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Study of the effectiveness of teaching cultural geography in a school's geography course

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Abstract

The experience of countries with developed education and the work of scientists who have conducted research in this area indicate that cultural geography is the most important factor in the formation of the worldview of students. However, an analysis of the state of teaching cultural geography in secondary schools in Kazakhstan has shown that it is insufficiently studied. The cultural geography components of geography are included in school geography textbooks, although they are not specifically taught as an independent subject or course. Therefore, an elective course on Cultural Geography was developed to fill this gap, and its effectiveness was studied through experimental research. The general secondary education school in Almaty City was chosen as the base of the experiment. The experiment, in which a total of 50 students voluntarily participated, was conducted from September 2021 to the end of May 2022. In order to determine the educational levels of students after the course, three stages of monitoring were conducted and 15 tasks of different levels were given. The experiment's findings demonstrated the significance of the elective "Cultural Geography" course in helping students develop their subject competencies and the value of implementing it in regular secondary schools.

Keywords: Components of cultural geography, Cultural geography, Elective course, General education school, Pedagogical experiment, School geography, Stages in teaching cultural geography.

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1. Introduction

Geographical education becomes important in the modern, changing information society for fostering interethnic and interreligious appreciation for the values of various cultures and civilizations in the world community [1]. The content of competence-oriented education in the updated school geography focuses on fostering respect and mutual understanding for other peoples of the world through fostering respect and understanding of the culture and history of their people and their region on the basis of relevant training to solve these problems. Therefore, the younger generation should respect the language, traditions, and culture of other nationalities, be ready for interethnic cooperation, and understand the importance of peaceful life with representatives of different nationalities. At the same time, it is necessary to use the potential of the geography subject at school in the formation of ethno-cultural competencies in students [2].

Ethno-cultural competence is a personal quality manifested in the form of a set of true ideas and knowledge about a certain ethnic culture, implemented through knowledge, skills, and behavior patterns that contribute to effective interethnic communication and mutual understanding. «Cultural geography» studies the spatial manifestations of human cultural activity, the laws of cultural studies as a spatial phenomenon, and the emergence and current state of geoculture [3].

Cultural geography is a wide-ranging, complex field of science. Territorial features of culture throughout the period were studied within the framework of ethnography; culture itself was considered a means of adaptation of society and temporary peoples to the natural environment. because geography [4-9] hinders the study of culture as a regional phenomenon and the study of the origin and current state of cultural geography. The study of different peoples and cultures around the world goes back to ancient geographers such as Ptolemy or Strabo [10]. The term «Cultural geography» was first introduced in 1925 in the United States and used by the geographers Sauer [11] and Schein [12]. The Cultural geography was formulated and developed by Wilbur [13], Mitchell [14], Matless [15], Johnson, et al. [16], Duncan, et al. [17], Fouberg and Murphy [18], and Murphy, et al. [19], and a number of other academic and cultural figures.

The problems of teaching cultural geography in the field of education are considered by Kazakhstan's researchers: Margulan [20], Erdavletov [21], Rahipova [22], and Kaimuldinova [23]. The authors of Kazakh geography textbooks and manuals written on the updated content of Education, Abilmazhinova and Kaimuldinova [24], consider cultural geography and the importance of teaching its elements.

Conduct research to determine the use and effectiveness of new justice and tools in teaching the geography of culture in a timely manner [25-28].

Cultural geography plays a huge role in the development and education of the promising young generation as individuals, in the formation of their common culture, in nurturing creative activity, and in determining their place in the world on the basis of scientific geographical knowledge [29]. In this direction, cultural geography has a special function. Cultural geography contributes to the recognition of the geographical environment through culture, the regulation of human relations with nature and society, and the spiritual development of an individual [30]. However, in the «Country Studies» section of school geography textbooks for grades 7-11, the number of hours is allocated to the ethno-cultural component of education, which allows teaching the languages of the peoples of the world, ethno-culture, inter-ethnic and inter-religious relations, and objects of cultural heritage [31]. It is not enough to form general cultural competence in students. That is why it is urgent to introduce the elective course «Cultural Geography» in order to fully master cultural values in the school. However, are there any foreign experiences with teaching Cultural Geography as a separate subject or course? If we offer teaching as an elective course, what should be its content-methodical features? What stages can the training of the course consist of, and what methods and tools will it be effective to use? Most importantly, is it effective to teach the elective course «Cultural Geography» in schools? These questions require in-depth research.

The purpose of the study is to analyze the foreign experience of teaching cultural geography in teaching school geography and the state of teaching school geography in Kazakhstan, develop an elective course aimed at the formation of ethno-cultural competencies in students, and prove its effectiveness through experience.

The research results make it possible to develop recommendations for the inclusion of cultural geography in the curriculum of general secondary schools. In addition to providing high-quality education to students, teaching good inter-ethnic relations and mutual understanding through the formation of their ethno-cultural competence educates them in humanism and respects peace.

2. Literature Review

2.1. Works on «Cultural Geography» in Western Countries

Many Western researchers [32, 33] insist on the concept of "cultural geography", but it is difficult to find a clear definition. For example, one reputable English-language site provides the following basic definitions: Cultural geography is a branch of economic and social geography and is often labeled as human geography. It explores the multiple underpinnings of culture found throughout the world and their relationship with the geographic space in which cultural events take place, as well as the cultural landscapes formed as a result of people's activities in different directions [34].

British encyclopedias and English-language Wikipedia consider cultural geography a branch of humanities geography. The main concepts used by humanitarian geography are cultural and ethno-cultural landscapes, geographical image, regional (spatial) identity, and spatial or local legends (mythologies). The concept of «humanitarian geography» is closely related to the concepts of «cultural geography», «human geography», «socio-cultural geography», «social geography», and «humanistic geography» [35].

