

будущих специалистов. А построение компетентностно-ориентированная СРО в виде модели, включающей мотивационный, исполнительский, рефлексивный, контрольный этапы основано на: а) самооценности обучающего; б) обусловленности профессиональной направленности содержания образования будущей педагогической деятельностью; в) ориентации профессионального образования на индивидуальный опыт студента; г) опережающем характере профессионального образования; д) соотношения технологии профессионального образования с закономерностями профессионального становления личности учителя.

Ключевые слова: компетентностно-ориентированная СРО; мотивационный; исполнительский; рефлексивный; контрольные компоненты; компетенции; умения; рефлексия; субъектный опыт.

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STUDYING OF THE GEOPOLITICAL ISSUES IN THE UPDATED CONTENT OF SCHOOL GEOGRAPHY

Abstract

This article examines the essence of geopolitics as a science and its importance for improving the educational level of learners in the context of geographic education. There are many definitions and interpretations of this concept, the essence of which is as follows: geopolitics is a science, a system of knowledge about the control over space (territory). It also analyzes the origins and modernity of geopolitical thoughts, the views of researchers and thinkers on this field of science. As we know, over the past four years, the educational process of schools in Kazakhstan is focused on the updated program. It was revealed that the updated content makes changes, in particular, in the main areas of activity of the content of secondary education, the content of the subject, methods of assessment and is manifested in the helicity principle of the school program. The main task of updating the content is not only to instill in students theoretical knowledge, but also to teach them how to apply the acquired knowledge in practice. At the same time, this work focuses on the significance of the formation of pupils' geopolitical thinking, which is formed based on systematized specific scientific knowledge through a theoretical, conceptual understanding of the relationship between the political activity of society and geospace, its results - geopolitical phenomena. Considering this, in this article the authors try to analyze the state of geographic education in the context of the updated content of education, and to characterize the process of studying geopolitics in geography from the seventh to eleventh grades.

Keywords: geopolitics; geography; updated content of education; modernization of education; space; division of the world; politics.

Introduction. In modern society, the development of any nation is based on education. Consequently, one of the priority directions in transforming present day state policy in the Republic of Kazakhstan at the present stage is the modernization of education. Within the middle level of education, this process is carried out by updating the content of school textbooks. Updating involves a subjective positive change in something, the substitution of outdated

components, links, driving to improvement while maintaining the base, preserving the best examples of the past and reestablishing the old components. In other words, updating is supplanting outdated components with new, more modern, important and relevant ones, without replacing the fundamental foundations. The modernization of Kazakhstan education, accompanied by the transition to an updated content of education, is aimed at improving the

quality of education, a person-centered approach to learning, and at increasing motivation to study specific disciplines. The modernization of the educational sphere is taking place against the background of deep political and socio-economic transformations in the world and in Kazakhstan society. Everything that happens is associated with the transition to geopolitical and market relations. The task of the methodologists of the near and far abroad is to study the experience of geographical education and apply it in the educational process [1].

Main body. Geographic education involves the study of the Earth's surface and its layers that form the Earth's shell. In addition, geography studies the influence of political and economic geography on politics, national power, and foreign policy of the state, which is called geopolitics.

The pertinence of the essence of geopolitics is to improve the educational level of students based on the reality that the consider of the foundations of geopolitics and the advancement of international relations will help in building a holistic historical picture of the past world. In addition, it will allow acquiring the necessary knowledge and skills to analyze the modern emerging system of a multipolar world; will teach to see the seemingly chaotic course of international events, certainty of ideas and decisions. However, more importantly, studying this course will allow students to determine the place and role of Kazakhstan in the overall alignment of world politics and consciously develop their own line of behavior in the relevant situations. Considering the fact that Kazakhstan is located in a very favorable geopolitical position, which largely determines its place and role in the general alignment of world politics, it is necessary to form geopolitical thinking from the school time and further study in depth at university within the framework of geographic education.

This article will provide some information on the definitions and origins of geopolitical thoughts and consider how it is presented in the updated content of the school geography course. **Main body.** Definitions and origins of geopolitical thought. It is believed that the

origin of the term geopolitics is for the most part related to its division from political geography. In this respect, numerous scholars give a genetic definition of geopolitics, which boils down to expressing the contrasts between geopolitics and political geography [2]. In this way, political geography is considered to be constrained to a static description of the state, which may include the consider of changes within the course of its past development. Geopolitics is a discipline that assesses and weighs a certain particular circumstance in which a state finds itself, and points to study its future. Political geography, being mainly geography, focuses on geographical phenomena, gives their political interpretation. Geopolitics, referring mainly to politics, on the contrary, concentrates on political phenomena and seeks to give them a geographical interpretation.

