шешу жолдарын әзірлеу. Кейінгі ғылыми жоба он бір мекемеде профессор болып жұмыс істеген 16 еріктілермен жартылай құрылымдық сұхбатта негізделген, осы зерттеудің негізі олардың сұхбаттарынан қаланған. Мазмұнды талдау процесін бастау үшін сипаттамалық талдау әдістері қолданылды. География пәнін оқытуда түйткілі мәселелер бар екені анықталып және сол мәселелерді шешудің ықтимал жолдарын табу туралы ой салу дұрыс деп есептеледі. Осы мәселелердің ішіндегі ең маңыздысы-география пәнінің мұғалімдерінің өз лауазымдарына дайындығы төмен деңгейде болғаны, ал мұғалімдердің дайындығының болмауы географияны оқытуға зиянын келтіруде. Зерттеушілердің айтуынша, олар өздерінің зерттеулері жақын арада жақсы географиялық педагогтар құру тұрғысынан қазіргі кезеңдегі қиыншылықтарды жарықтандыратынына оптимистік көзқарасты төгіп, жақын болашақта неғұрлым білікті география пәні бойынша нұсқаушылардың дайындалуына сенуде.

Түйін сөздер: география, географиялық білім, географиялық мәселелер, мұғалім білімдері.

К.А. Акылбеков, К.Д. Каймулдинова, Н.Г. Баканов

Казахский национальный педагогический университет им. Абая, Алматы, Казахстан

Теоретические аспекты географического образования в Республике Казахстан

Аннотация. Для обучения географии в начальной школе в Казахстане должна быть обеспечена подготовка учителей по данному предмету. Это условие соблюдается независимо от того, является ли география частью учебной программы или входит в другой курс, такой как обществоведение. Учебная программа обеспечивает навыки преподавания, культурное понимание и знания по конкретным предметам, и все это очень ценно в современном мире. Важнейшими компонентами эффективного преподавания географии являются выявление проблем и разработка решений этих проблем. В основу последующего исследовательского проекта легли полуструктурированные интервью 16 добровольцев, работающих профессорами в одиннадцати различных учреждениях. Для начала процесса контент-анализа были использованы описательные методы анализа. Было обнаружено, что существуют проблемы с преподаванием географии, и нужно подумать о возможных путях их решения. Больше всего беспокоит то, что профессиональная подготовка преподавателей географии находится на низком уровне, а отсутствие должной подготовки наносит ущерб преподаванию географии. По словам исследователей, они с оптимизмом смотрят на то, что данный проект осветит трудности на современном этапе с точки зрения подготовки хороших учителей географии, и рассчитывают на подготовку более квалифицированных инструкторов по предмету географии в ближайшем будущем.

Ключевые слова: география, географическое образование, географические вопросы, педагогическое образование.

Information about authors:

Akylbekov K.A. – **Corresponding author**, the 3rd year Ph.D. student, Institute of Natural Science and Geography, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Kaimuldionova K.D. – Director of Institute of Natural Sciences and Geography, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Bakanov N.G. – Teacher of Institute of Natural Sciences and Geography, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Акылбеков Қ.А. – **корреспонденция үшін автор**, жаратылыстану және география институтының 3-ші курс докторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.

Каймулдинова К.Д. – жаратылыстану және география институтының директоры, Абай атындағы Қазақ ұлттық педагогикалық университет, Алматы, Қазақстан.

Баканов Н.Г. – жаратылыстану және география институтының оқытушысы, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.