Mitchell [14] in «Cultural Geography: A critical introduction» presents a critical assessment of the changes within cultural geography that have occurred over the past two decades. According to the author, Cultural geography explains

cultural changes in different geographical areas, from politics to everyday life, in the fields of production and consumption, to gender, racial, and national issues.

Matless [15], Professor of Cultural Geography at the University of Nottingham, in his *Landscape Nature: «Cultural geography»* proposed «regional cultural landscape» as a new area of research in cultural geography. The author addresses narratives of landscape formation, debates about human behavior, animal and plant landscapes of the region, and visions of the end of the landscape through pollution and flooding. Encompasses a broad spectrum of subjects, including popular culture, scientific research, folk tunes, and holiday diaries.

Schein [12], in his book *Cultural Geography*, offers the most modern and insightful analysis of cultural geography available today, combining coverage of key themes and debates from a variety of historical and theoretical perspectives. The historical evolution of cultural geography, according to the latest research, is covered. This provided an international perspective that reflected the developing academic traditions of non-Western institutions, especially in Asia.

Duncan, et al. [17] research paper, *The Geography of Cultural Companions*, brings together vernacular original materials from 35 art scholars to create a comprehensive overview of the field. This shows how the cultural geography of the twentieth century shows significant changes.

Fouberg and Murphy [18] in *Human Geography: People, Places, and Cultures* teach students to appreciate the diversity of people, places, and cultures and to understand the role people play in shaping our world. The purpose of this textbook is to provide geographical context to global, regional, national, and local issues and to teach students to think geographically and critically about these issues. *Human Geography* features beautifully designed maps, dozens of vibrant photographs by the author's team, and the author's field notes to help students see how geographers have studied cultural landscapes and used fieldwork to understand places.

2.2. Foreign Experience of Teaching Cultural Geography in Teaching School Geography and Training of Subject Teachers

Within the framework of the research topic, while familiarizing with foreign sources, we considered the peculiarities of teaching cultural geography in a number of countries and the development trends of the didactics of the subject.

In *Turkey's* primary and secondary schools, the subject of culture occupies an important place in the curriculum of the life sciences and social sciences courses. On the other hand, in order to avoid confusion and mental crisis in the younger generation, master the relevant cultural elements. Cultural geography is widely covered in the curriculum for life and social studies. In addition, many subjects, especially the field of study «culture and heritage», are included in the field of cultural geography in the curriculum of social sciences [36]. The curriculum of this country is based on the preservation of the cultural values of its countries. Primary school students (grades 1-7) are engaged in the study of elements of cultural heritage, in particular the study of their own traditions and national cuisine. It teaches you to get acquainted with the cultures of other nations living in the same country and respect their cultures. Students will also learn about historical places, the development of elements of culture, ancient civilizations, the impact of culture on the economy, languages, and religions. Meanwhile, high school students evaluate the impact of information and communication tools on culture and the change in culture [37].

Consider the program of the course «Geography of World Culture», which is taught at the school «Forest Trail», located in the state of Florida in the *United States of America* (USA). This discipline is awarded 1 credit (included in the course of Social Studies). At the beginning of the school year, the main emphasis is on knowledge of physical geography. After fully mastering the concepts of physical geography, he comprehensively examines the ethnic areas of the world, including the political ideology, religious beliefs, and cultural characteristics of countries. As for the advantages of the program, at the end of the course, students fully acquire knowledge about the peculiarities of the location, economy, and culture of states [38].

The «Cultural Geography» course is taught in the 4th year of the geography major at Southern Illinois University in the USA. The advantages of the program are that it studies the origin and spread of culture, the cultural landscape and cultural ecology, and even human behavior [39]. Hamburg Area Middle School is located in Pennsylvania, USA. Cultural geography is part of the social sciences and is taught in grades 9-11 [40]. It consists of 3 parts: Honors world cultures, American cultures, and world cultural geography Table 1.

Table 1.
Hamburg area middle school curriculum.

Honors world cultures	Grade 10	This course has the same scope as the World Cultures course. However, the students are expected to connect larger units of material with their conceptual basis. Methods of evaluation will be more challenging, as will a greater range of projects involving research, role-playing, oral presentations, writing assignments, and group discussions.
	Full year	
	Credit 1.0	
American cultures	Grade 11	This course is a chronological survey of the major political, social, and economic events that have impacted the development of the United States from 1898 to the present day. The course places emphasis on relating past events to current affairs that are affecting daily life in our society.
	Full year	
	Credit: 1.0	
World cultural geography	Grades 9-10	World cultural geography will encompass a variety of topics in close relation to Human Geography. Students will explore major topics that are influential in international affairs. These topics include but are not limited to world religions, population, migration, conflict, and culture.
	One semester	
	Credit: 0.5	

Wageningen University in the *Netherlands* has a department of cultural geography. The main goal of the department is that students study the cultures spread over space, study the past, present, and future dynamics of societies around the world, and pay attention to the problems of inequality, alienation, and the mobility of nations. In addition, theoretical knowledge can be used in the fields of health care and tourism [39].

Meanwhile, the «Cultural Geography» course is taught in the 3rd year of the Bachelor of Geography at the Royal Holloway University in Great Britain. And according to the master's program, there is a specialty in the Cultural Geography. The course in the master's program consists of four models [41]. Berkeley City College in this country has 3 credits for Cultural Geography. This course focuses on economic, social, and cultural geography to define the relationship between people and their natural environment. Students review and compare basic concepts of physical geography, as well as cultural traditions, resources, globalization, and the interaction between countries and regions. In this course, students study the population, culture, art, tourism, regions, and problems facing humanity [42].