Let us consider several interpretations of this term. Geopolitics is a combination of geographic and political factors that influence or determine a country or region [3]. Geopolitics is a national policy based on the relationship between politics and geography [4]. In the USSR, this term was banned for many years, because geopolitics was characterized as a Nazi doctrine, in which a combination of political, geographical, historical, racial and economic factors justified Germany's right to expand its borders and control various strategic land tracts and natural resources [5]. According to the Penguin Human Geography Dictionary, the difference between political geography and geopolitics is as follows: geopolitics deals with the spatial requirements of a state, whereas political geography only considers its spatial conditions [6]. To summarize, geopolitics can be defined as a discipline that studies the policy of a state based on its geographic location.

This paper will analyze the various intellectuals who have worked in this field over the years, such as Aristotle, Montesquieu, Friedrich Ratzel, Rudolf Kjellen, Halford Mackinder, Alfred Mahan, Karl Haushofer, Nicholas Spykman, and the other geopolitical researchers, like Alexander Dugin and Marat Shaikhutdinov.

Geopolitical ideas were first mentioned

in the works of philosophers of the Ancient era. Therefore, for example, Aristotle, Cicero, Strabo, Montesquieu, Diderot drew attention to the superiority, dominance of some lands over others, as well as the influence of geographical conditions on the internal and external life of the state.

However, it ought to be borne in mind that all geopolitical concepts were fragmentary and descriptive and thus lacked a reliable theoretical basis. However, thanks to these accumulated empirical experiences, an extensive database was created, which contributed to the development of geopolitics as an independent science.

The key stage in the development of geopolitics is the second half of the 19th century - the beginning of the 20th century, when the object and subject of geopolitics began to form. Friedrich Ratzel introduced the concept of "geopolitics", in his work "Political Geography" (1897) and put forward a number of concepts that are still widely used today: "life sphere", "living space", "vital energy" [7]. Ideas of Friedrich Ratzel were stated in his book "On the laws of spatial growth of states" (1901). In this book, the thinker deduces seven laws of expansion, according to which the spatial growth of the state is carried out. In his opinion, spatial growth is explained by the fact that as the people grows, so does their need for new lands to further increase the population. At the same time, he singles out seven principles of geopolitical expansion, which were designed to systematize the causes of territorial conquests not from the point of view of human vices, but from the point of view of civilizational necessity, thereby justifying this action in the eyes of the whole world [8].

The Swedish political scientist Rudolf Kjellen (1864-1922), who first used the term "geopolitics", played a huge role in the development of geopolitics. Kjellen's works contain, in fact, all the fundamental provisions of geopolitics. Like Ratzel, he accepted that based on a comprehensive consideration of the individual state, some of the most common principles and laws can be derived, reasonable for all states and all times. One of these principles is the

strength of the state. States rise since they are strong. Kjellen accepts that strength is a more imperative factor in maintaining the existence of the state, than law, since the law itself can be supported only by strength [9].

It is additionally worth staying on the British scholar and politician Halford George Mackinder (1861-1947), who was the first to propose a worldwide geopolitical model of the world, where the inner space of Eurasia is the core region of geopolitics. According to Mackinder's concept, the defining moment in the fate of peoples and states is their geographical position. Moreover, the influence of the country's geographical position on its foreign and domestic policy does not diminish as it develops, but becomes more significant. The essence of Mackinder's main idea was that the huge inner space of Eurasia plays the role of the pivotal region of world politics and history, and that dominance over this space can be the basis for world domination.

According to these hypotheses, the world is separated into two hemispheres, between which there was always an endless struggle:

- 1) Continental (telluric) based on the power of a land country;
- 2) Oceanic (thalassocratic) [10].

Let us turn to the second German geographer and sociologist, founder of the German Geopolitical School Karl Haushofer (1869-1946). His Geopolitical School developed the concept of a "large space" ("grossraum" - that is Latin - the union of several states into a single strategic entity; a term introduced by C. Schmitt). K. Haushofer was persuaded that the location (space) and territorial characteristics of a state constituted the main determinants of its historical and political destiny. He considered the provision and expansion of living space to be the main driving force of the state. By extending its living space, he contended, the dynamic state provides itself with greater economic autarchy or autonomy from its neighbors. The conquest of such freedom was seen as a marker of the truth of a great power. An important way of territorial expansion of such a power, in his conclusion, is the assimilation of smaller states. In this regard, Haushofer was in solidarity with the founding

fathers of geopolitics in their adherence to the attitudes of social Darwinism [11].

Another forerunner of geopolitics, after F. Ratzel, was the American strategist, admiral, politician Alfred Thayer Mahan (1840-1914). All his works and studies were devoted to the influence of sea power on the conduct of the state's foreign policy. Maritime power, according to A. Mahan, is the achievement of military, strategic, political and economic superiority using sea spaces and communication routes, as well as through the protection of their own coastal borders and the establishment of control over coastal zones related to "neutral" territories or to the territories of the "enemy" [12].

One of the scientists, the successor of Admiral A. Mahan's theory, is Nicholas Spykman (1893-1943), who saw geopolitics not as a science that studies the influence of soil on the life of a state, but relief on national character, but as an analytical method, that allows developing effective international policy. All research of this scientist had a purely pragmatic character. Spykman viewed geopolitics as the foremost vital instrument of concrete international politics, as an analytical method and a framework of formulas that make it conceivable to develop the most effective strategy [13].

Nowadays, such figures as the founder of the Russian Geopolitical School Alexander Dugin [14], one of the leading American geopoliticians Zbigniew Brzezinski, who notes that geopolitics is a theory of a positional game, are involved in the connection between geography and politics on the "world chess board" [15]. Kazakh scientists Marat Shaikhutdinov [16] and Zheng Kung Fu [17], who made a huge contribution to the study of the problems of geopolitics, national security and international relations are also important. An important place in the research of these authors is occupied by Kazakhstan, its geopolitical and geo-economic prospects in the context of the global world.

Thus, geopolitics as the definition of the success of political activity by geographical, historical, socio-psychological, economic factors, as the ratio of political and spatial-social has existed for a long time and has been studied

by many authors. Based on this relevance, modernity is characterized by the growing role of this direction in the context of the school course of geography and in the conditions of universities within the framework of geographic education in Kazakhstan.

Methods. Analysis of the updated content of the school geography. As it noted above, the content of the school geography course has been undergoing an update over the past 4 years. The main areas of activity for updating the content of secondary education are:

- the development of values that contribute to both the development of the individual and society in general;

- changing the content of school education in accordance with the dynamic demands of modern society, taking into account the patterns of psychological and physiological development of students;

- ensuring that the content of school education with the modern requirements to the formation of competencies aimed at increasing needs and ability to autonomously obtain and apply knowledge in real life and to develop the student as a person and the subject of action;

- orientation of the content of school education to the systematic and purposeful introduction of students to scientific methods of cognition and independent research, as well as to the widespread use of educational situations that take into account the didactic capabilities of information technologies and form cognitive motivation in students;

- ensuring the humanization of the content of education, the variability of content, methods and forms of education, providing opportunities and the right to choose an individual training program;

- the formation of views on the future, as well as the strengthening of the moral foundations necessary for a person as a member of society and a subject of international cooperation;

- orientation of the content of school education to foster a respectful attitude towards national culture and openness in relation to other cultural sources [18].

The content of school textbooks on geography is updated taking into account its specific

characteristics. In the early days, geography was a science that was limited to the description of new lands and their formation. Now this area of science has changed and focuses on such aspects of geography as: determining the impact of individuals on their environment, on the unity of the ecosystem, on predicting the destructive impact of individuals on nature. In addition, it is directed to discuss political, demographic, financial processes taking place in the world; to research ways of storing essential minerals; to determine the causal relationships that have developed in nature.

According to the updated content of education, the completely educational modules for 7-9 grades in geography comprises of six sections:

1. Geographic research methods.
2. Cartography and geographic knowledge base.
3. Physical geography.
4. Social geography.
5. Economical geography.
6. Country Geography and Foundations of Political Geography.

According to the curriculum, the teaching materials of the textbook for 10-11 grades are grouped into seven sections:

1. Geographic research methods.
2. Cartography and Geoinformatics.
3. Nature management and geocology.
4. Geoeconomics.
5. Geopolitics.
6. Country geography.
7. Global problems of mankind.

In geography lessons, one of the most problematic stages of pedagogical activity is goal setting. By formulating a goal, we must understand that the goal is a model of the result.

1. Knowledge is the result of the process of cognitive activity of learners. Knowledge means only the result of knowledge, which can be logically or factually justified.