In the Commonwealth of Australia, the culture course at the University of New South Wales (UNSW in Sydney) counts for 6 credits. Cultural geography is an important branch of human geography. Throughout the 1990s and 2000s, it was one of the fastest-growing areas of the discipline. Studying cultural practices helps students understand human activity [World Cultural Geography].

2.3. The State of Teaching Cultural Geography in Schools in Kazakhstan

The problems of cultural geography in the Republic of Kazakhstan have not been studied fully from a methodological point of view. Usually, cultural geography is considered in school textbooks as a section of socio-economic geography. The ethnic and linguistic composition of the world was analyzed in the sections «*Social geography*», «*Country studies, and political geography*» of school geography [43]. The textbook classifies the national composition of the population, language dynasties, and groups, and describes the history of the population's settlement on the continents. In the section on «*Country Studies and Political Geography*», the political map of the world, the political typology of countries, quantitative and qualitative changes in the political map, the political and geographical position of the countries of the world, and the interests, directions, and initiatives of Kazakhstan in political integration processes are presented. That is, only elements of the geography of culture are given, not considered as a separate discipline or section.

Thus, as a result of the analysis of domestic and foreign experience, it has been found that «Cultural Geography» is a very important subject in forming the worldview of students, and if it is sufficiently considered in the school curriculum of some developed countries, it is insufficiently considered in the schools of Kazakhstan. After all, according to Edwards [44], geographic knowledge and geographic culture are the basis for school years. They are very important for raising a healthy and cultured person. Considering this, the program of the elective course «Cultural Geography» supplementing the content of the geography subject of the school was prepared, presentations of the course, logical questions, and educational games were made.

3. Methodology

The research consisted of the following 3 stages:

1. Review of foreign experiences and analysis of the teaching situation of «Cultural Geography» in Kazakhstan schools.

An overview of the works of scientists from Western countries and the educational programs of educational institutions was made through the search systems of scientific materials. The collected information was grouped and analyzed, and best practices were used in the development of the elective course. In addition, the work of scientists and foreign experiences made it possible to scientifically justify the importance of developing an elective course in cultural geography. The works of Kazakhstan's scientists and the content of geography textbooks for high classes in schools were analyzed, and the state of cultural geography teaching was evaluated.

2. Development of an elective course in cultural geography.

In the development of the elective course «Cultural Geography», the analysis of the educational goals and long-term plan of the typical curriculum of the geography subject for grades 10-11, the review of foreign experiences, the analysis of the collected materials, and the selection of effective pedagogical technologies and teaching tools due to the content specificities of cultural geography were carried out sequentially. We compiled its content according to the needs of the modern student.

The author's program we created consists of four parts that complement each other. At the end of each section, there are four assignments aimed at forming the skills of students to use the results of their academic achievements in practice. Lessons were conducted on the basis of *methodological instructions for organizing training in the course program*.

3 Teaching the elective course of cultural geography and checking its effectiveness through experimental research.

In September 2021, the author's program of the elective course «Cultural Geography» was included in the school curriculum, and experimental research work began. The general experimental research work began in September 2021 and ended in May 2022.

The training of the course consisted of 5 stages (motivational-indicative, cause-indicative, informational-conceptual, evaluation-semantic, reflexive-creative). In the educational process, effective teaching methods were selected in the teaching of cultural geography, and the use of effective methods and information platforms was recommended.

Checking the effectiveness of the course was carried out in 3 stages (identifying, formative, and evaluative). In order to find out how much the 10th graders in the control group and the experimental group knew, 15 control tasks (questions) were given at the remember, understand, apply, analyze, evaluate, and create levels using the Bloom taxonomy of cognitive levels. The final results were evaluated, and the data obtained were processed.

3.1. Participants

Since September 2021, 50 students of the state educational institution «Suleiman Demirel boarding school-college» in the Republic of Kazakhstan, located in Almaty, have participated in the study within the framework of the author's program «Cultural Geography» of the scientific and methodological center of new technologies in education of the Republic of Kazakhstan. In order to test the effectiveness of the introduction of the elective course «Cultural Geography» students in the 10th grade were divided into two groups, of which 25 were in the control group and 25 were in the experimental group. In the course of the study, the institution «Suleyman Demirel Boarding School-College» was approved in the curriculum of basic secondary education for classes with Kazakh language instruction. The elective course «Cultural Geography» was conducted in an experimental group for 34 hours a year, that is, once a week.

4. Results

4.1. Content: Methodological Features and Stages of Training of the Elective Course «Cultural Geography»

In 2022, the program of the elective course «Cultural Geography» for students of grades 9-10 was prepared and introduced into the educational process by the decision of the Almaty City Scientific and Methodological Center of New Technologies in Education on December 6, 2022, and the author's course «Cultural Geography» manual was prepared (Figure 1).