2. Comprehension is universal thinking associated with the assimilation of new content. This category indicates the transformation of material from one form of expression to another, the interpretation of the material, the assumption about the further course of the event

– explains facts, rules and principles.

3. Application – the ability to utilize the learned material in specific conditions and new situations.

4. Analysis – geographic analysis – allows you to compare a variety of spatial information and present the analysis results in an easy-to-understand form.

5. Synthesis is the process of connecting or combining previously disparate concepts into a single whole. This category refers to the ability to combine elements to create a coherent whole with novelty.

6. Evaluation – indicates the ability to evaluate the value of a particular material [19]. The main advantage of Benjamin Bloom's model (figure 1) is that thinking is presented in it in a structured and accessible form. Classification of the levels of mastering of educational material as a method for assessing the success of training, allows to clearly formulating didactic goals when developing multi-level tasks. Benjamin Bloom's taxonomy provides practical assistance to the modern teacher, and is an effective tool in the hands of a practicing teacher both in teaching schoolchildren to solve problems and in assessing learning outcomes. In this way, the updated content changes, firstly, the main directions of activity of the content of secondary education; secondly, the content of the subject, according to which the entire educational program consists of certain repeating sections. Thirdly, it changes the assessment methods corresponding to these sections. Each goal aims to develop specific skills that classified according to Bloom's taxonomy. Finally, fourth, the helicity of the curriculum. According to the old educational program, each grade was limited by the studying of a specific branch of geography. According to the upgraded substance of the program, the main sections of geography are repeated every year, the evaluation assignments gotten to be more complicated, and the content of the content is expanding. Hence, the helicity of the program allows learners to utilize the already obtained knowledge, which allows them to better understand the educational material.

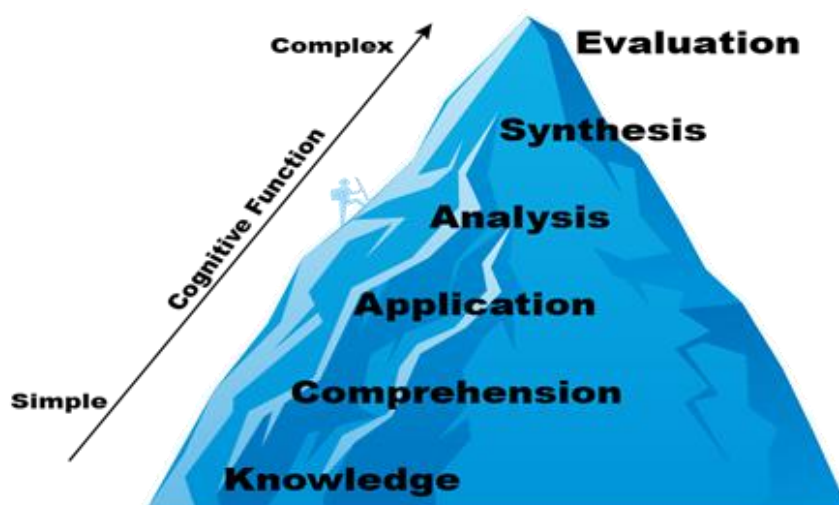


Figure 1. Taxonomy of educational goals in the cognitive sphere of Bloom [20].

Results and discussion. According to the updated content, all training material is divided into specific sections. Sections further broken down into subsections, which contain the learning objectives of the class in terms of expected results: skill or ability, knowledge or understanding. From 7-9 grades, geopolitics itself is not assigned as a separate section, taking into account the age and psychological characteristics of learners. Nevertheless, in fact, the formation of geopolitical thinking begins in these periods, in particular, with the section “Country Studies and the Basics of Political Geography”, where given the definition of this term and learners are prepared for the full study of this area. The main objective of teaching in these grades is the formation of geographical thinking, which is characterized by thinking, tied to the territory, putting its judgment on the map, coherent, complex, not closed within one element or one industry (Baranskiy N.V.).

In the textbooks of 10-11 grades for the study of geopolitics is allocated a separate section “Geopolitics”, where well represented the origins and modernity of geopolitics, basic geopolitical concepts, as well as the geopolitical strategy of Kazakhstan.

The textbook of 10th grade is aimed at in-

depth study of the physical, political, economic geography of the world, contributes to the acquisition of holistic knowledge about the geographical space, the formation of skills and abilities aimed at solving social, geopolitical and global problems (table 1) [21].