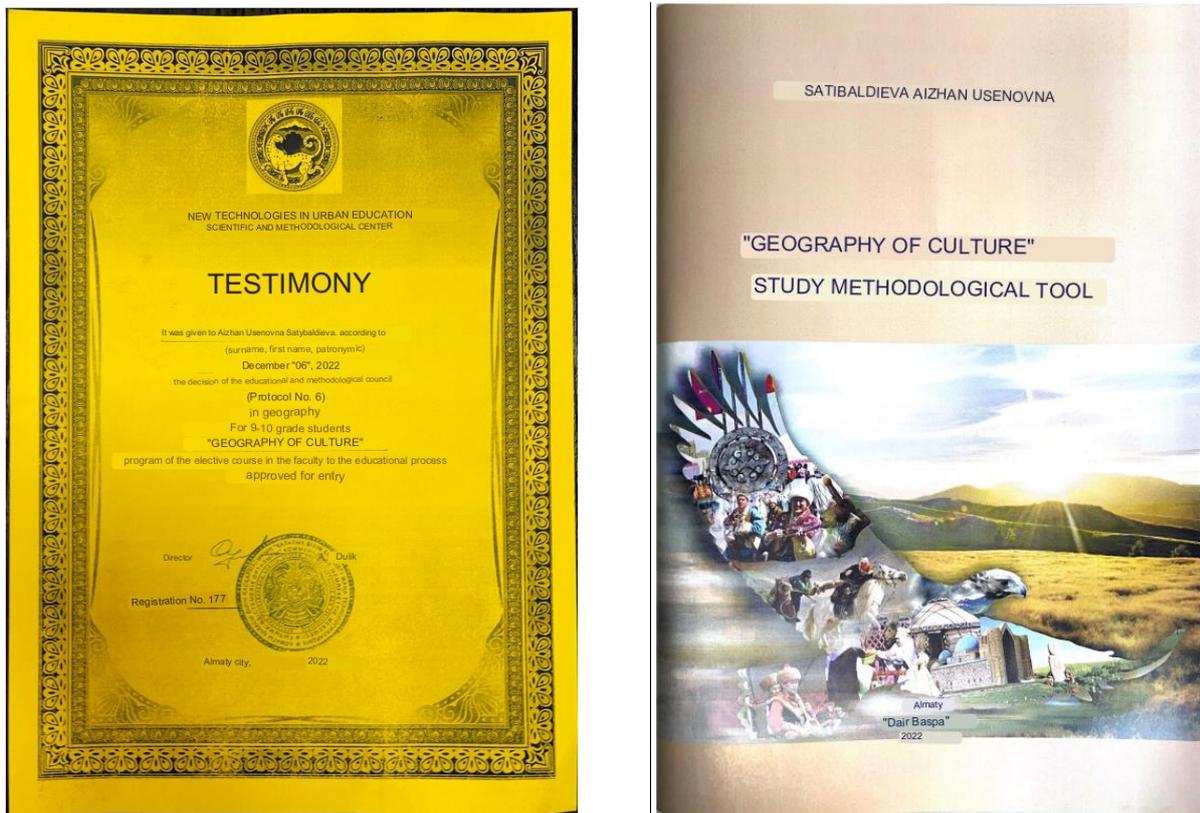


Figure 1.
The certificate and textbook of the elective course «Cultural Geography».

The «Cultural Geography» course for the 10th grade was compiled in accordance with the requirements of the model curriculum of school geography with updated content and consists of an explanatory letter, content, informational and methodological sections, methodological instructions for the organization of training, and used literature for students and teachers. We prepared the "Cultural Geography" elective course by focusing on how to teach cultural geography. The core concepts were kept in mind throughout the course, which was based on the subjects "Ethno-linguistic geography of the world," "Ethno-culture and cultural heritage," "Agricultural-cultural and environmental cultural geography," and "The spiritual-cultural heritage and sacred geography of Kazakhstan.. The features of the elective course «Cultural Geography» allow us to create effective teaching methods and technologies and to use them in practice in the educational process. We carried out the teaching of the "Ethno-linguistic geography of the world, «Ethno-culture and cultural heritage, and "The spiritual-cultural heritage and sacred geography of Kazakhstan» sections of the course, mastering the basic concepts, approaches, and knowledge of cultural geography in several stages. Appropriate teaching methods and technologies were selected for each stage (Figure 2).



Figure 2.
The stages teaching of «cultural geography».

The first motivational indicator [45] is that students learn about the linguistic and cultural backgrounds of people around the world, including language dynasties and groups, cultural landscapes, sociocultural infrastructure, and cultural heritage. This is done by looking at how students feel about the material they are learning, which is meant to give them a full picture at the stage. The use of interactive teaching methods in the educational process, such as design, actual training, working in a small group, and debate, develops students' skills of analysis, accumulation, and evaluation and stimulates the acquisition of knowledge. The motivational-indicative stage involves the dominant influence on the affective sphere of students' personal consciousness. In turn, it determines effective methods and techniques for students to learn basic concepts from the main sections of cultural geography and develops functional literacy, forming special subject and interdisciplinary competencies.

At this stage, the practical application of the acquired knowledge and skills in the process of teaching cultural geography contributes to the deepening of the acquired knowledge, the formation of skills of analysis, applying/ evaluation, and the creation of the topics of «Ethno-linguistic geography of the world», «Ethno-culture and cultural heritage», «Agricultural-cultural and environmental cultural geography», «The spiritual-cultural heritage and sacred geography of Kazakhstan».

In accordance with the features of this stage, in the text of the figurative-semantic meaning of the lesson, we have included the appropriate methods and methodological approaches. It is obvious that during the course of studying the topics «ethno-culture», «objects of cultural heritage», «centers of historical and cultural civilization», «cultural heritage of Kazakhstan», we pay special attention to methods that enhance the emotional impact of students through visual inspection. Among them, it is possible to highlight the methods of creating an image of cultural heritage with the help of the teacher's vivid imagery, reflection, understanding the importance of cultural heritage in the formation of world civilization, debate, working in small groups, and case studies. In accordance with the requirements of the principle of competence formation in the curriculum with updated educational content, the teacher uses thematic maps of the spatial distribution of individual continents and regions, as well as the spatial distribution of the language dynasties of the people of Kazakhstan, on the topic of the ethno-linguistic composition of the peoples of the world, using thematic maps, educational video materials, and information from Internet sites, so that students can learn on their own. focuses on organization. During the heuristic conversation with the students, the teacher describes the ethno-linguistic composition of the peoples of the world, classifies the people of individual continents into language families and language groups, groups the ethnic groups according to their racial composition, and identifies their characteristics. In the course of the work in individual groups, students identify equatorial, European, Asian, and intermediate races and present their personal views and conclusions.