The subject Geography for the 11th grade completes the cycle of school geographic education and is designed to form an idea of the world around us, an understanding of the main processes and trends taking place in the modern constantly changing world. At this stage, the geopolitics section is focused on the study of problems at the regional and local level (table 2).

Thus, if in the 10th grade pupils form an idea of the origins, essence and relevance of geopolitics, then the main goal of studying geopolitics in the 11th grade is the application of geographical knowledge, skills and abilities aimed at solving geopolitical and global problems at all levels of geographic space, especially at regional and local.

Thus, while presenting the section “Geopolitics” in the textbooks of 10-11 grades, they meet the main requirements for updating the content of school education. In particular, this is a combination of the principle of helicity,

that is, a gradual build-up of knowledge and abilities from topic to topic, from grades to grade, and focusing on learning goals based on the formation of students' thinking skills from elementary (knowledge, understanding, application) to high levels (analysis, synthesis, evaluation).

Table 1

Learning objectives for the section “Geopolitics” in 10th grade

Subsections	Moduls	Learning objectives
5.1 Foundations of geopolitics	Relevance of geopolitics	10.5.1.1 - explain the purpose and objectives, the subject of geopolitics research; 10.5.1.2 - explain the main categories of geopolitics; 10.5.1.3 - determine the main objects and subjects of geopolitics; 10.5.1.4 - explore the main means of geopolitical influence
	World geopolitical space	10.5.1.5 - analyze the world geopolitical space
	Geopolitics and geographic factors	10.5.1.6 - assess the role of physical-geographical, economic, social, demographic, political, military, technological factors in geopolitics
	Morphology of the state territory	10.5.1.7 - analyze the morphological features of the state territory; 10.5.1.8 - classify states by morphological features of the territory; 10.5.1.9 - give a comprehensive assessment of the morphological features of the state territory of the Republic of Kazakhstan
	State borders	10.5.1.10 - analyze the functions, types, activities for the determination and conduct of state borders; 10.5.1.11 - to study the formation process, main indicators and dynamics of the state borders of the Republic of Kazakhstan; 10.5.1.12 - develop solutions to strengthen the borders of the Republic of Kazakhstan

Table 2

Learning objectives for the section “Geopolitics” in 11th grade

Subsections	Moduls	Learning objectives
5.1 Foundations of geopolitics	Modern geopolitical processes	11.5.1.1 - explain modern geopolitical process
	Geopolitical position of Kazakhstan	11.5.1.2 - give a comprehensive assessment of the geopolitical position of the Republic of Kazakhstan
	Geopolitical security of Kazakhstan	11.5.1.3 - determine the factors influencing the geopolitical security of the Republic of Kazakhstan; 11.5.1.4 - develop proposals to strengthen the geopolitical security of the Republic of Kazakhstan
	Geopolitical integration of Kazakhstan	11.5.1.5 - develop solutions to strengthen ties of the Republic of Kazakhstan with world and regional organizations

Conclusion. Today, education is abandoning traditional approaches to teaching, and fundamental changes in the teacher's activity are associated with the transition to an updated educational paradigm, which implies a change in teaching technology. Modern teaching methods create the necessary conditions for the improvement of abilities to think independently, navigate in new circumstances, find their own approaches to solving problems, and set up business contacts with the audience.

Within the context of the updated content of geography, the function of this area of knowledge is pointed at determining the human influence on the environment, on the integrity of the ecosystem, to avoiding and anticipating the destructive impacts of humans on nature; to explore for ways to preserve minerals. Also it is aimed determine the causal associations that happen in nature; to study the political, demographic, economic processes taking place in the world.

The substantive difference of the updated content of school textbooks is, firstly, the principle of helicity in designing the content of the subject, that is, a progressive increment in knowledge and aptitudes both vertically and horizontally (expanding the complexity of aptitudes by topic and by grades); second, a pecking order of learning targets by Bloom's taxonomy based on patterns of cognition and classified according to the most important types subject operations; thirdly, pedagogical goal-setting throughout the entire course of study, which allows to take into account intra-subject connections as much as possible; fourthly, the presence of "cross-cutting themes" between subjects as within one educational area, and

in the implementation of intersubjective communications; fifth, the correspondence of the content of the sections and the proposed themes to the requests time, emphasis on building social skills; sixth, the technologization of the educational process within the frame of long-term, medium-term and short-term plans. Thus, the expected learning outcomes are concretized for learning each section, forming a system of long-term and medium-term goals learning.