In the course of study of the topics «Historical and cultural civilization centers of the world», and «Monuments of cultural heritage included in the UNESCO World Heritage List», we use actual teaching and the development of critical thinking based on the use of technologies of Bloom's taxonomy of knowledge levels to help students determine the features of the spatial distribution of historical and cultural centers of civilization and cultural heritage on individual continents. In turn, emphasis is placed on characteristics of cultural heritage such as value, tradition, succession of generations, «dialogue of cultures», and «social value». Thus, during the use of modern interactive teaching methods, students determine the important features of the concepts of «historical and cultural centers of civilization» and «cultural heritage».

The teacher suggests that students record the idea in a notebook. Then, using the explanatory-visual method, the teacher expands the idea of cultural heritage, relying on a structural-logical scheme (Figure 3).

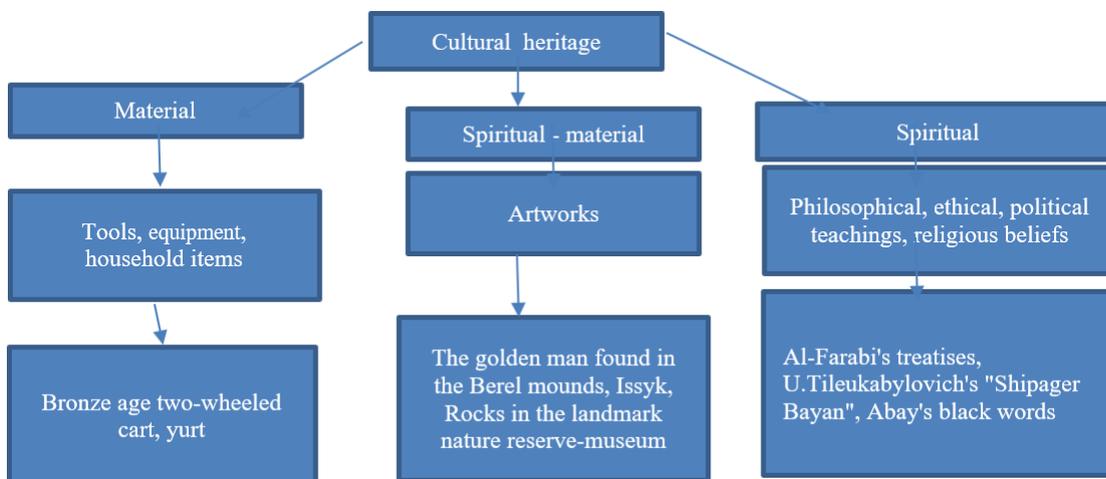


Figure 3.
The classification of cultural heritage objects.

After becoming familiar with this scheme, students put it in their notebooks and determined the material, spiritual-material, and spiritual heritage of Kazakhstan.

In the *cause-indicative stage*, it is very important for the further study of cultural heritage. Because of the first wheeled cart, which determines the country's place in the development of world civilization, and the «Batai» culture belonging to the Bronze Age, which is the basis for the development of the art of metal smelting, the «Esik» and «Berel» mounds of the Sak period encourage learning and developing research skills. At this stage, students define and form their understanding of the value of cultural heritage.

We made a small group of fast, medium, and slow students to follow the requirements of the school geography spiral learning system, which updates the content at the informational-conceptual stage. This will help us use modern interactive teaching methods and technologies to encourage creative thinking and active exchange of ideas as we study the topic "Kazakhstan in the world community of civilization.

Students can spend a lot of time presenting their views and participating in the discussion of the issue from different angles to consider the actual issue in more depth. It has been shown that in such groups, the mutual relations of students will be better. During the lesson, relevant and creative tasks were given to form students' analytical and collecting skills.

For example, the task is to create a route to unrecognized historical places in our country by entering information about places to visit in the Figma application. During the task, students learn how to work in the Figma application using the capabilities of Internet networks [46].

In the process of learning about the cultural heritage of Kazakhstan, it is important to organize a virtual trip to the national museums of the school, the district, and the region, as well as the national museums in Almaty and Astana. There, students get acquainted with the material and spiritual cultural heritage of the country and the regions where they live and study them in detail.

In addition, it is important to study the elective course of cultural geography on Twig World, Sanva, Nearpod, Edupage, and Oddizzi (oddizzi) platforms.

Twig World is an international award-winning British educational platform providing learning resources in the form of videos. In the elective course on culture, we can show students very interesting short films during the course on cultural tourism and environmental culture. Each film is accompanied by thematic illustrations and diagrams, tables, and interactive quizzes prepared as a visual aid. The materials used for the film were taken from the archives of the world-famous British Broadcasting Corporation (BBC) and Associated Press studios [47].

It is very important to use the *Canva platform* to make presentations while passing an elective course. Canva is a cross-platform graphic design service founded in 2013. Creating images in the service is based on the principle of dragging ready elements and changing variable templates. As you navigate through the themes, the graphic editor provides access to a built-in library of ready-made templates, photos, illustrations, and fonts. The platform allows you to create both images and printed product layouts for publishing online [48].

Nearpod (<https://nearpod.com>) is an online presentation and interaction platform that allows teachers and students to interact with each other, record learning, and monitor participation in an elective course. The universal platform has a variety of tools (quizzes, drawings, virtual tours, selection, and joint work). Nearpod allows students to join a presentation with a unique code. Students are not required to use any credentials to access the platform; they simply enter their name or other ID. For an interesting and informative course, the platform provides a great opportunity to play quiz games, compose open-ended questions, watch videos, get acquainted with 3D objects, and organize virtual excursions.

The use of the *Oddizzi platform* (<https://www.oddizzi.com>) is very effective in passing the topics «Cultural tourism», «Cultural regions of the world», and «Ecological culture». After all, students get detailed information about cultural areas and can answer quiz questions. For example, the Horde of Ancient Civilization can learn about the ways to visit India and get acquainted with the picturesque nature and cultural features of that place. It can also assess the future of tourism development in India.

Edupage online journaling platform is used in the Kazakh-language school «School-boarding-college named after Süleyman Demirel». This platform is actively used by 150 thousand schools in 173 countries around the world and has more than 100 functions in 1 system. The course was conducted through this platform to assign homework to students.

Services and features of the *Edupage online platform*:

- Planning and managing your subject.
- The class schedule, class time, classes, and subject teachers' names are indicated.
- You can make temporary changes to the schedule and notify us about them immediately.
- You can send different messages.
- Allows for the determination of the participation of students in the class.
- Assessment, homework, feedback, and comments can be given.
- There are special tools for students studying online.

Evaluation-semantic stage of students' differences between language families and language groups of the peoples of the world; According to the natural conditions of inhabited territories of peoples, to determine the main features and environmental effects of traditional economic industries spread in the tundra, forest, steppe, desert, and desert zones, the characteristic features of cultural landscapes and their differences from territorial natural complexes, the linguistic dynasties and languages of the world's peoples of historical and cultural civilizations. This period includes the analysis of the main topics of cultural geography, the evaluation of the collection, the discovery of the significance of the study, and the preservation and restoration of cultural heritage objects. Dialogue and role-playing simulation tasks are effective means of

updating the personal attitude of students. This opinion forms competitive, conversational thinking. The methods used at this stage include students' opinions about the ethno-linguistic composition of the peoples of the world, the diversity of ethno-culture, cultural landscapes, and the issue of cultural heritage, which is considered in cultural geography. They affect the cognitive and affective spheres of students' personal consciousness.

In the *reflexive-creative stage*, the knowledge acquired by the students is reflected in the actual creative activity related to language dynasties and groups of the peoples of the world and Kazakhstan, ethno-culture, social-cultural infrastructure objects, historical-cultural centers of civilization and cultural heritage. At this stage, relevant and creative tasks are given that allow students to determine the level of development of their analysis, collection, and evaluation skills, which are the basis for conducting research in familiar and unfamiliar learning conditions, and technological strategies for the development of critical thinking are used.

The results obtained in our research are brainstorming, small group work, «case study», «Bloom's taxonomy of levels of knowledge», «Core learning», «Information and communication» technologies, and Edupage evaluation platform used to evaluate the results of the educational achievements of students online.

Modern interactive teaching methods and technologies have been shown to be very helpful for teaching cultural geography. They make students more mentally active and help them quickly learn complicated geographical ideas. They also help students develop skills in specific subjects and across disciplines.

4.2. The Results of an Experimental Study of the Effectiveness of Using Modern Teaching Methods in the Teaching of «Cultural Geography»

In order to study the effectiveness of the introduction of the elective course «Cultural Geography» an experimental study was conducted in the Kazakh-language school «School-boarding-college named after Süleyman Demirel» institution. 50 students in the 10th grade voluntarily participated in the experimental study, and they were divided into 2 groups (experimental and control). Experimental research was conducted to solve the following tasks:

- Studying the levels of formation of subject competencies of students by using modern interactive methods during the teaching of «Ethno-linguistic geography of the world», «Ethno-culture and cultural heritage», and «The spiritual-cultural heritage and sacred geography of Kazakhstan» departments.
- Determining and evaluating the effectiveness of teaching cultural geography in increasing the educational achievements of students.

Experimental research consisted of defining, formative, and evaluation stages. The students' answers to the control tasks for each stage were analyzed and a graphical model was created.

The defining research period: In the course of the determining study, control tasks were given to determine the level of subject formation and Universal interdisciplinary competencies of students in cultural geography. Their results allowed them to reduce the number of students (Table 2, Figure 4).

Table 2.
Results of the analysis of the answers to the control tasks obtained during the clarifying experiment.

Group	The proportion of the level			Average indicator
	Level 1 (5 points)	Level 2 (5+5 points)	Level 3 (5 points)	
Control group	3.42-68.4%	6.54-65.4%	8.38-55.85	17.6-58.6%
Experimental group	3.76-75.2%	4.72-47.2%	7.36-49%	15.8-52.8%
Difference	+6.8	- 18.2 %	- 6.8 %	

Results of determining control work

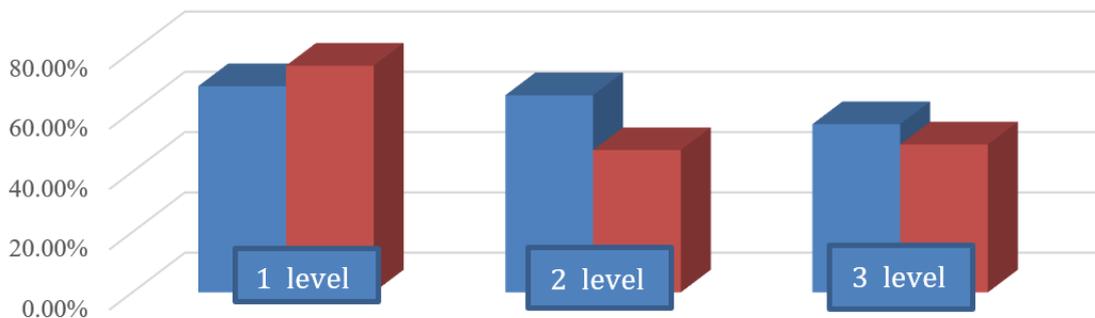


Figure 4.
Determination of the results of the analysis of the answers to the control tasks obtained during the study.