The formation of geopolitical thinking among students takes into account the age and psychological characteristics of students. In particular, from grades 7-9, pupils study countries and their characteristics, the basics of political geography, where actually begins the formation of an idea of the influence of geographical factors on state policy, which we call geopolitics. In addition, this stage contributes to the formation of geopolitical thinking among learners. In grades 10 and 11, geopolitics is fully studied, there is a further development of geographical and spatial thinking, the formation of skills and abilities to analyze and draw logical conclusions regarding problems local, regional and world level.

Thus, the curriculum, according to the updated content, is aimed at implementing the principle of the unity of upbringing and teaching, based on the interdependence and interrelation interdependence of the values of education and the results "at the exit" from school with the framework of learning objectives. At the same time, the main assignment of updating the content is not only to instill in learners theoretical knowledge, but also to teach them how to apply the acquired knowledge in practice.

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Мектептегі географияның жаңартылған мазмұнының аясында геосаяси мәселелердің оқытылуы

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Аңдатпа

Бұл мақалада геосаясаттың ғылым ретіндегі мәні және географиялық білім беру жағдайында оқушылардың білім деңгейін көтерудегі маңызы қарастырылады. Бұл тұжырымдаманың көптеген анықтамалары мен түсіндірмелері бар, олардың мәні келесідей: геосаясат – бұл ғылым, кеңістікті басқару туралы білім жүйесі. Сондай-ақ, мақалада геосаяси ойдың бастаулары мен қазіргі кезеңі, зерттеушілер мен ойшылдардың осы ғылым саласына көзқарасы талданады. Белгілі болғандай, соңғы төрт жылда Қазақстан мектептеріндегі білім беру үдерісі жаңартылған бағдарламаға бағытталған. Жаңартылған мазмұн, атап айтқанда, орта білім беру мазмұны қызметінің негізгі бағыттарына, пәннің мазмұнына, бағалау әдістеріне өзгерістер енгізетіні және оқу бағдарламасының спиральдылығы принципінде көрінетіндігі анықталды. Мазмұнды жаңартудың негізгі міндеті – білім алушыларға теориялық білімді сіңіріп қана қоймай, алған білімдерін практикада қолдана білуге үйрету. Сонымен бірге бұл мақала білім алушылардың геосаяси ойлауын қалыптастырудың өзектілігіне бағытталған, ол жүйеленген нақты ғылыми білімдер негізінде қоғамның саяси қызметі мен геокеңістіктер арасындағы байланысты, оның нәтижелері – геосаяси құбылыстарды теориялық, концептуалды түсіну арқылы қалыптасады. Осыны ескере отырып, авторлар осы мақалада географиялық білім берудің жағдайын жаңартылған білім беру мазмұны тұрғысынан талдауға, сонымен қатар географиядағы геосаясатты жетіншіден он бірінші сыныпқа дейін зерттеу процесін сипаттауға тырысады.

Түйін сөздер: геосаясат; география; білім берудің жаңартылған мазмұны; білім беруді модернизациялау; кеңістік; әлемнің бөлінуі; саясат.

**Изучение геополитической проблематики в обновленном содержании
школьного курса географии**

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Аннотация

В данной статье рассматривается сущность геополитики как науки и ее значение для повышения образовательного уровня обучающихся в условиях географического образования. Существует много определений и трактовок данного понятия, суть которых заключается в следующем: геополитика – наука, система знаний о контроле за пространством. Также проанализированы истоки и современность геополитической мысли, взгляды исследователей и мыслителей на данную область науки. Как известно, в последние четыре года образовательный процесс в школах Казахстана ориентирован на обновленную программу. Выявлено, что обновленное содержание вносит изменения, в частности, в основные направления деятельности содержания среднего образования, содержание предмета, методы оценивания и проявляется в принципе спиральности учебной программы. Главной задачей обновления содержания является не только прививать учащимся теоретические знания, но и научить их применению полученных знаний на практике. При этом данная работа акцентирует внимание на актуальность формирования у учащихся геополитического мышления, которое складывается на основе систематизированного конкретно-научного знания с помощью теоретического, концептуального представления о взаимосвязи политической деятельности общества и географического пространства, ее результатах - геополитических явлениях. Учитывая это, в данной статье авторы попытались проанализировать состояние географического образования в условиях обновленного содержания образования, а также охарактеризовать процесс изучения геополитики в географии с седьмого по одиннадцатый классы.

Ключевые слова: геополитика; география; обновленное содержание образования; модернизация образования; пространство; деление мира; политика.

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