The identification experiment results in Figure 2 show that cultural geography includes things like ethno-linguistics, language families, language groups, ethnos, ethno-culture, cultural landscape, sociocultural infrastructure, cultural heritage, sacred geography, and more. This lets us figure out how well people understand basic ideas. Analyzes of the results of the control and experimental groups during the defining period of the pedagogical experiment: the mastering of tasks at the level

of knowledge and understanding of the students in the experimental group is 6.8% higher than in the control group, and the performance of tasks at the second level of application and analysis is 18.2% lower, and at the third level of accumulation and evaluation, it was 6.8% lower in the task.

During the research, we identified the following difficulties:

- slow acceptance of students due to the complexity of the main concepts that determine the ethnic, linguistic, religious structure, and ethno-culture of the world due to the age characteristics of the students;
- The determination of the ethnolinguistic composition of the population and features of the spatial distribution of historical and cultural civilization centers requires working with modern digital thematic maps, additional information, dictionaries, and their analysis.
- In order to deeply master the concepts of ethno-culture, cultural landscape, and objects of cultural heritage, it is necessary to carry out professional activities [49].

Formative research period. In the course of the formative research, there was an increase in the efficiency of teaching cultural geography, the formation of subjects and competences among students, and the identification of expected positive changes in teaching the subject of cultural geography.

Tasks at the level of *understanding, application, analysis, compilation, and evaluation* were given in all departments of cultural geography. The results of their analysis allowed us to draw a number of conclusions (Table 3, Figure 5).

Table 3.
Results of the formative experiment period.

Group	The proportion of the level			Average indicator
	Level 1 (1+2+2points)	Level 2 (5+5 points)	Level 3 (7+8 points)	
Control group	3.44-68.8%	6.56-65.6%	8.36-55.7%	18.6-61.2%
Experimental group	4.44-88.8%	7.16-71.6%	10.2-68%	21.8-72.6%
Difference	+ 20%	+ 6%	+12.3 %	+11.4 %

Results of the formative experiment period

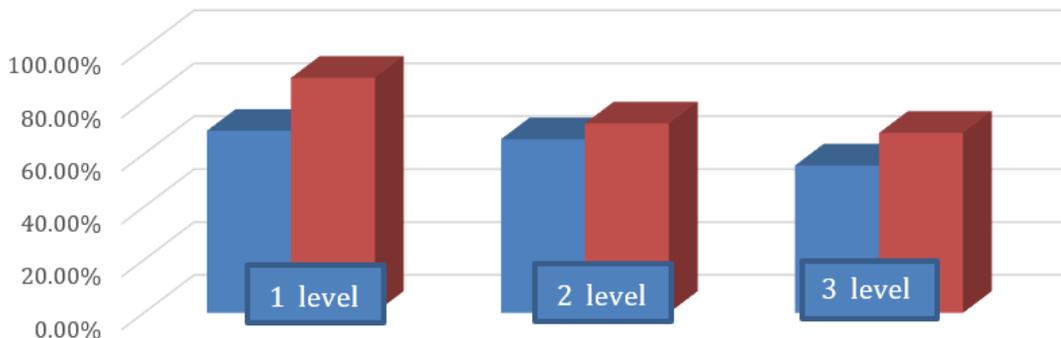


Figure 5.
The final result of the formative study.

According to the results of the analysis of Figure 3, we found out that students have difficulties performing tasks at the level of practical use of cultural concepts. And it showed that students can perform tasks of knowledge and understanding at a higher level. Compared to the control group, the experimental group performed level 1 tasks by 20.%, level 2 tasks by 6%, and level 3 tasks by 12.3%. It can be explained by the connection between the basic concepts of cultural geography and the real life interests and motivations of students.

Evaluation research period: It was discovered that students in the experimental group completed the first tasks at a 20% higher level of knowledge and understanding than students in the control group. And it showed that the second task at the level of application and analysis was 6% higher compared to the control group, and the level of completion of 3 tasks at the level of accumulation and evaluation was 12.3% higher (Table 4).

Table 4.
The final result of the evaluation experiment.

Group	1 st level task	2 nd level task	3 rd level task	Average indicator
Control group	68.8%	65.6%	55.7%	63.3%
Experimental group	88.8%	71.6%	68%	76.3%
Difference	+20%	+6%	+12.3%	+13%

The graphically presented results of the formative research process allow us to estimate that significantly higher indicators were obtained for all diagnostic dimensions of the research.

The quality of the knowledge and skills acquired during the teaching of the main sections of cultural geography was determined based on the examination of the tasks performed by the students. Students were required to provide written responses to analysis-level tasks that required the application of knowledge and skills in a learning environment. In order to conduct a comparative analysis of the results, the tasks were related to the main topics taught in cultural geography.

The results of the study showed that students in the experimental group showed the highest level of performance of all tasks at the levels of understanding, application, analysis, collection, and evaluation, which aim to determine the levels of formation of special subject competencies in the process of teaching cultural geography.

5. Discussion

5.1. Is It Effective to Teach the Elective Course «Cultural Geography» In Secondary Schools?

In the course «Cultural Geography» students will be able to improve their geographical culture and knowledge, learn to work with various thematic maps, direct the knowledge gained on the course to scientific research work, orient themselves in the profession, and develop research skills through the effective use of literature and additional sources of knowledge. Therefore, the implementation of the teaching goals of the subject is very important in the formation of the research skills of students. Because they are a prerequisite for mastering civilizational values and attitudes common to humanity. According to Cunha [50], cultural geography requires students and teachers to study the basic concepts of culture. For example: (1) different ideas and views of scientists; (2) tolerance: discrimination in society and cultural values in countries; (3) migration, territoriality, migration patterns, resource use, etc. He wrote that during the teaching of cultural geography, students learn to solve global problems, know their own culture, and respect other cultures.

Although information on the importance of cultural geography in education is often found, there are insufficient studies on its place and role in the field of secondary education. According to Mills and Kraftl [51], social and political-economic studies still dominate cultural geography. He concluded that cultural geography, as a science, needs further development.

Some studies [52] have determined the importance of teaching the «Cultural Geography» course not only in schools but also in additional distance learning courses using distance learning tools. For example, in the «Apex Learning» distance learning course for students in grades 6-12, geography and cultural geography are integrated. During the course, students learn about the political, economic, and cultural features of countries *Geography and World Cultures* [53]. Chao and Jinye [25] used Xinlang Blog, an online platform for students and teachers to discuss the topic outside of class, in teaching cultural geography. In the information age, teaching geography using blogs can be an important addition to traditional methods. Even the use of films makes teaching cultural geography interesting [26].

Cunha [50] notes that for the effective conduct of cultural geography, the «Atlas» project and the use of excursion lessons give rational results. After all, by visiting historical parks and attractions, students can visualize and develop cognitive ideas about how historical events took place. In addition, in a survey of students carried out in squares in the city center it collects a lot of cultural and socio-economic data and analyzes it in the classroom. After the excursion, the teachers found that fieldwork can be easily combined with new technologies to further develop learning in the classroom. Thomas, et al. [54] found that in their large urban school system, a travel website for elementary school students has become a full-fledged «e-curriculum». In addition, using poems in teaching cultural geography also pays off, according to Chao and Jinye [25].

The results of the study abroad and education program showed how important it is to teach cultural geography. In the studies conducted by Cunha [50] and Thomas, et al. [54], it was found that project and excursion methods were used effectively to make the course interesting and informative. The use of historical maps on web cartographic platforms in fieldwork also allows for understanding spatial phenomena in other aspects [27]. Therefore, in our author's program, 1 hour was allocated for project and excursion lessons. We understood that it is necessary to introduce cultural geography into Kazakh educational programs, to create its methodological foundations, and to introduce cultural geography into national schools. Because our cultural geography is still in the process of formation.

The graphically presented results of the formative experiment conducted by us allow us to estimate that significantly higher indicators were obtained in all diagnostic dimensions of the pedagogical experiment. The obtained results show the effectiveness of experimental training. This confirms the effectiveness of the cultural geography elective course offered for teaching in the 10th grade of the secondary school, the fact that it allows the implementation of cultural studies, and the relevance of the author's methodical system of studying the ethno-linguistic composition of the world's peoples, ethno-culture, centers of historical and cultural civilization, and objects of cultural heritage.

By means of individual-oriented teaching, using the development and educational opportunities of any lesson, and during the application of this system, the creative abilities of high school students are developed in the elective course. During the course, students created new ideas by critically looking at their own and each other's opinions. The course contributed to increasing the student's cognitive activity, independent learning, and creativity.

6. Conclusion

The works of foreign and Kazakh scientists on the issue of teaching cultural geography and the experiences of teaching cultural geography in the field of education in developed countries such as the USA, Turkey, Great Britain, and Australia were reviewed. As a result of the analysis of foreign experiences and the works of scientists, it was found that cultural geography is a very important subject in forming the worldview of students, and while it is well reflected in the content of the school curriculum of some developed countries, it is not considered enough in the school curriculum of Kazakhstan. Therefore, we developed the program of the elective course «Cultural Geography» for the school and conducted an experimental study to study its effectiveness.

The program of the elective study course «Cultural Geography» for students in 9-10 grades consists of four parts that complement each other. At the end of each section, there are four assignments aimed at forming the skills of students to use the results of their academic achievements in practice. The principles of natural and cultural identity, cultural self-awareness, conversational, cultural-historical, individual activity, value-semantic, systemic, and culturally significant educational environment creation and expansion served as a guide for the implementation of cultural geography education during the development of the methodological tool. The compiled methodological system was the basis for creating the methodology for teaching the optional subject of cultural geography. The Scientific and Methodological Center of New Technologies in Almaty City Education made the decision to include the proposed elective course in the educational process on December 6, 2022.

The experimental study was conducted in the Kazakh language school of the «Suleiman Demirel boarding school-college» institution. 50 students in the 10th grade voluntarily participated in the experimental study, and they were divided into 2 groups (experimental and control). Experimental research consisted of defining, formative, and evaluation stages. The learning process was carried out in accordance with the methodological instructions for the organization of training in the course program. The results of the experimental group were «low» compared to the control group in the first defining period of the tasks given on three levels, while the results were «high» in the remaining two periods. The results of the experiment showed that the «Cultural Geography» course has a great influence on the formation of subject competencies of students and the effectiveness of its introduction into the curriculum.

According to the results of the conducted research, foreign experience, research, and views of scientists, the study of the course «Cultural Geography» allows students to understand the importance of studying spiritual and cultural values, protecting them, their place in the formation and development of countries, and awaken a sense of patriotism. During its study, students expand their knowledge by studying the ethno-linguistic composition of the world's population, cultural landscapes, and objects of cultural heritage. They develop cartographic skills by working with maps. In addition, the lesson develops the skills of independent and critical thinking, creative thinking, and working with information, both individually and in a team. Therefore, we believe that it is necessary to teach «Cultural Geography» in all schools.

7. Recommendations

The results of this study show that in future studies, it is necessary to study in detail the content of the course "Cultural Geography", covering regional and local features. Our study also indicates that little attention is still paid to the study of the theoretical foundations of this discipline. Therefore, future research should be focused on the analysis of the theoretical and methodological foundations of cultural geography.

8. Limitations

This study analyzes articles related to the problems of cultural geography published in different years in various publications. From this point of view, the analysis is limited to specific materials on "cultural geography". In addition, articles published in Kazakh and Russian are included.

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